

# Teaching the Sociology Of Peace, War And Social Conflict

A Curriculum Guide

Third Edition

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See also:

- Chasin “Sociology of Conflict and Violence” listed under “General Overviews”
- Firestone “Gender and Society” listed under “Military Institutions and War”
- Miller “The Military and Society” listed under “Military Institutions and War”

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## **INTRODUCTION**

This guide is a project undertaken by members of the Section on Peace, War, and Social Conflict of the American Sociological Association (ASA). It is a successor to the first (MacDougall and Raisz, 1991) and second editions of the guide (MacDougall, Ender, and Raisz, 1998). In selecting syllabi for this guide we omitted anything that was identical (or nearly so) to anything in the former guide.

As is well known, the world has witnessed major changes in the field of war and social conflict since the previous guide appeared in 1998. These include dramatic events in Kosovo, the terrorist attacks of September 11, 2001, and the Spring 2003 war with Iraq. But there have also been subtler changes, such as the contrast between the rhetoric used by the George W. Bush administration in Washington, and that used by the Clinton administration. Another development since 1998 that has considerable relevance to students of peace, war, and social conflict is the worldwide social movement opposed to corporate globalization.

This guide is intended to be useful to different types of readers. These include graduate students starting to teach in the field, as well as seasoned teachers. We designed this guide so as to appeal to readers working in diverse institutions, from community colleges to graduate schools—and also hopefully, high schools.

Among sociologists, this volume should be of interest to people who do not specialize in peace, war, and social conflict—for instance those interested in crime and deviance; in social justice in all its forms; in political processes; and in social movements. We also hope that this guide will be helpful to non-sociologists, for instance people teaching in political science, history, security studies, conflict resolution, international relations, social psychology, criminology, and social work. This volume should be a useful complement to the recent ASA curriculum guide on genocide (Apsel and Fine, 2002) which takes account of developments since September 11, 2001.

Included are 36 syllabi by 32 different people. The authors of the materials in this guide are at varied stages in their careers, from those just beginning, to retired (and distinguished) faculty. They teach at very varied institutions, from small private colleges to large research universities, public and private (unfortunately there are no materials from teachers at two-year colleges). We are especially pleased to include an essay by an undergraduate (Diana O'Bryan).

This guide is organized as follows. The first section consists of three essays, covering important conceptual and pedagogical issues. The second section—the core of this volume—is the syllabi. Each syllabus is preceded by a brief description of the institution at which the course is taught, together (in most cases) with details of the context of the course (class size, level of the course, etc.). This background information was usually provided by our contributors, but in a few cases we had to get it from the relevant websites of schools and sociology departments. The syllabi are to some extent multi-disciplinary, since some are in departments of English, History and Political Science. The last section discusses some other resources for instructors: this section is purposely kept short, to make room for additional syllabi; however, as indicated, a number of syllabi contain useful student assignments, bibliographies, lists of websites, and titles of films/videos.

The syllabi are divided into eight subsections. In the first subsection we present overviews of the field. There follow five subsections, which deal with the dynamics of war and social conflict. Here, we start with more general issues and syllabi focusing more closely on explanatory factors, before moving on to more specialized topics and geographic regions outside the USA. The syllabi conclude with two subsections covering alternatives to war and violence.

Readers may wonder why we put “bad news” topics like war and violence before “good news” topics, given that “peace” comes before “war and social conflict” in the name of the sponsoring ASA section. Our response is that we believe most users of this guide would like to fully understand the dynamics of violence and conflict before they can realistically address “good news” topics like peace movements and conflict resolution.

While the diversity and quality of the essays and syllabi in this guide is high, there are still some unfortunate gaps. These include the following: weapons of mass destruction; conflicts related to sexual orientation or substance abuse; and conflicts in Central Asia and Sub-Saharan Africa. One contributor asked about the relevance of some of the syllabi on regions outside the USA that are not witnessing serious overt conflict. In reply, we would argue that regarding every society, students of social conflict rightly analyze cultural and structural violence in that society—the subtle but pervasive suffering occasioned by the unexamined images and metaphors in our language, and by social injustice in its many forms. Another topic that could have been covered in greater depth is cultural and economic globalization, together with the social movement opposed to corporate globalization. These topics are of great importance to the understanding of peace, war, and social conflict, because they require serious attention to cultural and structural violence

In addition, while religious leaders like the Dalai Lama are mentioned, there is little coverage of the role of religious and spiritual belief systems and institutions. A different sort of omission is a careful evaluation of the numerous websites on peace, war and social conflict: we felt there was not sufficient space to do justice to this topic. Finally, there is little material in this guide on the role of service-learning in teaching about peace and conflict. However the essay by Diana O’ Bryan does cite some sources on this, and in addition the ASA recently published a curriculum guide on service-learning (Kowalewski et al., 2001) which contains several syllabi on the use of service-learning to teach topics related to peace and conflict.

Even though we hope this guide will be useful to many people, there is no substitute for joining the ASA section on Peace, War and Social Conflict. The benefits of section membership include face-to-face interaction at the annual ASA meetings, and keeping up to date on news and cutting-edge thinking through the section’s newsletter and electronic list-serves. Section dues are \$10 a year for faculty and other professionals, \$7 for students. To join the section, visit <http://www.la.utexas.edu/research/pwasa/memform.htm>; or contact Professor Morten G. Ender, 845-938-5638, e-mail [morten-ender@usma.edu](mailto:morten-ender@usma.edu).

### **Additional materials are located on the website of the ASA Section on Peace, War and Social Conflict**

We received more syllabi than we could accommodate in this printed guide. To make them accessible to those interested, we have placed on the section’s website both the syllabi and other materials we could not include here, and two syllabi (the Morten Ender “Cinematic Images” syllabus, and the one by Mady Segal) for which only shortened versions appear here. The syllabi omitted were ones that in our view covered topics less central to sociologists (particularly those teaching undergraduate courses) or that virtually duplicated ones already available in the second edition of this guide.

The specific materials on the website are the following.

#### Syllabi

##### *Overviews*

- Christine Rack, “Social Problems of Conflict and Peace.”

##### *Military institutions and war*

- Mady Wechsler Segal, “Military Sociology.”
- Morten G. Ender, “Armed Forces and Society.”
- Ian Roxborough, “War and the Military”—note: this is a graduate-level course
- Morten G. Ender, “Cinematic Images of War and the Military.”
- Paul Reese, “History of the Military Art.”

### Student Assignments

- Itinerary to accompany syllabus by Bernard Brady and Meg Wilkes Karraker in this guide (“Rome, Italy: Society at the Crossroads” in the subsection “Particular Geographic Regions”)

### Bibliographies

- Mark Ginsburg, “Peace Movements and Peace Education.”

The website can be accessed at <http://www.la.utexas.edu/research/pwasa/index.htm>. We plan to update it regularly, in December, May and August of each year.

### **ACKNOWLEDGEMENTS**

We are very grateful to many people for making this guide possible. We would like to thank all those who contributed syllabi and other materials. Helen Raisz and Lynne Woehrle gave us many useful comments and suggestions at every stage in putting this guide together. Jean Beaman, Carla Howery and Meghan Rich of the ASA Teaching Resource Center provided essential encouragement and support. Peter MacDougall, Amandeep Sandhu, Lee Smithey and administrative staff at the U.S. Military Academy did invaluable computer and website work. Numerous people outside the section on Peace, War, and Social Conflict helped ensure that we received a very diverse set of syllabi. Within the ASA these included leaders of the following sections: Asia/Asian-American; Collective Behavior and Social Movements; Environment and Technology; Lation/Latina; Political Economy of World Systems; Political Sociology; Racial and Ethnic Minorities; and Race, Gender and Class. Outside the ASA, help in publicizing our call for contributions was provided by the Association for Conflict Resolution, the Inter-University Seminar on Armed Forces and Society, the Peace and Justice Studies Association, and the Society for the Study of Social Problems.

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# Section A

## Essays

**HOW DO UNDERGRADUATES LEARN ABOUT PEACE?:  
EXPERIENTIAL AND NON-EXPERIENTIAL ASSIGNMENTS  
IN AN INTRODUCTORY PEACE-STUDIES COURSE**

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**INTRODUCTION**

The goal of this article is to assess different ways undergraduates learn both cognitive and normative aspects of peace-making. I draw on my experience in teaching a survey course on peace studies at a mid-sized state university.

When students consider the causes of violence and constructive alternatives, it is critical for them not only to develop intellectual understanding, but also to analyze their and others' values, and be exposed to the actual practice of peace. In other words, studying peace requires not only cognitive but also normative learning. In the area of cognitive learning, students must recognize that peace and violence are complex topics. For instance, an examination of positive peace (the creation of constructive and socially just relationships) requires careful attention to such concepts as power—political, social and ideological—and interdependencies within and between social systems (Reardon 1994). In addition, students have varying learning styles: for instance some learn much better if they start with concrete experiences or active experimentation, rather than with abstract conceptualization (Kolb 1984). Boulding (1990) stresses that ways of learning include the telling of stories and monitoring of images.

Peace educators acknowledge that their work is not value-free. For example, they have a strong preference for dialogue and nonviolent approaches to conflict, and believe in challenging prevailing paradigms. Fisk (2000) advocates humility in the face of difficult policy choices, and a problem-posing approach in order to avoid indoctrinating students. When students address controversial topics like terrorism, they have to examine their own and others' values on such basic issues as security and democracy (Reardon 1994). Crews (1989) argues that students must also learn about connections between ideas and values.

This combination of cognitive and normative learning is frequently best achieved through experiential assignments. One reason for this is that these assignments provide opportunities to practice peacebuilding in the classroom and witness it off-campus. Many peace educators emphasize that they must in their own teaching put into practice peacemaking values like those discussed in the previous paragraph. But experiential learning is not only a matter of ethics, it is also good pedagogy. Weigert (1999) stresses that a key feature of values is that they are practiced, so an excellent way to learn about values is to find out (say, by interviewing activists) how people act on their values. Fisk (2000) points out that much learning in schools and universities is informal, and some kinds of experiential assignments can effectively take advantage of informal mechanisms, for instance peer groups that develop in co-operative learning settings. Assignments like off-campus exposure to peace practitioners can "make hope practical" (Hutchinson 1995). Fisk (2000) also urges that faculty give students real choices between value systems. An example of this is multiple options in service-learning placements.

**THE PEACEMAKING ALTERNATIVES COURSE**

I teach the 200-level "Peacemaking Alternatives" at the university of Massachusetts Lowell. This is a mid-sized state university where a large majority of the undergraduates are white and live in medium-sized cities or suburbs within fifteen miles of campus. The course meets university General Education requirements in behavioral sciences, and also in values/ethics and in diversity.

My peacemaking course starts with an overview of key concepts and trends: the dynamics of militarism and violence; peace and allied movements; and basic distinctions like negative vs. positive peace, and structural vs. overt violence. For readers unfamiliar with some of these terms, I should explain that negative peace is the absence

of war and violence--positive peace was defined in the introductory section of this article. Overt violence is visible hurts to living beings and human constructs like houses, while structural violence is the less visible suffering that results from social injustice (see Barash 2000 pp. 129-30, 225).

We then study various approaches to peacemaking, in settings of various sizes (ranging from families to the world), following the sequence in the textbook (Barash 2000). These approaches include conflict resolution, disarmament, social justice and nonviolence. (For an earlier syllabus see MacDougall et al. 1998; for the current syllabus and the assignment handouts, readers can contact me at the address at the back of this guide. In fall 2003 I will change the course name to Peace and War, partly in response to events since September 11, 2001).

I use quite diverse written assignments. There are six in-class quizzes, each containing four multiple-choice questions covering readings since the previous quiz. The midterm and final are take-homes, largely consisting of short questions designed to check students' mastery of key concepts and their ability to apply them to empirical material in the readings. I require informal journals to be passed in four times in the course of the semester. Each journal installment must contain at least two comments on readings, one comment on class, and one on something outside class. There is no maximum length for journal installments, and personal stories are welcome.

In addition, there is a major experiential assignment, designed to take students off campus and expose them to peace/justice/environmental activists. This assignment can take two forms. The first form is a mini-internship, where students do 10-12 hours of volunteer work with a peacemaking organization (broadly defined), then write a report of 3-5 pages. For details on the assignment, see the instructions in Part C of this guide; for a more extensive discussion see MacDougall 1999. The second form of the off-campus assignment is an interview with a peace/justice/environmental activist, followed by structured two-page report on the interview, covering such topics as the activist's main achievements and values.

In the final paper, for those who had chosen the interview as their off-campus assignment, there is a second requirement, in addition to the shorter comprehension questions mentioned above. (The reason for the additional work for these students unlike those who had done mini-internships is that the earlier interview is a less time-consuming assignment than the mini-internship). Here, students choose among several options: first, a shorter version of the earlier mini-internship (requiring only 4-6 hours of volunteer work, together with a report of 2-3 pages); second, a 3-4-page research paper; or third, a 3-page paper summarizing newspaper articles or videos on various peacemaking themes, and comparing them to key points in required readings.

The class format departs from traditional lectures in two ways. First, students are placed in "jigsaw" cooperative learning groups to facilitate comprehension of substantive material, especially readings (on groups of this kind, see McKinney and Graham-Buxton 1993). These consist of an average of four students, who meet every week. Before their meeting, each group is assigned a chapter or article from the current required readings. Also before the group meetings, each individual student writes a one-page "ticket" on the group's assigned chapter/article that summarizes the one or two main points, and connects the text to a different reading or an item in the news or an aspect of the student's personal life. When the groups meet, the tickets are consolidated into a group report, which is presented orally by a recorder to the entire class—group members rotate the role of recorder. Tickets and group reports are basically graded pass/fail. At the end of the semester I add up each student's grades on their jigsaw-group work, which can increase or reduce their semester grades by up to about five percent.

Thanks to the group reports, I can keep most of my lectures short. I build on what the recorders have already said, and confine myself to summarizing key points that may have been omitted in the group reports or presented unclearly, and if necessary adding a few comments of my own on critical issues. (However I devote about four entire class periods to lectures when I survey material that is unfamiliar to almost all students, e.g. on case studies from developing countries).

The other way in which the class format departs from lectures is in my conception of who are the teaching staff. My university does not have the funds for me to hire a teaching assistant (TA) for a relatively small class like

mine. However I do use undergraduate TAs in this course, by picking outstanding undergraduates and supervising them for course credit, typically Directed Studies or Practica in Sociology (for more details see MacDougall 2003). TAs sit in on jigsaw group meetings, helping ensure that the groups keep to their assignments. TAs also have numerous informal discussions with students, aiding them in mastering difficult readings, successfully completing assignments, and making appropriate choices about mini-internships or interviews.

### **STUDENT LEARNING IN THE COURSE: AN ASSESSMENT**

In spring 2001 I taught two sections of the course. Because of circumstances beyond my control, it turned out that only one section had a TA (though the non-TA section was informed about the TA in the non-TA class, and he occasionally attended the latter class). Both sections had 30 students. Students in both classes had similar demographic and academic backgrounds, except that the section with a TA had a much higher proportion of freshmen and sophomores (for more details see MacDougall 2003)

At the end of the semester, in an evaluation questionnaire, students ranked different aspects of the course as to how these aspects helped them learn about various aspects of peacemaking. (Because of an oversight, the questionnaire did not cover journals). I divided the types of learning into the cognitive—learning about important facts, and about key concepts and explanations—and the more normative--learning about positive alternatives to violence, and about students' own and others' broad values. The results are presented in Table 1, at the end of this article.

Looking at the types of assignments which the students most often found "best" and/or "second best," we see some common patterns that apply to both the TA section and the non-TA one. For cognitive learning, in students' assessments the most useful aspects of the course were lectures and readings. By contrast, for more normative types of learning, students rated the mini-internship/interview assignment highly. However it is interesting that students also felt lectures were very helpful on positive alternatives to violence. For all types of learning, quizzes received low ratings.

In contrast to these common patterns, there were also some quite marked differences between the sections as regards which type of assignment was most useful. In the section that had a TA, the mini-internship was more highly rated than in the non-TA section for learning facts (it is possible that this questionnaire item was interpreted by some students to mean not facts about peace/conflict in general, but facts about the specific organizations where they did their mini-internship/interview). In the non-TA section students gave considerably higher ratings to the midterm and the final as ways of learning about constructive alternatives to violence. The TA section also found the midterm and final more helpful for learning about important facts. When it came to students' learning about their and others' values, the non-TA section especially appreciated the tickets and jigsaw groups, and also the final assignment.

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These inter-section differences are likely to have to do both with the students' backgrounds and the TA's impacts. Another factor that may influence students' responses to evaluation forms is the time at which the two sections were taught. The non-TA class met (twice a week) at 9:30-10:45 a.m., which is considered "too early" by many students, particularly no doubt the less motivated ones. By contrast, the section with a TA met at 11:00 a.m.-12:15 p.m., which is a popular time for almost all students.

The non-TA section, as indicated, had a higher proportion of juniors and seniors. This, together with the fact that this class met relatively early in the morning, probably meant that this section was populated by students who in their jigsaw group work usually needed less guidance from a TA—or the instructor--than did members of the TA section. In addition, before they take my course juniors and seniors probably have learned more than underclass students about positive alternatives to violence, both in courses they have taken and in their lives outside the classroom. This would explain why students in the class with the TA more often rated the final and the midterm as helpful ways to learn about values, since these assignments contained structured questions on values, and

underclass students are more likely to appreciate such questions as learning tools. Students in the TA class also benefited from the efforts the TA put into ensuring that the mini-internship was as beneficial as possible, and the benefits were no doubt evident not only in normative but also in cognitive learning.

Various comments in students' papers on their off-campus assignments underscore the usefulness of this assignment for broad cognitive learning and analysis. In fall 1995 a male student who planned to go to law school did a mini-internship in the office of the local District Attorney. His main tasks were to listen to stories told by battered women, and advise them about their legal options. In his paper he commented, "mediation is very useful to reach a peace but it then must be maintained by an intervening force. The intervening force that the victim's witness advocates use is the power of the criminal justice system."

In 2000, a senior majoring in political science reported important cognitive learning in his paper on his interview. The interviewee was his father, who through a high position in the Ancient Order of Hibernians had lobbied top US and Irish officials about human rights policy in Northern Ireland. In his paper, the student wrote about "any country where there are hungry, homeless and poor people, because the priority is the war, not so much the people...If [my father] works towards peace and human rights, then he is at the same time working to reduce overt and structural violence."

## **CONCLUSIONS**

In my Peacemaking Alternatives course, I use a variety of assignments. These are of two main types: first, those designed to promote cognitive learning, such as quizzes and short-answer questions (in the midterm and final); second, assignments that focused on normative topics, including constructive alternatives to war and violence, and people's underlying values. As expected, students' responses to evaluation forms in spring 2001 suggested that cognitive learning--about facts, concepts and key generalizations--is best promoted by "traditional" assignments like lectures and readings. In addition, the more experiential mini-internship and interview assignments were highly rated as ways to learn about positive peace-building alternatives. Another somewhat experiential method of learning--the weekly jigsaw groups in the case of the section without a TA--was considered very helpful for learning about values.

In all these cases, as might be expected, more experiential assignments and class formats appear to be more effective as ways to promote more normative types of learning. However in some respects experiential assignments are also effective tools for teaching cognitive skills. For at least the section without a TA, the jigsaw groups helped students master important facts, and for the TA section--which contained an especially large number of freshmen and sophomores--mini-internships were considered very beneficial for factual learning. Finally, even though the topic of positive alternatives to violence is highly value-laden, it can be effectively taught through lectures.

## **ACKNOWLEDGEMENTS**

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**Table 1. Student Assessments of Assignments for Different Types of Learning in Peacemaking Alternatives Course, Spring 2001**  
(data taken from evaluation forms filled out at the end of the semester)

*I. Section with a teaching assistant (number of respondents: 15)*

**A. MASTERY OF IMPORTANT FACTS**

**B. LEARNING ABOUT EXPLANATIONS AND**

**APPLICATIONS OF CONCEPTS**

Percent of students rating the assignment	From readings	From lectures	From tickets & jigsaw groups	From quizzes	From mid-term	From mini-internship or interview	From Final	From readings	From lectures	From tickets & jigsaw groups	From quizzes	From mid-term	From mini-internship or interview	From final
As best	26.7	20	20	13.3	33.3	46.7	26.7	46.7	40	20	13.3	20	26.7	13.3
As second best	53.3	66.7	46.7	40	46.7	40	33.3	33.3	53.3	53.3	40	40	40	53.3
As least good	20	13.3	33.3	46.7	20	13.3	40	20	6.7	26.7	46.7	40	33.3	33.3

**C. LEARNING ABOUT POSITIVE ALTERNATIVES TO VIOLENCE**

**D. FIGURING OUT STUDENTS' OWN AND OTHERS' VALUES**

Percent of students rating the assignment	From readings	From lectures	From tickets & jigsaw groups	From quizzes*	From mid-term	From mini-internship or interview	From final	From readings	From lectures	From tickets & jigsaw groups	From quizzes	From mid-term	From mini-internship or interview	From final
As best	40	46.7	40	0	26.7	60	13.3	40	20	33.3	0	20	60	20
As second best	46.7	46.7	20	21.4	46.7	20	53.3	26.7	53.3	33.3	20	33.3	26.7	33.3
As least good	13.7	6.7	40	78.6	26.7	20	33.3	33.3	26.7	33.3	80	46.7	13.3	46.7

\*the number of students for this column is 14 because one student did not rate the quizzes for this kind of learning

*II. Section without a teaching assistant (number of respondents: 10)*

A. MASTERY OF IMPORTANT FACTS

B. LEARNING ABOUT EXPLANATIONS AND APPLICATIONS OF CONCEPTS

Percent of students rating the assignment	From readings	From lectures	From tickets & jigsaw groups	From quizzes	From mid-term **	From mini-internship or interview	From Final **		From readings **	From lectures	From tickets & jigsaw groups	From quizzes	From mid-term	From mini-internship or interview	From Final **
As best	60	40	70	30	11.1	50	0		55.6	50	40	20	20	40	11.1
As second best	30	50	20	30	77.8	10	100		22.2	40	40	40	50	30	66.7
As least good	10	10	10	40	11.1	40	0		22.2	10	20	40	30	30	33.3

C. LEARNING ABOUT POSITIVE ALTERNATIVES TO VIOLENCE

D. FIGURING OUT STUDENTS' OWN AND OTHERS' VALUES

Percent of students rating the assignment	From readings	From lectures	From tickets & jigsaw groups	From quizzes	From mid-term	From mini-internship or interview	From Final **		From readings	From lectures	From tickets & jigsaw groups	From quizzes	From mid-term	From mini-internship or interview	From Final **
As best	40	60	50	10	20	60	11.1		30	30	80	10	10	50	11.1
As second best	60	10	40	50	80	20	77.8		60	40	10	30	60	10	55.6
As least good	0	30	10	40	0	20	10		10	30	10	60	30	10	33.3

\*\*the number of students for these columns is 9 because one student did not rate the assignments in question for these kinds of learning



## **CONSTRUCTIVE CONFLICT: CONFLICT RESOLUTION IN THEORY AND PRACTICE**

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Over the past thirty years, a major approach to foster the constructive waging and resolving of conflicts has emerged and is flourishing in the United States and throughout the world. It is variously called problem solving conflict resolution, integrative negotiations, or simply conflict resolution. This approach now constitutes an established field of training, research, and theory building as well as applied work (Kriesberg 2001). Deriving from and contributing to sociological theory, research, and practice, conflict resolution work contributes greatly to teaching about peace and war and about social conflicts generally. Indeed, elements of conflict resolution studies can be fruitfully included in courses on ethnic relations, social change, social movements, international relations, and many others. To facilitate these uses, this chapter has four parts: 1) the basic ideas in this field; 2) practical applications; 3) classroom uses; and 4) references and websites.

### **BASIC IDEAS**

A fundamental premise of this field is that social conflicts are inherent in social life; indeed, they often are necessary to bring about desired changes. Too frequently, however, conflicts result in great destruction for the adversaries. Workers in this field analyze how large-scale conflicts also can be conducted creatively and constructively, yielding mutually satisfactory outcomes (Kriesberg 2003; Galtung, Jacobson, and Brand-Jacobson 2002; Maill, Ramsbotham, and Woodhouse 1999).

The analysis of social conflicts underlies the development of strategies and techniques of constructive conflict resolution (Wehr 1979). Inter-group conflicts occur when members of two or more groups manifest the belief that they have incompatible objectives. The conflict becomes manifest when four components are minimally present. First, each side has a sense of collective identity, different than the other. Second, members of at least one group feel aggrieved. Third, they attribute responsibility for their grievance to the other group and formulate goals to change that group and so alleviate their grievance. Fourth, members of the aggrieved party believe they can bring about the desired changes in the antagonist and undertake to do so. Significantly in the context of this chapter, characteristics of each component differ in ways that result in conflicts that vary in destructiveness-constructiveness.

How each component may contribute to a conflict's destructive course can be briefly noted. Members of one group may regard themselves as possessing attributes that are uniquely God-given, while they view the enemy as demonic. Grievances felt by many members of a group may involve matters that they believe to be of vital concern; most extremely, they may feel that their very existence is at risk. The goals of one group may embody demands that are couched in zero-sum terms seeking gains that can be satisfied only at the other side's expense. Finally, the methods used to gain what is sought may engender hatred and the desire for retaliation, as is often the case for violence against noncombatants.

Each of these components, however, may have qualities that enable conflicts to be waged relatively constructively, and conflict resolution methods can foster such qualities. Thus, identities and conceptions of the adversary can embody tolerance and respectfulness. Grievances can be attributed to circumstances not solely of the adversary's making. Goals can be formulated so that they are attainable only by cooperation. Finally, the methods antagonists use may be regarded as legitimate by all parties and have significant non-violent and even non-coercive elements. Indeed, conflicts are not waged by violence alone; nonviolent coercion, persuasion, and promised benefits are also used in some degree, particularly in problem solving ways of handling conflicts. Significantly, the parties in a conflict are always engaged in many inter-locked conflicts; the conflicts are nested in each other over time and social space. Consequently, changes in the salience of other conflicts affect the primacy of each, for example, as the prominence of a new enemy reduces the antagonism directed toward an old foe. Changes in a conflict's salience can hamper, but also help finding a satisfactory settlement to any given struggle.

Conflicts tend to move through a sequence of stages, but often regress to an earlier stage. The stages include emergence, escalation, de-escalation and transformation, termination, and then outcome, which may be the prelude to a new conflict. Workers in the conflict resolution field stress that diverse conflict resolution methods are varyingly effective at different conflict stages.

Some conflict resolution methods are directed at preventing the emergence or escalation of destructive conflicts. These methods include moderating the underlying conditions generating such conflicts, for example by reducing the denial of basic needs by one party of another, promoting tolerance and respect for people with differing values, and sharing consensually desired resources equitably. These methods also include ways to constructively wage conflicts, for example by adhering to institutionalized methods that do not exacerbate the fight. Even non-institutionalized methods can be used in ways that communicate readiness to negotiate a settlement and not to destroy the other group. Many people using or advocating the use of nonviolent action as a means of struggle articulate how such actions can communicate the commitment to what is being sought and the recognition of the opponents' humanity as well as the costs to the opponents of not being responsive to the claims that are being made (Powers and Voegelé 1997; Sharp 1973; Wehr, Burgess, and Burgess 1994).

Other conflict resolution methods are directed at the de-escalation and transformation of conflicts. They include ways of exploring the possibilities of de-escalation and signaling an interest in transforming the conflict (Kriesberg 1992; Mitchell 2000). They also include actions to bring about internal changes of one or both sides so that their goals are less likely to be regarded as incompatible. Finally, some conflict resolution methods may help reduce a conflict's destructive prolongation; they include dialogue meetings and interactive problem-solving workshops (Fisher 1997) and also official confidence building measures.

Most conflict resolution methods are focused on the negotiated settlement or resolution of specific social conflicts. Some actions help bring adversaries to the negotiating table, for example, by non-official explorations of possible readiness to negotiate, by devising an appropriate agenda for particular negotiating partners, and by providing an appropriate meeting venue. Mediators often perform such services and thus contribute to building a path to negotiations.

Particular attention in the field of conflict resolution is given to the process of negotiation directed at maximizing mutual gain (Lewicki, Saunders, and Minton 1999). A major approach is interest-based or principled negotiation (Fisher, Ury, and Patton 1991). Using this approach, negotiators strive to convert zero-sum conflicts to problems that they try to solve to their mutual advantage. To do so, they avoid asserting and re-asserting their positions and seek to learn each other's underlying interests, devise options that might meet the interests of both sides, and select the best options according to agreed upon standards. Agreements reached through such processes can be expected not only to reduce grievances, but also contribute to improving the adversaries' conceptions of each other. Furthermore, experience with these methods contributes to the adversaries becoming more reliant on non-antagonistic ways to settle their disputes.

Mediators can contribute significantly to problem-solving negotiation (Laue, Burder, Potapchuk, and Salkoff 1988). They may provide a safe, neutral social and/or physical space for negotiators to meet; they may convey information between adversaries who do not communicate well with each other, and they can help break through emotional barriers enabling people on each side to hear what the others are saying. Mediators also can suggest options, give cover for making concessions, add resources, represent the un-represented groups, and help ensure the implementation of an agreement.

External actors contribute to constructively managing conflicts in many ways in addition to acting as mediators. They may limit weapons and other instruments of violence to some or all parties who are engaged in a conflict. They may impose various kinds of embargoes and sanctions on one or more party to a fight. In addition, external actions help uphold norms of conduct that constrain the way a conflict is waged or settled; this is increasingly the case globally in regard to human rights and civil rights.

Finally, many conflict resolution practices are increasingly relevant to peacebuilding after intense violence has ended. This is particularly important for civil wars and other violent domestic conflicts after which the former enemies must live together in relatively high degrees of interaction. In this context, constructing shared identities and developing common institutions for managing conflicts are helpful. Similarly, policies that redress past injustices and promote current and future justice are also important, but must be carefully pursued to avoid backlashes and to avoid undermining other concerns, such as security for all. Truth commissions, judicial trials, literature, music and other art works, and inter-group dialogue circles are some of the numerous ways that may promote mutual understanding and acceptance. Many of these matters are examined in the current widespread discussions about reconciliation efforts (Lederach 1997).

## **PRACTICAL APPLICATIONS**

Constructive conflict resolution methods are used by a wide array of persons and groups. They include official leaders or representatives of the contending sides, since in relations between large, highly differentiated adversaries specialized agents from each side usually conduct negotiations and employ other conflict resolution methods. In addition, non-officials, from many different levels of influence and power also play critical, but differing, roles at every conflict stage that contribute to conducting conflicts constructively. They include partisans in a struggle as well as intermediaries seeking to help mitigate, manage, or resolve the conflicts (Boulding 2000).

I briefly note illustrative uses of problem-solving conflict resolution strategies and tactics at various conflict stages. First, in order to prevent the emergence and destructive escalation of a conflict, strategies to reduce the grounds for grievance are sometimes pursued. For example, before a conflict about the future control of the Panama Canal had escalated, President Jimmy Carter undertook negotiations that produced a new treaty in 1977, which would transfer control of the Canal to Panama and the right of the United States to intervene to insure its neutrality.

Two important strategies to transform protracted conflicts have been extensively studied. One is the graduated reciprocation in tension-reduction (GRIT) strategy (Osgood 1962) and the other is the tit-for-tat (TFT) strategy (Axelrod 1984). In the GRIT strategy, one side unilaterally initiates a series of cooperative moves, announcing them and inviting reciprocity; the conciliatory moves are continued for an extended period, even without immediate reciprocity. In the TFT strategy one party initiates a cooperative act and then simply reciprocates the other party's actions, whether it is a cooperative or a non-cooperative action.

Analysts have assessed these strategies by examining actual de-escalating interactions. For example, Amitai Etzioni (1967) interprets the de-escalation in American-Soviet antagonism in 1963 as an illustration of the GRIT strategy. A quantitative analysis comparing the GRIT and TFT explanation was made of relations between the United States and the Soviet Union, between the United States and the People's Republic of China (PRC), and between the Soviet Union and the PRC, for the period 1948–89 (Goldstein and Freeman 1990). Although GRIT was proposed as a strategy to be undertaken by the U.S. government to break out of the cold war, Soviet leader, Mikhail Gorbachev, undertook its most spectacular enactments and transformed relations with the United States.

Mediators have played important roles in ending many large-scale conflicts. For example, President Jimmy Carter played a critical role in the 1978 Camp David negotiations between Egypt and Israel, leading to their 1979 Peace Treaty. A crucial component of the treaty was the exchange of high priority benefits between the two countries: the return of the Sinai to Egyptian sovereignty and security for Israel from Egypt by limiting Egyptian military forces in areas of the Sinai bordering Israel.

External actors also intervene in ways that hasten conflict transformation and outcomes that are equitable and enduring. For example, intervention in the form of economic and other sanctions contributed significantly to the transformation of the conflict in South Africa. Furthermore, widely shared norms about human rights foster humanitarian and even military interventions by national governments and by international governmental and nongovernmental organizations.

Diverse groups have used a large variety of methods to promote just and enduring peaceful relations between adversaries after their intense and destructive conflicts have ended. These methods by the former adversaries and by others often strengthen policies, institutions, and patterns of conduct that provide redress for past injustices and protection against future injustices, which promote personal and communal security, and that foster mutual respect and integration. The Truth and Reconciliation Commission (TRC) of South Africa is an important example of one set of activities that contributes to achieving such results.

### **CLASSROOM USES**

One of the great values of including material from this field in courses on peace and war and in a variety of other courses is that students can learn skills of problem-solving conflict resolution in the classroom. Acquiring such skills helps students better understand how conflicts vary in constructiveness and destructiveness. Furthermore, acquiring some capacity to use these skills helps empower the students' in their own interpersonal relations, in inter-communal relations within cities and countries, and in affecting international affairs.

Some conflict resolution skills can be learned and practiced in any course. These skills include active listening, brainstorming, negotiating, facilitating meetings, and mediating. They are learned by practice, doing role-playing, and other kinds of simulations. A variety of teaching aids and possible simulations can be found at the first two websites listed below.

Exercises can also be conducted to develop strategies for constructively resolving various large-scale conflicts. This entails analyzing the conflict, developing possible alternative scenarios, and considering who must be induced to do what in order to actualize the preferred scenario. For example, Fisher, Kopelman, and Schneider (1996) provide a set of useful exercises for these matters.

Of course, even skilled applications of conflict resolution methods do not ensure success in preventing, limiting, transforming and forever ending every destructive conflict. Nevertheless, they often can and do help avoid even worse conflict trajectories. Furthermore, adversaries relying solely on force and intimidation in conducting conflict often fail disastrously and are themselves destroyed.

### **WEBSITES**

[http://www.campus-adr.org/Faculty\\_Club/academics\\_faculty.html](http://www.campus-adr.org/Faculty_Club/academics_faculty.html)

Tools and support for conflict studies instructors

<http://www.pon.org/>

Program on Negotiation of Harvard Law School

<http://www.crinfo.org>

The Conflict Resolution Information Source

<http://mediate.com>

Information about resolution, training, and mediation

<http://www.c-r.org>

Conciliation Resources

<http://www.coexistence.net/>

The Coexistence Initiative (reconciliation, peacebuilding)

<http://www.usip.org>

United States Institute of Peace

[www.transcend@transcend.org](mailto:www.transcend@transcend.org)

Transcend: A Peace and Development Network

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## **EDUCATIONAL TEMPLES FOR PEACE: THE LITERATURE ON PEACE STUDIES IN HIGHER EDUCATION**

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The journey to an understanding of Conflict Resolution and other peace studies in higher education leads researchers to study a few major areas such as the following five: 1) syllabi collections; 2) pedagogical strategies; 3) aids for course planning and founding; 4) curriculum used by instructors including texts and media; 5) and data on, and discussions of, the current role of conflict resolution and its educational purposes. Those who accept the challenge to complete this journey may find that the literature on conflict resolution leads them to two conclusions: that love is the cornerstone of any ideal peace studies course and that four pillars which Pope John XXIII identified as—truth, justice, love, and freedom—must be properly balanced that the love might properly commit a body of students to serve well-structured temples for peace.

### **SYLLABI COLLECTIONS**

The first of these, syllabi collections, includes helpful sources such as the Sixth Edition of *Peace and World Security Studies: A Curriculum Guide* (Klare, 1994). This book covers all five of the previously mentioned categories, but its inclusion of 64 syllabi from Peace Studies courses on Conflict Resolution is especially helpful to teachers. This resource helps instructors design and update their courses through the use of sample syllabi, which draw on many different academic perspectives such as the economic, the ecological, and the political. Mary P. Rowe (1987), author of *Curriculum Materials for Negotiation and Conflict Management*, offers an extensive collection of syllabi that assists the reader in designing and locating course resources. Although Rowe's example is an excellent source, Jennifer and David Maxwell's (1991), *Alternative Dispute Resolution and Peace Studies in Ohio Colleges and Universities*, (1991) offers a microscopic look at the practice of Conflict Resolution in Ohio higher education. This text provides a list of all schools in Ohio with an active Peace Studies program; it then gives a precise description of these programs. For instance, this book discusses Ohio Dominican University's course *Justice and the Pursuit of Peace*. Ronald W. Carstens' (2001) course syllabus is one example of how an ideal peace studies course may properly outline the objectives for a course which is founded on the virtue of love while conveying the necessity of a balance between truth, love, justice, and freedom.

The internet also provides syllabi collections. For example, the *Five College Program Peace and World Security Studies Curriculum Project*<sup>2</sup> (2002) and *The World Lecture Hall*<sup>3</sup> (2001), both provide extensive lists of links to conflict resolution course syllabi. Nonetheless, perhaps the most comprehensive worldwide compilation of syllabi may be found through the links at the *Directory of College and University Peace Studies Programs*<sup>4</sup> (Crews, 2002).

### **PEDAGOGICAL STRATEGIES**

Pedagogical Strategies is a second area of research for those interested in conflict resolution in higher education. Randall Braman (1988), author of the article titled "Teaching Peace to Adults: Using Critical Thinking to Improve Conflict Resolution," writes that teaching methods and curricula for college Conflict Resolution courses should be founded on a critical thinking methodology. Braman's work, therefore, suggests that students should be encouraged to think critically and in doing this he is encouraging the pursuit of the truth—one essential element to true peace, which should be taught in the ideal Peace Studies program. He goes on to argue that these courses should begin by reviewing critical thinkers because their approach facilitates a better understanding of those involved in conflict. By learning critical thinking, students are better able to assess conflict situations.

A good place to begin, he suggests, is to consider the writing of John Dewey (1933): *How We Think: A Restatement of the Relation of Reflective Thinking to the Educative Process*; In addition to Dewey, Braman recommends *How Critical Thinking Reflection Triggers Transformative Learning*, (1990). Some scholars, such as

R.A.B. Bush, place emphasis on the experiential learning of conflict resolution. Bush (1987) states in “Using Process Observation to Teach Alternatives to Simulation,” that conflict resolution instructors best teach their students by sending them out to observe actual Alternative Dispute Resolution sessions. Roy Lewicki (2002) is the author of “New Directions and Issues in the Teaching of Conflict Resolution,” an extensive article<sup>5</sup> on the current approaches to conflict-resolution teaching in higher education. Robin J. Crews is likely to agree that experiential learning is a good tool. Crews is the author of *Higher Education Service-Learning* (Crews, 2002), which includes a section that promotes a service-learning approach to conflict resolution. Crews, with Kathleen Maas Weigert, co-authored exclusively on the subject, in *Peace Studies and Service-Learning: Pedagogy and Possibilities* (Weigert and Crews, 1996).

## **COURSE PLANNING AND ESTABLISHING PROGRAMS**

Also helpful in planning of peace studies courses are those sources which aim to provide practical suggestions to faculty and administrators about launching a conflict resolution program, major, or course. In *Negotiation Pedagogy: An Overview of a Research Survey*, Sara Cobbs (2002) provides a useful survey of ten professors that addresses negotiation preparation, creating and claiming value, culture and organizational contexts, methods and evaluation. Guy Burgess's (1989) “Development Strategies for University Conflict Resolution Programs” is a guide to the establishment of program similar to that proposed by Cobb. In his work, Burgess discusses the topics of subject research, assessment style, and fundraising for the newly founded conflict resolution program. His discussion of fundraising is especially helpful in its provision of innovative ideas.

## **CURRICULA USED BY INSTRUCTORS**

Other sources help those researching a fourth aspect of conflict resolution education—curricula for entire programs—which includes the use of media. Three examples are Jaqueline M. Nolan-Haley's (1992) *Alternative Dispute Resolution in a Nutshell*, *Dispute Resolution in Higher Education: A New National Survey* (1986), two UNESCO publications: *Handbook Resource and Teaching Material in Conflict Resolution* (1994) and *Education for Human Rights, Peace, and Democracy* (1992). UNESCO's handbooks explain that students should learn that conflict resolution involves *active* listening and stresses the importance of human rights to peace and democracy and supplies a handbook for organizing instructional framework.

Jossey-Bass, a leading supplier of conflict resolution texts, maintains an online web-site where its texts may be found: <<http://www.josseybass.com>>. Instructors in search of material should also browse the *Network Bookstore's* virtual shelves at <<http://www.nicr.ca/books/index.asp>>. Bill Warters (1996) provides instructors and researchers with an extensive list of “Essential Readings in Dispute Resolution,”<sup>6</sup> which are rated by twenty-two experienced conflict resolution instructors. An annotated bibliography<sup>7</sup> of useful materials concerning conflict resolution is found in the “Resource Reviews and Announcements” (2000). Instructors looking mainly for multi-media course materials should investigate the contents of web-sites such as <<http://www.cpadr.org/videos.htm>> and Harvard Law School's on-line *Clearinghouse* located at <<http://www.pon.org/>> (2002).

## **THE CURRENT ROLE OF CONFLICT EDUCATION AND ITS EDUCATIONAL PURPOSES**

A fifth area of interest to those studying conflict resolution in higher education is the current role of conflict resolution and its education purposes. Bill Warters (2002) is author of “Conflict Resolution Education at Colleges and Universities,”<sup>8</sup> which provides data regarding the present participants in conflict resolution in higher education, the evolution of the programs and training methods. In his article “Using Webquests to Promote Integrative Thinking in Conflict Studies,”<sup>9</sup> Bill Warters (2000) presents an argument in favor of the implementation of a greater dependency upon the World Wide Web among instructors. He argues that texts lacking in diversity may be augmented by internet conflict resolution. He also discusses the need for educators to fulfill Bloom's taxonomy.<sup>10</sup>



A final question scholars face is the same they must begin with—the question of the current role of conflict resolution in higher education or if it even has a place in higher education. A study of the literature on conflict resolution leads one to notice the confusion about the definition of Peace Studies among opponents and supporters. Opponents tend to charge that peace studies encourage moral relativism and un-patriotic sentiment. However, Geoffrey Wallace (1993), writer of “Institutional Conflict Work in Democratic Societies,” connects an effective democratic polity with the role of Conflict Studies by arguing that democratic societies must provide their citizens with the skills to peacefully resolve their disputes through democratic processes. Colman McCarthy is one scholar who contends that the role of conflict resolution in higher education is necessary. Catherine Walsh (1996) outlines the bold opinions of McCarthy in “Perspectives.” Those who wish to better understand Peace Studies as the antithesis of the charge it is often given—un-patriotic and morally relative—might consider reading *Civil Political Discourse in a Democracy: The Contribution of Psychology* (Johnson and Johnson, 2002). In their work, the authors shed light on the importance of civil political discourse—one resulting skill of the conflict resolution student—to an effective democracy.

This confusion about the definition and role of peace studies is also evident among its supporters according to Gunnar Johnson (1976) in *Conflicting Concepts of Peace in Contemporary Peace Studies*. He explains that while some define peace as the mere *absence* of war—the negative view of peace studies in that it is based on the absence of something—others define peace in a more positive way as the *addition* of truth, love, justice, and freedom which result in social justice. Educators, who are the builders of what I think of as temples for peace—i.e. the student body—continue to attempt to develop the ideal Peace Studies structure. It might be concluded that the ideal architectural plans they search for are already located in the literature which discusses contemporary conflict resolution in higher education. If the builders of these sacred scholarly temples follow the ideal design which they might find in this literature, then they will build their temples for peace with love as the cornerstone and with truth, justice, love, and freedom as the pillars.

## NOTES

<sup>1</sup> Truth, justice, love, and freedom are identified as the four pillars of peace in *Pacem in Terris*, the Catholic encyclical on peace (Pope John XXIII, 1980).

<sup>2</sup> Located at <<http://pawss.hampshire.edu/faculty/curriculum/index.html>>

<sup>3</sup> Found at <<http://www.utexas.edu/world/lecture>>

<sup>4</sup> Located at <<http://csf.colorado.edu/peace/academic.html>>

<sup>5</sup> Located at <[http://www.campus-adr.org/CMHER/Articles/Lewicki2\\_2.html](http://www.campus-adr.org/CMHER/Articles/Lewicki2_2.html)>

<sup>6</sup> Found at <<http://www.mtds.wayne.edu/readings.htm>>

<sup>7</sup> Located at <[http://www.culma.wayne.edu/CMHER/Resources/Reviews1\\_1.html](http://www.culma.wayne.edu/CMHER/Resources/Reviews1_1.html)>

<sup>8</sup> Found at <<http://www.crenet.org/Research/highered.htm>>

<sup>9</sup> Located at <<http://www.campus-adr.org/CMHER/Articles/CSWebQuest.html>>

<sup>10</sup> Bloom’s Taxonomy was affirmed by the 1948 Convention of the American Psychological Association. The theory lists in hierarchical order a set of educational objectives: evaluation, synthesis, analysis, application, comprehension, and knowledge (Bloom et al., 1964)

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# Section B

## Syllabi

### 1. General Overviews

According to the Chancellor, the University of California at Irvine is considered "one of the top ten public universities in the country." A public university founded in 1965, UC Irvine is a suburban campus offering B.A., M.A. and doctoral degrees. Home to the Anteaters and located on the Pacific coast of the U.S., UC Irvine is roughly 55 miles southeast of Los Angeles. The total enrollment is approximately 21,286, with over 17,000 undergraduates. The student body is approximately 2% African American/Black, 47% Asian/Pacific Islander, 8% Chicano/Latino, 26% White/Caucasian, and less than 1% American Indian. With an even gender split, almost all are California residents. Almost 81% of all undergraduates are 21 years of age or younger. There are 19 full-time faculty members in the Sociology Department and more than half are new on the faculty. The Sociology Program offers a B.A., M.A., and Ph.D. enrolling over 800 majors this year.

Sociology 178, Sociology of Peace & War, is an upper-division course with juniors and primarily seniors that regularly attracts some 50 students. It is an elective offering under International Sociology.

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**SOCIOLOGY OF PEACE AND WAR  
University of California – Irvine**

SOCIOLOGY 178  
Sociology of Peace and War  
UCI/Winter 2003  
MWF 2-2:50P, SSPA 1170

Robin Williams  
Office: SSPB 4237  
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Secretaries: Vicki Ronaldson, SSPA 3120 X45487  
Renee Martin, SSPA 3169,X41763

**SYLLABUS:**

Every human group, community, or social society presents many examples of altruism, helping, cooperation, agreement and social harmony. Each grouping or society also manifests numerous examples of competition, rivalry, opposition, disagreement, conflict and violence. Both conflict and cooperation are permanent and common aspects of the human condition. Collective conflicts, especially wars and revolutions, are frequent and dramatic events. But "peace" and "war" are equally active social processes, not passive happenings.

After September 11, 2001, all of us are acutely aware that today, the world is changing rapidly. Nearly all recent wars were civil wars - within national states. Ethnic conflicts are widespread. New conflicts are in prospect. What is the U.S. policy?

This course describes various commonly accepted, but often erroneous, notions of the causes and consequences of war and deterrence. It deals with the major theories concerning the sources of war in international and intranational social systems. The last half of the course analyzes the modes, techniques, and outcomes of efforts to restrict, regulate and resolve intrastate and international conflicts.

### REQUIRED TEXTBOOKS:

1. C.A. Crocker, F. O. Hampson, P.Aall, eds. 2001. *Turbulent Peace: The Challenges of Managing International Conflict*. Washington, D.C. : U.S. Institute of Peace Press.
2. Matthew Evangelista. 1999. *Unarmed Forces: The Transnational Movement To End The Cold War*.
3. Fiona Terry. 2002. *Condemned to Repeat? The Paradox of Humanitarian Action*.

### SCHEDULE OF ASSIGNED READINGS

<u>Date</u>	<u>Topics</u>	<u>Chapters in</u>	
Jan 3	Introduction	1-2	<i>Turbulent Peace</i>
Jan 6	How much War?	3	<i>Turbulent Peace</i>
Jan 8	What is peace?	4-5	<i>Turbulent Peace</i>
Jan 10	What is Realism? States & Systems	6-9 1-2	<i>Turbulent Peace</i> <i>Unarmed Forces</i>
Jan 13	Institutions & Societies	10-11 3-6	<i>Turbulent Peace</i> <i>Unarmed Forces</i>
Jan 15	The Funnel of Causation		
Jan 17	Conflict & Cooperation		
<b>Jan 20</b>	<b>Martin Luther King, Jr. Holiday</b>		
Jan 22	Types of Social Order	10, 12	<i>Turbulent Peace</i>
Jan 24	Interdependence	6 Intro, 1	<i>Turbulent Peace</i> <i>Condemned to Repeat?</i>
Jan 27	How Institutions Arise	38 2-3	<i>Turbulent Peace</i> <i>Condemned to Repeat?</i>
Jan 29	Politics & Game Theory	5, 19-20	<i>Turbulent Peace</i>
Jan 31	Threat Systems	2, 3, 5 7-11 4	<i>Turbulent Peace</i> (re-visit) <i>Unarmed Forces</i> <i>Condemned to Repeat?</i>
Feb 3	Peace Zones & Peaceful Societies	21-22	<i>Turbulent Peace</i>
<b>Feb 5</b>	<b>MID-TERM EXAMINATION</b>		
Feb 7	Ideology & Identity	11 5	<i>Turbulent Peace</i> <i>Condemned to Repeat?</i>

Feb 10	Ethnic Conflict (read Williams reprint)	12-13	<i>Turbulent Peace</i>
Feb 12	Interventions & Nationalism	16-18	<i>Turbulent Peace</i>
Feb 14	How Civil Wars End	41 6	<i>Turbulent Peace</i> <i>Condemned to Repeat?</i>
<b>Feb 17</b>	<b>President's Day - Holiday</b>		
Feb 19	Negotiations & Preventive Diplomacy	27-30, 15 12-15	<i>Turbulent Peace</i> <i>Unarmed Forces</i>
Feb 21	Peacekeeping	31, 33, 34	<i>Turbulent Peace</i>
Feb 24	Mediation	24-26	<i>Turbulent Peace</i>
Feb 26	Peacemaking	23, 37-38	<i>Turbulent Peace</i>
Feb 28	Negotiations and Culture	27-28	<i>Turbulent Peace</i>
Mar 3	Basic Issues	32, 42 16-19	<i>Turbulent Peace</i> <i>Unarmed Forces</i>
Mar 5	Peace Settlements	43	<i>Turbulent Peace</i>
Mar 7	Peace & Democracy	44, 46	<i>Turbulent Peace</i>
Mar 10	Averting Anarchy - Peace Building	45	<i>Turbulent Peace</i>
Mar 12	Hopes & Prospects; Summary & Review	47-49	<i>Turbulent Peace</i>

**<OPTIONAL TERM PAPER>**

How Much War? Some Stylized Facts:

A. The Prevalence of War

1. The 20th Century was the bloodiest in human history: more people were killed in war than in all earlier recorded times.
2. And interstate war was not the greatest arena of violent death. From 1900 through 1987, the number of unarmed or disarmed persons killed by "their own" governments reached the enormous total of about 170 million. Almost four times the fatalities in interstate wars. (Rummel 1994; 1995).
3. Counting all wars (both civil and interstate) in which there were at least 1,000 battle deaths per year, from 1900-1990, there were 237 new wars. As a ratio per 1000 total population, battle deaths were as follows (Tilly 1990):

1700-1800	5/1000	68 wars, 4 million dead
1800-1900	6/1000	205 wars, 8 million dead

1900-2000 (est)	46/1000	275 wars (est) 115 dead
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These figures are for battle deaths only. War-related deaths from famine and disease are much more numerous.

4. Did the end of the cold war usher in a period of peace? Hardly. Here are the numbers of wars deaths>1000 per year) and the total conflicts in process during each year in the 1990's (Wallersteen and Sollenberg 2000).

Year	Total	Wars
1989	47	18
1990	49	19
1991	51	20
1992	55	20
1993	46	14
1994	42	7
1995	35	6
1996	36	6
1997	34	7
1998	37	14
1999	37	14

5. The character of wars is changing: The percentage of deaths in all wars that are in civil wars has increased:

1937-47 7%	1970-80 89%
1948-58 16%	1990-00 90%

Civil wars kill large numbers of civilian non-combatants. Of all war deaths, 1990-95, three-quarters were civilians (Smith 1997).

6. By 1992 almost 18 million persons were international refugees from communal conflicts, but by 1997, the number of people being repatriated exceeded the number of new refugees, and the total had fallen to 13.6 million (Gurr 2000:36). As of January 2000, the UNHCR estimated 11.7 million refugees worldwide, but this figure does not include approximately 20 million internally displaced peoples.

B. Other salient facts:

1. World population is increasing rapidly. The 1990 population of about 5.3 billion persons had reached 6.1 billion by 2001. Approximately 75 million persons are being added per year (net births over deaths).
2. The growth is not even across regions. The population of the less developed countries is growing an annual rate of 1.6% per year (1.9% if China is excluded), while that of the developed countries is growing at an average rate of 0.1%. The poorest regions are growing fastest: Africa's population is growing at a rate of 2.4% per year.
3. Economic inequity among countries is great and increasing. In 1999 per capita gross domestic product, as measured in terms of purchasing power parity (PPP), ranged from \$600 in Somalia, and \$710 in



Cambodia, to \$33,900 in the USA. (PPP) data generally, are higher for less developed countries than uncorrected data because the adjustment allows for the lower relative prices of un-traded goods in those countries)

4. Most states are multi-ethnic. There are about 6000 languages in the world and 1500 major ethnic groupings. There are just over 190 national states. There is no practicable way to make state boundaries coincide with cultural boundaries (Williams 1994).

#### References

Gurr, Ted Robert. 2000, *Peoples versus States: Minorities at Risk in the New Century*. Washington DC: United States Institute of Peace Press.

Rummel, R.J. 1994. *Death by Government: Genocide and Mass Murder Since 1990*. Brunswick, NJ: Transaction Press.

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Smith, Dan. 1997. *The State of War and Peace Atlas*. London: Penguin Reference Myriad.

Tilly, Charles. 1990. *Coercion, Capital, and European States, AD 990-1990*. Cambridge, MA: Blackwell.

Wallersteen, Peter and Margareta Solienberg. 2000. "Armed conflict, 1989-99." *Journal of Peace Research*, 37 (September): 635-649.

Williams, Robin M. Jr. 1994. "The sociology of ethnic conflicts: Comparative international perspectives." *Annual Review of Sociology* 20: 49-79.

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Duquesne is a Catholic university with 10,000 students. The course, "Introduction to Peace and Justice," is a freshman level class with a typical enrollment of 15 to 25 students. Grounded in a sociological perspective, the course is designed to introduce the field of Peace Studies and Conflict Transformation.

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Sharon Erickson Nepstad  
Department of Sociology  
Duquesne University

## INTRODUCTION TO PEACE AND CONFLICT STUDIES

### Course Description and Objectives

At the end of the most violent and destructive century in history, we must ask why we have spent so much time, energy, and resources to advance our military capacities and so little on alternatives to violence. In an effort to avoid the types of wars that we experienced in the 20<sup>th</sup> century, we will examine methods of addressing social problems before they erupt into violence. This course will offer conceptual tools to understand the origins of disputes and provide examples of effective and pragmatic means of pro-actively resolving conflicts without violence. Additionally, the goals of the course include:

- Introducing students to sociological theories that will be used to analyze the roots of conflict. No dispute can truly be resolved unless the underlying issues and causes are addressed.
- Examining three levels of conflict: interpersonal, group, and international. At each level, we will examine the typical ways that injustices have been handled and explore cases in which alternative forms of resolution have been successfully implemented.
- Providing opportunities for both academic and experiential/pragmatic learning about peace, conflict, and conflict resolution.
- Understanding the human consequences of using coercive rather than constructive measures of addressing conflict.

### Expectations

I would like to create an open atmosphere of discussion, dialogue, and questioning. I want to move away from what Paulo Freire has called the "banking concept" of education in which I make "deposits" that you receive, memorize, and repeat. This requires the following:

- Don't fall prey to the temptation to let me do all the explaining. Education is enhanced through active engagement. Bring your insights, ideas, questions, and thoughts to class.
- Your participation is dependent on your familiarity and thoughts on the readings. By enrolling in this course, you and I enter into a social contract; I come to class prepared and I anticipate that you will as well.
- I expect that each person's opinions and views will be respected (whether or not you agree). Try to remain open to perspectives and ideas you may not have considered before.

### Readings

Cone, James. 1991. *Martin & Malcolm & America: A Dream or a Nightmare?* Maryknoll, NY: Orbis Books.

Fischer, Louis. 1982. *Gandhi: His Life and Message for the World*. New York: Mentor Books.  
 Fisher, Roger and William Ury. 1991. *Getting to Yes*. New York: Penguin Books.  
 Juergensmeyer, Mark. 2000. *Terror in the Mind of God: The Global Rise of Religious Violence*.  
 Berkeley, CA: University of California Press.  
 Tan, Amy. 1989. *The Joy Luck Club*. New York: Vintage Books.

\* There are also numerous required articles on reserve in the library. See the schedule of readings and topics for further information.

### Requirements and Grading

#### EXAMS

Your grade will be calculated on a 100-point basis. There will be three exams; each is worth 25 points (or 25% each). The tests will challenge you to do higher levels of thinking such as the application of concepts, evaluation and analysis of theories and readings, and synthesis of ideas.

#### PAPERS

You will be required to write three brief papers (3-4 pages) that will ask you to apply concepts presented in class, reflect on the ethical and moral questions that arise in the course, and evaluate and analyze different readings. These papers are meant to engage you more deeply with the topics we are studying and give you a chance to reflect on your own beliefs and values. Each paper is worth 5 points, for a total of 15 points.

#### PARTICIPATION

Regular attendance is imperative to the learning process. In addition, a genuinely profitable and rich classroom experience requires the full participation of all members. Therefore, attendance and the *quality* – not mere quantity – of your class contributions constitute 10 % of your grade. This will be judged by positive indications that you are reading the material, reflecting on the texts, and conveying your insights to the class.

#### POLICIES

The university’s academic integrity policy states that “It is obvious that the pursuit of knowledge and understanding, along with the quest for truth, cannot be conducted in a dishonest manner. Thus, cheating, plagiarism and knowingly assisting others to violate academic integrity are each and all violations of academic integrity. Violations are subject to disciplinary action, including (but not limited to) lowering of grades, course failure, or suspension or dismissal from the class or from the University.” I uphold this policy and will take action against any violation of academic integrity in this course.

#### BREAKDOWN OF POINTS:

Exam #1	25 points
Exam #2	25 points
Final exam	25 points
Response paper A	5 points
Response paper B	5 points
Response paper C	5 points
Attendance & participation	10 points
Total	100 points

Grades will be assigned on a percentage basis using the +/- system.

## Schedule of Topics and Readings

### SECTION I: INTERPERSONAL CONFLICT AND CONFLICT RESOLUTION

#### Week 1

Topic – Introduction to the course & origins of injustice and violence

#### Week 2

Topic – Micro-theories of conflict: Social Constructionism and Exchange Theory

Readings – *Joy Luck Club* (Tan) & reserve articles: “Society as a Human Construct” (Berger and Luckmann) & “Men and Women in Conversation” (Deborah Tannen)

#### Week 3

Topic – Personal conflict styles

Reading – *Joy Luck Club* (Tan)

#### Week 4

Topics – Principled negotiation & dispute resolution: litigation, arbitration, mediation

Reading – *Getting to Yes* (Fisher and Ury)

### SECTION II: GROUP CONFLICT AND SOCIAL MOVEMENTS

#### Week 5

Topic – Meso-theories of conflict: Marx, Dahrendorf, Coser

Reading – Reserve articles: “Class Struggle” & “Alienated Labour” (Marx)  
“The Functions of Conflict” (Coser)

#### Week 6

Topic - The challenge of organizing: monolithic and pluralistic views of power

Reading – Reserve articles: “The Power Elite” (Mills) &  
“The Role of Power in Nonviolent Action” (Sharp)

#### Week 7

Topic – Case Studies: The U.S. civil rights movement

Reading – *Martin & Malcolm & America: A Dream or a Nightmare?* (Cone)  
Reserve articles: “Letter from a Birmingham Jail” & “Pilgrimage to Nonviolence” (King)

#### Week 8

Topic – Case Studies: Black Power

Reading – *Martin & Malcolm & America: A Dream or a Nightmare?* (Cone)

#### Week 9

Topic – Case Studies: Evaluation of tactics, organizing strategies and outcomes

Reading – Reserve article: “The Origins of the Civil Rights Movement” (Morris)  
“Rules for Radicals” (Alinsky)

### SECTION III: INTERNATIONAL CONFLICT AND WAR

#### Week 10

Topic – Global inequality and Third World conflicts : Modernization vs. Dependency theory

Reading – Reserve articles: “Life on the Global Assembly Line” (Ehrenreich and Fuentes),

“The Modern World-System” (Wallerstein), “Between Colonizer and Colonized” (Césaire), and “Decolonizing, National Culture, and the Negro Intellectual” (Fanon)

Week 11

Topic – Nonviolent revolt and the Indian struggle for independence

Reading – *Gandhi: His Life and Message for the World* (Fischer)

Week 12

Topic – Theories of war and revolution

Reading – Reserve articles: “The State as a Janus-faced Structure” (Skocpol), “Revolution” (Katz), and “What is to be Done?” (Lenin)

Week 13

Topic – Religious terrorism, war, and peace

Reading – *Terror in the Mind of God: The Global Rise of Religious Violence* (Juergensmeyer)

Week 14

Topic – Alternatives to war: Civilian-based defense & a critical view of the United Nations

Readings – Reserve article: “Post-military Defense” (Sharp)

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Brandeis University is a research and teaching university with about 3,000 undergraduates and 1,000 graduate students. This course enrolls 30-40 students, taken by students in all four years (from freshmen/women to seniors). It is a basic and required course in the (newly renamed) minor in Peace, Conflict, and Coexistence Studies (PAX). Most students who take it, though, do not enter the minor. The course also meets sociology concentration requirements.

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BRANDEIS UNIVERSITY  
Department of Sociology

Gordon Fellman  
Soc 119a, fall 2002-2003

WAR AND POSSIBILITIES OF PEACE

Happiness lies in conquering one's enemies, in driving them in front of oneself, in taking their property, in savoring their despair, in outraging their wives and daughters.

---Genghis Khan

There are realms and regions of time. We cross  
From one to another, often unaware  
That our tomorrow may be a strange new year  
In which another system is the boss  
Sometimes, indeed, the past is no great loss;  
Time pushes us, without much wear and tear,  
Into a future that is much more fair,  
In which new gold is made from ancient dross.  
Could this be happening now? Could we have reached  
An invisible gate, beyond which lies true peace,  
Where ancient war, sudden as dawn, will cease,  
And granted is what we have long beseeched?  
For when we plant even the tiniest seed  
The past's dethroned. The world is changed indeed.

---Kenneth Boulding

...But there come times—perhaps this is one of them—when we have to take ourselves more seriously or we die; when we have to pull back from the incantations, rhythms we've moved to thoughtlessly, and disentrall ourselves, bestow ourselves to silence, or a severer listening...

---Adrienne Rich

Successful politics is always "the art of the possible". It is no less true, however, that the possible is often achieved only by reaching out towards the impossible which lies beyond it.

---Max Weber

The problems we face today...are human-created problems which can be resolved through human effort, understanding and the development of a sense of brotherhood and sisterhood. We need to cultivate a universal responsibility for one another and the planet we share.

---The Dalai Lama

### Framework

Until about thirteen years ago, the nuclear threat and the Cold War defined much of the consciousness of thoughtful people about war and possibilities of peace in the world. In the early 1980s, President Reagan declared that nuclear war might be necessary and that this country would survive it. Due to peace movements here and in Europe, Gorbachev's decision to end Soviet domination of the former "satellites" in Eastern Europe, and the subsequent dissolution of the Soviet Union, the threat abated. The US is now the only "superpower" in the world. Nationalism, ethnicity, terrorism, religion, and issues like size of government, welfare, "crime," and "family values" are replacing the Cold War as loci of opposition and hatred in the world.

Since Sept. 11 last year, terrorism has been with us in this country in an unprecedented way. Is terrorism part of war? A form of war? Something other than war? A continuation of war? Can we understand its meaning and figure out how to move past it or are we doomed to eternal vigilance, frequent military actions to curb or stop terrorism, and chronic attacks from shadowy terrorist organizations and individuals?

Have war and violence always been part of human society, or are they historically limited and possible only under particular circumstances? What of aggression and "human nature"? Is peace only a pipe-dream? Is ending terrorism only a pipe-dream?

In the field of peace studies, a distinction is made between "negative peace," or absence of war, and "positive peace," the end of structural conditions (such as imperialism, social class, racism, sexism, and environmental degradation) that promote violence on many levels and that prevent most people on our planet from living full and gratifying lives.

Another useful distinction is between "war culture" and "peace culture." The former refers to all cultural elements, material and otherwise, that assume and support the war paradigm, the assumption that war is a permanent part of human existence. "Peace culture" is all cultural elements, material and otherwise, that assume and support a peace paradigm, the assumption that war is not inevitable and that peace is possible.

The course will consider the state of war in the world now and the reality of terrorism and will explore structural conditions that perpetuate misery and discontent and social psychological and gender issues that help explain the persistence of terrorism and war. It suggests that fundamental changes are possible in the ways societies are organized and in the ways conflicts are addressed. The basic method we will pursue is "paradigm shift analysis," which will unfold in the course of the semester.

### Format of the course

The class will meet as a whole twice a week for 80 minutes (Tuesday and Friday, 3:10-4:30). There will be a TA-led discussion section of an hour each week to examine course materials, reactions, etc. more fully than is possible in class. Students will have many options as to when to take this section. Lecture and discussion will be combined, and there will be some videos, an occasional guest speaker, and possibly a teach-in at the end. We will ordinarily examine the reading for the week and related topics.

The class is asked to engage in “cooperative learning,” with students working in groups of two or more, to study, write, and prepare together. See below, for a fuller discussion of the problems and virtues of cooperative learning.

Since it is not for us to create a plan for the future that will hold for all time, all the more surely what we contemporaries have to do is the uncompromising critical evaluation of all that exists, uncompromising in the sense that our criticism fears neither its own results nor the conflict with the powers that be.

---Karl Marx

Written and other requirements. ALL REQUIREMENTS FOR THE COURSE, WRITTEN AND OTHERWISE, MUST BE COMPLETED IN ORDER TO PASS THE COURSE.

- 1) Response papers. These will be 4 of these during the semester. They are to be rather short (3-4 pages) and to deal with issues raised in the readings, class sessions, media, etc. What is expected in these papers and their due dates appears later in this syllabus.
- 2) Cooperative learning. We will try to create mutuality within our classroom and discussion sections. Toward this end, students will be required to write papers in groups of two or more. If this is a new experience, so be it. TAs and the instructor will do their best to help facilitate this way of working. Students will be required also to write final papers in groups of two or more. If you are convinced you cannot learn to, or bear to, write with others, please do not take this course.
- 3) Teach-in. If the class so chooses, we will organize, with each section doing a piece of the work, a teach-in for the Brandeis community, on some major aspect of our learning this semester.
- 4) There will be a final, take-home “exam” covering the topics and materials of the course, in an effort to integrate them and to explore the student’s relationship with them. Although it will not require non-assigned reading and can include anything beyond the reading list that students deem relevant, the final work is to focus primarily on the texts and ideas of the course. Students must write these papers in cooperative learning groups.
- 5) There will be many extra-curricular programs on campus related to the topic of the course. Students are required to attend at least three of them and, as part of the final assignment, to submit a page or two with a paragraph describing each event and your assessment of it.
- 6) Students, TAs, and the professor are asked to commit themselves to attend class, keep up with the assignments, and work with each other to improve the course where any of them find it lacking.
- 7) The course challenges many preconceptions about war, peace, oneself, and society. As we want to cover much and work well together, attendance in class and in discussion group meetings is most strongly urged and expected, as are preparation and participation.

Required readings

BOOKS

Elise Boulding, *Cultures of Peace: the Hidden Side of History*

Noam Chomsky, *9-11*



Louise Diamond, *The Courage for Peace: Daring to Create Harmony in Ourselves and the World*

Gordon Fellman, *Rambo and the Dalai Lama: the Compulsion to Win and Its Threat to Human Survival*

Joshua Goldstein, *War and Gender*

Mark Juergensmeyer, *Terror in the Mind of God*

Michael Nagler, *Is There No Other Way: The Search for a Nonviolent Future*

Daniel Quinn, *Ishmael*

CHAPTERS AND ARTICLES, in Xeroxed reader to be purchased from instructor

Carol Adams, *The Sexual Politics of Meat*, chs. 1 and 2

Carol Cohn, "The Language of the Gulf War," *Center Review*, Fall 1991

Carol Cohn, "Sex and Death in the Rational World of Defense Intellectuals," *Center for Psychology and Social Change*, 1987

The Dalai Lama (Tenzing Gyatso), "Compassion and the Individual," *Wisdom Publications*, 1994

The Dalai Lama, "Dimensions of Spirituality," *Wisdom Publications*, 1995

Sam Keen, *Faces of the Enemy*, poem, Introduction, and Part I

UNESCO, "The First Consultative Meeting of the Culture of Peace Programme," Paris, 9/27-29/94

United Nations, Universal Declaration of Human Rights

Carl von Clausewitz, *On War*, ch. 1

Schedule of Readings [RP = response paper due. Questions in boldface are suggestions only. Say what you want to say in any way that makes sense to you, shows real struggle with our course materials, and is intelligible to readers.]

We will read the Diamond book in an unusual way. It is not listed below. Please read one chapter (most of them are a page or two) a day every day until you have finished the book.

Week 1

F 8/30 First class. Introduction to the course

Week 2 Cultures of peace and the realist alternative perspective

T 9/3 Boulding, Overview and Part I  
F 9/6 “ , Part Two and skim Part Three

Week 3 The social psychology of enemy creation and maintenance: the case for war

T 9/10 Sam Keen, poem, Introduction, and Part I, in reader  
F 9/13 von Clausewitz, in reader

RP #1, on wks 2-3, due 9/27: What grabs you about these readings? What new insights do they afford you? What are their core issues and arguments? What problems have you with them? So far, what do you take from them that you find useful?

Week 4 War culture and peace culture: language, food, the Dalai Lama, and the UN

T 9/17 Brandeis Monday  
F 9/20 Cohn, Adams, UN Declaration on Human Rights  
UNESCO Document on the Culture of Peace Program, all in reader

Week 5 Terrorism and religion

T 9/24 Juergensmeyer, chs. 1-3  
F 9/27 “ , chs. 4-6

Week 6

T 10/1 “ , chs. 7-9  
F 10/6 “ , chs. 10-11; Chomsky

RP #2, on wks 4-6, due 10/12: What grabs you about these readings? What new insights do they afford you? What are their core issues and arguments? What problems have you with them? So far, what do you take from them that you find useful?

Week 7 Paradigm shift, adversary compulsion, and possibilities of change

M 10/8 Fellman, Foreward and chs. 1-6  
F 10/11 “ chs. 7-10

Week 8

T 10/15 “ , chs. 11-13  
F 10/18 “ , chs. 14-17

Week 9 Non-violence

T 10/22 Nagler, Introd. and chs. 1-3  
F 10/25 “ , chs. 4-5

Week 10

T 10/29 “ , chs. 6-7  
F 11/1 “ , chs. 8-9

RP #3, wks 7-10. Due 11/5. What grabs you about these readings? What new insights do they afford you? What are their core issues and arguments? What problems have you with them? So far, what do you take from them that you find useful?

Week 11 War and Gender

T 11/5 Goldstein, chs. 1-2  
F 11/8 “ , chs. 3-4

Week 12

T 11/12 Goldstein, ch. 5  
F 11/15 “ , chs. 6-7

RP #4, on weeks 10-12, due 11/19: What grabs you about these readings? What new insights do they afford you? What are their core issues and arguments? What problems have you with them? So far, what do you take from them that you find useful?

Week 13 An evolutionary perspective

T 11/19 Quinn, pp. 1-122  
F 11/22

Week 14

T 11/26 “ , pp. 123-263  
F 11/29 Thanksgiving vacation

Week 15 Summary of course

T 12/3 last day of classes

No RP #5; the last three weeks of the course will be included specifically in the final take-home paper.

GRADING STANDARDS

The course assumes serious interest in its topic and does not assume background in the subject, sociology, or social psychology. The premium is on understanding and working with the concepts and readings of the course and on thinking creatively with them. It is assumed that real learning involves risk and re-thinking assumptions and familiar paradigms (with no preordained or “right” outcome of this process) as well as learning new information. We will pay attention to such matters as involvement, keeping up with the reading, attendance, and particularly in discussion sections, participation. All students are encouraged to take active part in the larger class, but we respect that some people are reluctant to do so.

A—mastery of readings, concepts, and exercises; full participation, engagement, *risk-taking*, and *growth*; grappling with the course and coming to your own insights about its issues, its implications, its relation to yourself.

B—clear understanding of course materials and conscientious participation but little evidence of risk-taking and growth or grappling with the course toward one's own insights.

C—fuzzy, incomplete, lethargic relationship with course materials, minimal involvement of self in course, little risk-taking and growth, no insights of one's own.

D—same as C but moreso.

E—trying to wing it by leaning too much on others' understanding, not writing papers fully germane to the readings and central concepts of the course, erratic participation, not completing all course requirements, etc.

## RESPONSE PAPERS

A course method and goal is to have a conversation going among all of us—students, TAs, and professor. One way to do this is through written reflections on course materials. Toward that end, we ask you to work together in groups or two or more in writing short papers. Here is what we have in mind:

1. It is well to learn to write very succinctly. Practice getting to the point quickly and saying what you mean. The papers should be held to about 3-4 pages, although if you really get caught up in something and wish to do so, negotiate for more.
2. If you find the reading difficult, summarizing it to get ahold of it can be useful. The point of this kind of response paper is to ask if your interpretation of what the author said makes sense to the reader. *Do not restate* what the author said in her terms. Quotations may be used to illustrate a point or ask a question, and we urge you to work directly from the texts, but do not just repeat the author or quote extensively; write in your own words.
3. Remember that all reading is interpretation. We never focus on it all, we never comprehend it all, and we do not know exactly what the author had in mind. Nor does that matter. What matters is what the reader makes of what is read.
4. If you are pretty comfortable with the reading, go into your own questions about it, your own critical reactions, your own hesitations, reservations, etc. *And most important: your own insights about it.* Strive to make connections within the reading that the author may not have made. Strive to connect the reading with other reading, with central ideas and issues as they develop in the course, with your own understanding of the world, your reactions to what you see in society and in your own life.
5. The premium is on showing the reader that you are *grappling with the course materials*, have opened yourself up to the possibility that there is something in them for you, and can think creatively with them. The premium also is on integrating what may seem like disparate materials, and struggling to make sense of them in your reality as a citizen and a thinking, feeling, viable actor in society as well as in your reality as a student taking a course.
6. In the response papers, you may work with class discussions, professor's and TAs' views, world events, whatever, but *always in the context of the readings*. I.e., no riffing from the top of your head on interesting things that may be relevant to the course. That is, of course, easy to do in sociology classes but is not helpful. We are looking for *real struggle* with reading and other course materials.
7. Pay attention to the process of working together, and work with your section, your TA, and/or the professor on any problems you have in cooperative learning. This comes easily to some people and with very great difficulty to others. Accept where you begin and struggle on from there, drawing on help if, when, and as you wish it. Cooperative learning is meant to be a part of peace culture.



- Make-up exams are given only for documented reasons. There is no make-up work for low grades.
- Study questions will be handed out. You do not need to hand these in but if you hand in all of them, on time with adequate answers (more than a couple of words) you will receive up to 5 points of extra credit, and will probably do better on exams.

#### Exam dates

Exam 1 Wednesday, October 9th  
 Exam 2 Wednesday, November 13th  
 Exam 3 Friday, December 18th

### Course Outline and Reading Assignments

#### I. Introduction: Defining and Explaining Conflict and Violence

Chasin, Preface and Chapter 1  
 Edward M. Opton, Jr., "It Never Happened and Besides they Deserved It" (reserve)  
 Videos: Remember My Lai and Return to My Lai

#### II. Forms of Inequality, Conflict and Violence

Chasin, 13-21; 30-39  
 Chasin, Chapter 5  
 Eric Schlosser, "The Most Dangerous Job" (reserve) From Schlosser, *Fast Food Nation*  
 Chasin, 135 (bottom)-142

#### III. Bureaucracy and Violence

Chasin, 21 (bottom)-30  
 Video: A Quiet Rage

#### IV. Inequality and Crime

Chasin, Chapter 3  
 David Beers, "Just Say Whoa" (reserve) (from Eitzen And Leedham. *Solutions to Social Problems: Lessons from Other Societies*)  
 David Simon, "Organized Crime and the Business Elite" (reserve) (From Simon, *Elite Deviance*)

#### V. Ethnicity/Race and Violence

Chasin, 76-77, 88 (bottom) -99  
 Chasin, 124-132; 142-147

#### VI. Gender and Violence

Chasin, 77 (middle-88)  
 Patricia Y. Martin and Robert A. Hummer, "Fraternities and Rape on Campus" (from Margaret Anderson and Patricia Hill Collins editors, *Race, Class and Gender: An Anthology*) (reserve)  
 Chasin, 132-135

#### VII. Foreign Policy, Militarism, Terrorism

Chasin, Chapter 7  
 Noam Chomsky, excerpts from 9-11 (reserve)  
 Martin Luther King, Jr., "Declaration of Independence from the War in Vietnam" in *Essays*

#### VIII. Strategies for Non-Violent Conflict Resolution

Martin Luther King, Jr. "Letter from a Birmingham Jail" in *Essays*

Chasin, Chapter 8

**Assignment 1:** Edward M. Opton, Jr., "It Never Happened and Besides They Deserved It."

Photocopies of this article are available at the Reserve desk at Sprague Library.

You should read the entire article, then go back through it, and answer the following questions. The answers to some of these are found in several places in the reading. Some questions, especially question 4 will require longer answers than others. Your paper should be from 4-5 pages typed double-spaced. The paper is due in class, Friday, September 13th. Late papers will not be accepted without a documented excuse. Be sure to use your own words in answering the questions. Brief quotes, one or two sentences, are acceptable to illustrate your points but be sure to use quotation marks and give the page number where the quotes appears. Be sure to number and fasten your pages. The paper is worth up to 10 points.

1. What realities does Opton think people in the United States need to face?
2. What explanation of the events at My Lai does Opton reject?
3. What questions regarding My Lai does he think we need to answer?
4. What are the factors he thinks caused My Lai. In your opinion which of these do you think is most important and why? If you think they are equally important you should explain why that is the case.
5. Which of the types of violence we have discussed are illustrated by the incidents at My Lai?
6. Did you learn anything from this reading? What is your reaction to it?

**Assignment 2:** Patricia Y. Martin and Robert A. Hummer, "Fraternities and Rape on Campus"

Instructions: This article is on reserve at Sprague Library. Answer the following questions in about 3-4 pages. The paper should be typed. Be sure to use your own words or short quotes with quotation marks and page numbers. This assignment is due Nov. 22nd and is worth 10 points. No late papers will be accepted without a documented excuse. (Computer and printer problems are not acceptable excuses for late papers.) Before doing this assignment you should have read the assigned material for Topic VI on the syllabus.

1. Why did the authors undertake this research?
2. What methods did they use in their study?
3. What are their findings? Why do they think fraternities are associated with rape?
4. What type of violence is being discussed? Who or what do you think is responsible for the violence being discussed?
5. How would you relate the material in this reading to other material read or discussed in this course so far?
6. What is your reaction, positive and/or negative to this reading?

## 2. Explaining War and Violence



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SOC398 is a special topics course number under which I have taught two different Peace Studies courses.

The Spring one, "Peace & Conflict," took environment and resources as a focus for conflicts and I didn't cover US examples. A sub-topic was indigenous, nonviolent resistance. There were approximately 18 upper division students but they had backgrounds/majors across the disciplinary spectrum. I will be teaching the same course (mostly) again this spring in two sections - on the main campus (about 25 registered students) and on a satellite campus in 8-weeks to students who tend to be older (looks like 15 registered).

The University of New Mexico is a state university and the largest institution with about 25,000 students. The Sociology Department has many majors here, mostly for the Crim major (a subset of Sociology).

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**UNIVERSITY of NEW MEXICO  
DEPARTMENT OF SOCIOLOGY  
SPRING 2002**

**COURSE:** SOC 398 Peace & Conflict  
**INSTRUCTOR:** Dr. Christine Rack  
Office: Sociology / Social Science Building (SSCI) 1<sup>st</sup> floor  
Phone: 277-5714 / email TBA  
Hours: Mon. 4:00 - 5:30; Wed. 11:30 - 12:45 or by appointment  
**MEETS:** Mon. & Wed. 2:30 - 3:45  
**WHERE:** Dane Smith Hall (DSH) 334

**WHY THIS COURSE?**

War is as old as humanity, but it has grown in frequency and severity, especially in the last two centuries. In fact, 75% of all people killed in war during the last millennium were killed in the 1900s, a death rate escalating far faster than population growth. Beginning in World War II, civilians have become the intended targets in violent conflicts, as well as the unintended "collateral damage." Wars are increasingly lethal, and perhaps more common, because we have turned our awesome technological abilities toward developing and deploying weapons.

Military spending by governments of the world was nearly \$800 billion in the year 2000, representing approximately 10% of all government spending. The United States allocates 15% of our federal budget to the U.S. military and we alone contribute more than one third to the total world defense spending (\$261 billion in FY1999), approximately \$1000 per person. By contrast, our total non-military foreign affairs budget (including the State Department) was only \$65 per person in 1999.

The United States also exports (sells or gives as foreign aid) more weapons than any other country, supplying 58% of all (official) arms transfers. The vast majority of all international arms are imported by less developed countries, with Asian and Middle Eastern countries receiving more than 70% of the total.

Most if not all of these wars and weapon transfers over the past century have been carried out in the name of peace and security. On the face of it, however, military investment doesn't seem to be working since we are neither secure nor peaceful. But we devote almost no comparable effort to studying nonviolent solutions to human conflict. This course is intended to balance, in however small a way, that discrepancy.

## OBJECTIVES

- **KNOWLEDGE OF PEACE STUDIES**

This course will introduce students to the field of peace studies and conflict analysis. Students will be introduced to a vocabulary to describe the relationship between peace and justice, and some ideas about how the two come together or don't. We will explore the techniques and theory of nonviolent conflict resolution, conflict management, and conflict transformation on the interpersonal and international level. Differing goals, situations, and power levels all affect the strategies one may use to resolve conflicts & challenge injustice. Students will achieve an ability to discern these differences.

- **ABILITY TO ANALYZE MAJOR CONFLICTS**

We will then use these analytical tools to assess resource-based conflicts in the world today. Since the end of the bipolar Cold War, many conflicts going on within and between countries may appear to have little in common with one another. We will consider various perspectives but will focus particularly on how competition over access to, and control of, natural resources contributes to many of them. Conflicts in areas of known oil reserves will be highlighted. We will look at the resource conflicts from the perspective of states and also groups within states. Struggles between largely nonviolent indigenous groups and often-violent commercial/government forces over the exploitation of resources offer an example of ongoing conflicts with extreme power imbalances. Students will be able to discuss these conflicts from different levels and assess the goals, strategies and probable outcomes from the perspective of the participants.

- **AWARENESS OF GLOBAL CONCERNS**

To understand the conflict context, we will consider the environmental impacts and the role of globalization in these "resource wars." These two factors are changing the urgency of the disputes and the alliances made possible in them. Students will better understand the issues of climate change, increasing inequality, and globalization in markets, consumption, and communications.

- **DEVELOPMENT AS A PEACEMAKER & EDUCATOR**

Students will have opportunities to present reports on articles and/or to observe an event relevant to Peace Studies and apply these concepts/techniques in their own ways to their own area of interest, whether international or personal. Students will develop an awareness of local resources, a greater ability to transform conflicts in daily life, and a greater ability to teach others about the alternatives to violent confrontation.

## REQUIREMENTS:

1. **READ & REPORT:** Reading ahead means that we can more intelligently discuss the material in class. Therefore, read the assigned material and complete the Reading Report that is provided before the class during which it is scheduled for discussion. No Reading Reports will be accepted after the class meeting during which the material was discussed. There are fifteen Reading Reports noted in the class calendar but students may elect to miss 2 of them without losing any credit. If a student hands in more than thirteen, these will constitute the only extra credit in this course. All reports will be marked "G" (Good), "OK" (Adequate) or "I" (Incomplete, Inaccurate or Insulting). Students who must miss a class may turn in the Reading Report at the Sociology office before the class period. In the second part of the course, student will use the Reading Report to analyze the case studies described in the reading for the type of conflict resolution tried or suggested.

2. ATTEND & PARTICIPATE: Attendance is required and will be reflected in the participation portion of your grade. The reason for missing class will not affect the grading, that is, I will not discriminate between classes missed for a “good” reason from “mental health” absences. I will also bring short articles, videos, etc. and ask student volunteers to read/view them and give a quick report to the class about the material. These short reports will also contribute to your participation grade. Students should attend class whether or not they have completed the Reading Report for that class.
3. QUIZZES/TESTS: There are six scheduled short quizzes/tests, including the final exam, covering limited areas of the course content. I reserve the right to add or subtract from this number depending on the flow of the class.
4. ARTICLE REPORTS: All students will be responsible for THREE reports to the class. He/she may choose 3 articles from the reader and make a short report to the class on the day specified in the calendar. A one-page written report should be given to me at the same time. We will choose these articles in the second week of classes. A student may elect to report on an interview or observation (or both) with a local peacemaker/peace event instead of an article. This activity will be part of the Article Report portion of the grade and must be presented during the April 1 class meeting.
5. RESPONSE/REFLECTION: Students will write a short paper (approximately 5 pages) analyzing a conflict using the ideas discussed in the course and discussing how the ideas apply. This could be anything from analyzing and trying to transform a conflict in your own life, to investigating the effectiveness of the peace talks in Colombia. I will be available to assist you in gathering materials for this paper.

#### REQUIRED TEXTS

- Fisk, Larry & John Schellenberg (2000). *Patterns of Conflict / Paths to Peace*. Orchard Park NY: Broadview Press.
- Barash, David P. (2000). *Approaches to Peace: A Reader in Peace Studies*. New York: Oxford University Press.
- Klare, Michael T. (2001). *Resource Wars: The New Landscape of Global Conflict*. New York: Henry Holt & Co. Metropolitan Books.
- Gedicks, Al (2001). *Resource Rebels: Native Challenges to Mining & Oil Corporations*. Cambridge MA: South End Press.
- Kaplan, Robert D. (Feb. 1994) “The Coming Anarchy” and Barber, Benjamin (Mar. 1992) “Jihad Vs. McWorld” both in *The Atlantic Monthly*

#### ASSESSMENT

40%	Reading Reports (based on 13)
15%	Attendance & Participation
15%	Quizzes/Tests (6 scheduled)
15%	Article Reports (2-3) and/or observation/interview
15%	Response/Reflection Paper

**DR. CHRISTINE RACK  
UNIVERSITY OF NEW MEXICO**

**SOC 398  
SOCIOLOGY OF VIOLENCE  
& NONVIOLENCE**

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SOC398 is a special topics course number under which I have taught two different Peace Studies courses.

The Fall version, "Sociology of Violence & Nonviolence" attracted a fair number of criminology students who were NOT intending to take a Peace Studies course. This led to a lot of drops (about 25%) and general angst but probably opened ALL minds more in the long run.

The University of New Mexico is a state university and the largest institution with about 25,000 students. The Sociology department has many majors here, mostly for the Criminology major (a subset of Sociology).

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**UNIVERSITY of NEW MEXICO  
DEPARTMENT OF SOCIOLOGY SPRING 2002**

**COURSE: SOC 398 Sociology of Violence & Nonviolence**

**MEETS: T & Th 2.00- 3.15**

**WHERE: Ortega 109**

**INSTRUCTOR:** Dr. Christine Rack  
**Office:** #1084 Sociology / Social Science Building (SSCI) 1<sup>st</sup> floor  
**Hours:** Tues. 12.30- 2.00  
or by appointment  
**Phone:** 277-5714/ email rack@unm.edu

**WHY THIS COURSE?**

This course is part of a cluster of developing courses in Peace Studies. The idea of studying peace, as opposed to war and other types of individual and collective violence, is fairly recent. At the end of the 1800's, an international movement for world peace was vibrant and strong. Courses in world peace were springing up in school curricula, even elementary schools. It seemed like world peace was around the corner. But then we passed through the most violent century on record. In fact, 75% of all people killed in war during the last millennium were killed in the 1900's, a death rate escalating far faster than population growth. By the 1920's, the world peace movement had receded.

Peace studies got another breath of life in the 1950's and '60's. In part, this was because of the realization that a full-scale nuclear war would devastate the planet and leaves no "winners-" The idea of "containment," sanctions, and the "MAD" policy (Mutually Assured Destruction), brought forth scholarship on avoiding all-out war in favor of diplomatic negotiations and "mediation" designed to get the best deal without going to war. Conflict resolution, game theory, and negotiation were studied and written about in universities and the military. With the fall of our only real threat, the Soviet Union, BY PEACEFUL MEANS, peace advocates again thought that we were on the verge of a new dawn: international law, the world court, and the UN seemed to offer places to negotiate instead of striving for military defeat. However, in 1999 15% of the US budget is devoted to the military and the US alone contributes more than one third to the total world military spending (\$261 billion in FY1999). This US spending is approximately \$1000 per US citizen. By contrast, our total diplomatic/ foreign affairs budget (including the State Department) was only \$65 per person in 1999.

This is discouraging to those people working for peace. Advocates for peace are frequently considered "hopeless idealists" because they fail to account for the facts of continuing investment in war, war-making, and

overwhelming violence in the world. But peace advocates would say, "give peace a chance." It hasn't often been tried.

Why THIS course?

This course will analyze group level violence. We will look at sources, dynamics, and consequences of violent and nonviolent action undertaken to achieve social goals. The course will focus on types of collective violence committed by terrorists, rioters, militia groups, revolutionaries, police and other governmental agents contrasted with nonviolent action undertaken by protest, strike, civil disobedience, media campaigns, and legal means. We will examine the individual, structural, historical, and cultural context that shapes collective behavior toward violent or nonviolent methods for achieving group aspirations. We will assess the relationship between the collective means (violent/nonviolent) and the ends (achieve/resist social change), especially as these are affected by economic globalization.

### OBJECTIVES

#### KNOWLEDGE OF PEACE STUDIES

The course will introduce students to the field of peace studies and conflict analysis. Students will be introduced to a vocabulary to describe the relationship between violence, peace and justice, and some ideas about how they work together or don't. Differing goals, situations, and power levels all affect the strategies one may use to resolve conflicts & challenge injustice. Students will achieve an ability to discern these differences.

#### ABILITY TO ANALYZE COLLECTIVE VIOLENCE AND NONVIOLENCE

Students will learn a vocabulary and theoretical frame with which to analyze collective violence and nonviolence. We will mostly focus on the ways to understand the two as rational means to ends. We will then use these analytical tools to look at various kinds of collective violence and nonviolence pathways to the same goals.

#### AWARENESS OF GLOBAL CONCERNS

We will consider the kinds of issues over which people today are using violent and nonviolent collective action, and the means available for violent and nonviolent collective strategies made possible in the new millennium.

#### ABILITY TO RECOGNIZE THE PERSONAL AND SOCIO-CULTURAL INFLUENCES THAT INCLINE ONE TOWARD VIOLENCE AND ALTERNATIVES

Students will grow in their sensitivity to personal, cultural (e.g., media and friends), and societal messages that support violence or nonviolence. Sociology holds this fact as central to the discipline: *societal context has an extraordinary influence over individual and group beliefs, motivations, and behavior*. We will increase our perception of the ways that this happens.

### REQUIREMENTS:

1. READ & ATTEND: Reading ahead means that we can more intelligently discuss the material in class. Therefore, read the assigned material before the class during which it is scheduled for discussion. Attendance is required and will be reflected in the participation portion of your grade. The reason for missing class will not affect the grading;

that is, I will not discriminate between classes missed for a “good” reason from “mental health” absences. I will also bring short articles, videos, etc. and ask student volunteers to read/view them and give a quick report to the class about the material. These short reports will also contribute to your participation grade. Students should attend class whether or not they have completed the Reading Report for that class.

2. QUIZZES/ TESTS: There are three take-home quizzes and a final exam covering limited areas of the course content. I reserve the right to add or subtract from this number depending on the flow of the class.
3. CULTURE WATCH JOURNALS: All students will be responsible for keeping a journal through which to track and analyze how media & groups of people (culture) affect our perspectives on violent vs. nonviolent responses to conflict. There should be at least one entry per week, but situations worthy of note probably happen daily. Journals will be checked three times during the semester and will be graded as OK or SKIMPY or INADEQUATE. A list of suggested questions to ask oneself is below.
4. RESPONSE/REFLECTION: Students will write a short paper (approximately 5 pages) reflecting on their experience/ learning in this course. This paper is due by the last class period (December 5).
5. STUDENT REPORTS: Students are responsible for a short oral report and a brief written report analyzing the violent/ nonviolent tactics used by *groups* of people to either initiate or impede social change. The primary analysis will use the theoretical frames used by Barkan & Nagler, a brief history of the issues under contention, and an assessment of the usefulness of violent vs. nonviolent tactics to the goals of the group.

#### REQUIRED TEXTS

Barkan, Steven & Lynne Snowden (2001). *Collective Violence*. Boston: Allyn & Bacon

Nagler, Michael (2001). *Is There No Other Way?* Berkeley: Berkeley Hills Books

Roy, Arundhati (2001). *Power Politics*. Boston: South End Press.

Fisher, Roger & William Ury (1981/1984) *Getting to yes: Negotiating agreement without giving in*. Middlesex, England: Penguin Books.

#### ASSESSMENT

40%	3 Quizzes & Final
15%	Attendance & Participation
15%	Journals
15%	Student Reports
15%	Response/Reflection Paper

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The goal of the course, “The Sociology of Aggression, Social Conflict, and War” is to synthesize individual-level explanations of violence with the theories and research on group- and societal-level violence. Western Illinois University is a state school with just over 13,000 students. While the course was originally designed as an upper-level undergraduate elective course with about 30-40 students, it can easily be adapted to either a lower-level or graduate course by adding or subtracting to the readings and assignments.

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**SOCIOLOGY OF AGGRESSION, SOCIAL CONFLICT, AND WAR**

David E. Rohall, Ph.D.  
Western Illinois University

Office: Department of Sociology and Anthropology, Morgan Hall  
Office Hours: MWF, 10:00 a.m. to 11:00 a.m. and by appointment

Course Description

This course will focus on one specific social problem: violence in society (i.e., aggression, social conflict, and war in society). Whether it is violent crimes, rape, gang feuds, or war between neighboring states, elements of society have been in conflict throughout human history. Is aggression an instinct or is it a learned response from childhood? This class will examine the social-psychological basis for aggression and social conflict before reviewing the extent and degree of war and large-scale conflict around the world today. In addition to developing an understanding of why men and women fight and go to war, the class will examine what motivates soldiers in combat as well as what combat fighting, the ultimate form of aggression, is really like.

Course Goals

I have three goals for this class:

- ! To understand the most recent research and theory on the causes of violence between individuals, groups, and societies
- ! Develop a better understanding of size and scope of specific violent crimes, social conflicts, and wars going on in the world today
- ! Integrate research and theory to explain these crimes, conflicts, and wars

The class is divided into three parts. The first part will review the biological and social aspects of aggression and violence, focusing on violent crimes in the U.S. Next, we will review group-level conflicts, such as riots or conflict between gangs. Lastly, we will look at large-scale conflicts between whole societies, that is, war. In each section of the class you will be asked to integrate your ideas with class materials to understand specific crimes, conflicts, and wars going on in society today.

The assignments are designed to have you apply the knowledge gained in this course to real-world problems as well as help you develop a coherence sense of the problem of violence. Therefore, all assignments will have you to either apply your learning, to your own life or world events, in some way.

## Course Readings

There are four required readings for this course:

1. Barkan, Steven E. and Lynne L. Snowden. 2001. *Collective Violence*. Boston and others: Allyn and Bacon.
2. Caplow, Theodore and Louis Hicks. 2002. *Systems of War and Peace*. Lanham, New York, and London: University Press of America.
3. Geen, Russell G. 2001. *Human Aggression*. London: Open University Press.
4. Gurr, Ted Robert, Monty G. Marshall, and Deepa Khosla. 2003. *Peace and Conflict 2003*. College Park, MD: Center for International Development and Conflict Management.

The first three books can be purchased at the university bookstore. The last book will be made available in class for a small fee.

### *Suggested readings:*

1. Clausewitz, Carl von. 1982[1832]. *On War*. New York and others: Penguin.
2. Lorenz, Konrad. 1966. *On Aggression*. New York: MJF Books.
3. Groebel, Jo and Robert A. Hinde. 1989. *Aggression and War: Their Biological and Social Bases*. Cambridge: Cambridge University Press.
4. Levine, Felice J. and Katherine J. Rosich. 1996. *Social Causes of Violence: Crafting a Science Agenda*. Washington, D.C.: American Sociological Association.

## Course Requirements

### *I. Article Reviews*

As a way of facilitating discussion, I will be asking select members of the class to bring in and present newspaper articles related to our topic each week. Your goal is to describe the violence being reported in the article and apply appropriate readings to help us understand the motivations behind that behavior. Also, if you are selected to bring in an article, you will also be asked to turn a 1-2 page write-up summarizing how the readings relate to the news story. You will know in advance when to bring in an article but I encourage you to regularly review newspapers for relevant articles.

### *II. Papers*

This class is divided into three parts, one reviewing the causes of aggression, the second reviewing the causes of social conflict, and the third focusing on the causes of war. You will be expected to prepare a short paper focusing on research on a particular type of aggressive behavior, conflict, and war. For instance, while studying aggression, you will be asked to pick a particular violent crime (e.g., family violence) and review the research about the degree, causes, and consequences of such behavior in the U.S. today. More specific instructions will be made available in class.

### *III. Final Exam*

There will be one exam in this class, designed to have you synthesize and assess the literature on violence in society. The final exam will require you to develop a coherent picture of violent behavior in society today, its causes, and its consequences. More importantly, I want you to use this material to help develop a perspective on how you think policyholders should address violence in society.



			Grading	
I. Article Reviews	15%	( 75 points)	450-500 (90-100%)	A
II. Paper	120%	(100 points)	400-449 (80- 89%)	B
Paper 2	20%	(100 points)	350-399 (70- 79%)	C
Paper 3	20%	(100 points)	300-349 (60- 69%)	D
III. Final Exam	25%	(125 points)	< 299 (59% or less)	F
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Total:	100%	(500 points)		

#### Academic Integrity

While I encourage you to work with other students on preparing for tests and assignments, cheating in any form will not be tolerated. This includes using others people=s work in your assignments without proper citation and providing others with your own work! Students who fail to uphold standards will be reported to the Academic Standards and Advising Committee as directed by the handbook of Student Rights, Rules, and Responsibilities.

#### Make-Up Work

All assignments must be turned in on time or five (5) points will be deducted for each day late. Make-up exams will only be given in extreme circumstances. You must have a valid reason and evidence for the absence (e.g., physician=s note or obituary notice). If you need to make-up an exam, you are responsible for arranging to take the make-up within 48 hours of the missed exam. I will attempt to accommodate students who have three or more finals in a single day.

#### Disabilities

Students with physical or learning disabilities will be accommodated as necessary to meet the objectives of the course. Documentation of these disabilities should be provided to me within the first week of the semester.

### COURSE SCHEDULE

#### Week 1: Course Introduction

Goals: Introduce the levels of analysis involved in violence research  
 Readings: The Seville Statement on war (Handout)

### PART I. INDIVIDUAL-LEVEL AGGRESSION

#### Week 2: Defining Individual-Level Aggression

Goals: Introduce concept of individual-level aggression, how it is different from group violence, and begin reviewing basic theories of aggression  
 Readings: Chapter 1 – “Introduction to the study of aggression” in Geen  
 Chapter 2 – “The provocation of aggression” in Geen

#### Week 3: Social and Biological Bases of Aggression

Goals: Continue to review biological and social bases of aggression.  
 Readings: Chapter 3 – “Intervening processes in aggression” in Geen  
 Chapter 4 – “Moderator Variables in aggression” in Geen

#### Week 4: Aggression in Society: Violent Behavior and Crimes

Goals: To review how aggression is manifested in people’s lives and start to review The distribution of violent crime in the U.S.  
 Readings: Chapter 5 – “Aggression in life and society” in Geen  
 Chapter 6 – “Aggression in entertainment” in Geen  
 Access FBI *Uniform Crime Reports* on violent crimes at:

<http://www.fbi.gov/ucr/ucr.htm>

**Week 5: The Effects and Reduction of Aggression**

Goals: Examine research and theory on the physiological and psychological impacts of aggression and how to reduce aggressive tendencies.  
Readings: Chapter 7 – “Hostility, health and adjustment” in Geen  
**FIRST PAPER DUE**

**PART II. GROUP-LEVEL AGGRESSION: SOCIAL CONFLICT**

**Week 6: Defining Collective Violence and Social Conflict**

Goals: Review the nature of collective violence and social conflict, compared to individual-level aggression, and the theories that help explain collective violence.  
Readings: Chapter 1 – “The problems of collective violence” in Barken and Snowden  
Chapter 2 – “Explaining collective violence” in Barken and Snowden

**Week 7: Types of Social Conflict**

Goals: Investigate the theory and research on riots and revolutions.  
Readings: Chapter 3 – “Riots” in Barken and Snowden  
Chapter 4 – “Revolution” in Barken and Snowden

**Week 9: Types of Conflict Continued**

Goals: Continue the review of the causes and consequences of different types of social conflict.  
Readings: Chapter 5 – “Terrorism” in Barken and Snowden  
Chapter 6 – “Cults, militia, and hate groups” in Barken and Snowden

**Week 10: Reducing Social Conflict**

Goals: Review theory and research on reducing social conflict.  
Readings: Chapter 7 – “Conclusion: The nature and future of collective violence” in Barken and Stowden.  
**SECOND PAPER DUE**

**PART III. SOCIETAL-LEVEL AGGRESSION: WAR**

**Week 11: Defining War**

Goals: To review the meaning of war and to examine the similarities and differences between war and other forms of conflict.  
Readings: Chapter 1 – “War as a social institution” in Caplow and Hicks  
Chapter 3 – “Theoretical models of war and peace” in Caplow and Hicks

**Week 12: War in the Modern World System**

Goals: Examine laws of war and modern war systems.  
Readings: Chapter 4 – “International law” in Caplow and Hicks  
Chapter 5 – “The contemporary war system” in Caplow and Hicks

**Week 13: The Basics of Military Sociology**

Goals: A review of the basic functioning of most military systems in the modern world.  
Readings: Chapter 6 – “The origins of modern military organization” in Caplow and Hicks  
Chapter 7 – “Modern military organization” in Caplow and Hicks

Chapter 8 – “Military culture” in Caplow and Hicks

**Week 14: War and Society; A Survey of Current Wars and Conflict**

Goals: To review current state of international conflict in the world today  
Readings: Chapter 11 – “The social effects of war” in Caplow and Hicks  
All of *Peace and Conflict 2003* Report – Gurr and Marshall

**Week 15: Peacekeeping and Reducing Conflict**

Goals: Understand the size and scope of peacekeeping and other methods of reducing conflict.  
Readings: Chapter 12 – “Peace projects” in Caplow and Hicks  
Chapter 13 – “Peacekeeping organizations” in Caplow and Hicks  
Chapter 14 – “Arms control” in Caplow and Hicks  
***THIRD PAPER DUE***

**FINAL EXAM IS DUE AT THE BEGINNING OF THE SCHEDULED FINAL EXAM DATE AND TIME LISTED IN THE UNIVERSITY’S ACADEMIC CALENDAR**

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The University of Massachusetts-Lowell has about 8000 students. This course was an effort to cover the major concepts in political sociology by critically examining the issues of war and terrorism that were raised following the September 11 attacks. Political Sociology satisfies requirements for the sociology major as well as general education guidelines. As a result, the class was evenly split between majors and non-majors.

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48.256  
Political Sociology  
Spring 2002

Daniel Egan  
Coburn 404K  
934-4304  
Daniel\_Egan@uml.edu  
Office Hours:  
MWF 1-2  
or by appointment

This course provides an overview of the field of political sociology. Political sociologists study how power is defined and organized in society, how power shapes people's lives, and the ways and conditions in which people may respond critically to power. Given the significance and immediacy of the September 11 attack and the subsequent 'war on terrorism,' we will discuss the major themes of political sociology in the context of war. We will pay particular attention to the following questions: How does war contribute to or weaken social order? What are the forms of legitimate political authority, and how is this authority based on violence? What is the relationship between capitalism and war? How does violence shape definitions of race and gender? We will also examine the possibilities for social movements to make political change for a more peaceful world.

#### READING

We will be using four paperback books, all of which are available at the South Campus Bookstore:

William Blum. *Rogue State: A Guide to the World's Only Superpower*. Monroe, ME: Common Courage Press, 2000.

James William Gibson. *Warrior Dreams: Violence and Manhood in Post-Vietnam America*. New York: Hill and Wang, 1994.

William Greider. *Fortress America: The American Military and the Consequences of Peace*. New York: Public Affairs, 1998.

Mary Susannah Robbins. *Against the Vietnam War: Writings by Activists*. Syracuse: Syracuse University Press, 1999.

#### COURSE OUTLINE

Jan. 23

**Introduction**

Jan. 25, 28, 30

**Is War Part of Human Nature?**

Reading: none

Feb. 1, 4, 6, 8, 11, 13

**War and the Nation-State**

Reading: Blum, all

Feb. 15, 20, 22, 25, 27

**War and the Construction of Political Legitimacy**

Reading: William Hoynes, "War as Video Game: Media, Activism, and the Gulf War," on reserve

Feb. 18 NO CLASS – Presidents' Day

MIDTERM ESSAY HANDED OUT FEBRUARY 27; DUE WEDNESDAY, MARCH 6

March 1, 4, 6, 8, 11, 13

**Corporate Power and the Military-Industrial Complex**

Reading: Greider, all

March 15, 25, 27, 29, April 1, 3

**War and Popular Culture**

Reading: Gibson, all

March 18, 20, 22 NO CLASS – Spring Recess

April 5, 8, 10

**Gender, Race, and War**

Reading: John Dower, "Apes and Others," on reserve

Carol Cohn, "Nuclear Language and How We Learned to Pat the Bomb," on reserve

April 12, 17, 19, 22, 24, 29

**Peace Movements and the Limits of Democracy**

Reading: Robbins, all

April 15 NO CLASS – Patriots' Day

April 26 NO CLASS – University Day

May 1, 3, 6, 8

**Creating Institutions for Peace**

Reading: L.C. Green, "Basic Rules of the Law of Armed Conflict," on reserve

May 10

**Conclusion**

FINAL ESSAY HANDED OUT MAY 10; DUE DATE TO BE ANNOUNCED

**COURSE REQUIREMENTS**

READING: Since the course relies heavily upon your participation, you need to keep up with the readings; you will be responsible for all required readings. For the most part, the required readings will be no more than 50 pages per week.

**PARTICIPATION:** For the class to work, you must be present and prepared to participate in both class discussions. In addition, *you are responsible for all course material and assignments that you miss due to absence.* Participation will count for 10 percent of your grade.

**SHORT PAPERS:** There will be a number of short (2 typed pages double-spaced) papers assigned throughout the semester. These papers will ask you to apply concepts discussed in class, and will be used as resources for class exercises and discussions. These papers will count for 30 percent of your grade.

**MIDTERM ESSAY:** The midterm will be a take-home essay exam of 3-5 typed pages (double-spaced) in length. The exam topic/question will be assigned one week before it is due. This will count for 25 percent of your grade.

**FINAL ESSAY:** The final will be a take-home essay exam of 6-8 typed pages (double-spaced) in length. The exam topic/question will be assigned on the last day of class and will be due on the scheduled exam period for this class *or* one week after the last day of class, whichever is longer. This will account for 35 percent of your grade.

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"Cultures of Violence." is a 200-level course, intended for sophomores. However, because there is no Introduction to Sociology prerequisite, there is no assumption of prior knowledge of sociology. Augsburg College is a Lutheran school of about 2,500 traditional students and 1,500 Weekend College students. This particular course was offered in the day program for traditional students. Up to this point, the course was taught in the Interim semester (J-term, i.e. January semester) in which classes meet every day for four hours for 3 1/2 weeks. This format allows for creative teaching methods which includes field trips, guest speakers, feature-length movies and documentaries, extensive discussion, etc. While we did not take any fieldtrips this particular semester (so they're not listed in the syllabus), I have in the past taken students to shelters for women who have been abused and to the local center for victims of torture.

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**CULTURES OF VIOLENCE**  
Course number: SOC 290, Interim 2002  
Monday - Friday, 1:15 - 5:00 p.m.  
Old Main 13

JAMES A. VELA-MCCONNELL, PH.D.  
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Phone: 330-1224  
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**COURSE DESCRIPTION:** Street gangs and warfare. Police brutality and genocide. Domestic abuse and terrorism. What are the dynamics underlying these and other forms of violence? What do they have in common? How do they differ? This course takes violence in its many forms as a topic for sociological analysis and concludes with an examination of non-violent alternatives to conflict. With this in mind, we will compare different theoretical perspectives on violence and conflict, such as psychological, social psychological, and socio-cultural perspectives. This course will involve a combination of lecture and discussion based on readings and videos, debate of current issues in the field, and guest speakers from and field trips to local organizations dealing with problems of violence.

**GOALS:** The first set of goals reflect general skills which students should acquire in any college course in the social sciences:

1. To foster **critical thinking**.
2. To encourage clarity and creativity in **writing**.
3. To develop confidence in **speaking**.
4. To promote effectiveness when **working with others** as well as when **working alone**.

In addition to these general skills, students will be expected to have a firm understanding of the themes of this course as exhibited in the following:

1. The ability to give *your own* definition of violence and defend that definition.
2. A grasp of the major concepts and theories covered in the course.
3. The ability to apply a sociological perspective to the various topics or types of violence.
4. The ability to formulate an argument as to the reasons why and specific circumstances in which some types of "violence" are condoned and others condemned.

**REQUIRED TEXTS:** The following three books on this list are required. In addition to these books, there are a number of required readings in my public folder on the AugNet server. See the daily assignments under the schedule of topics below for the titles of these additional readings.

Gilligan, James. *Violence: Reflections on a National Epidemic*.  
Buford, Bill. *Among the Thugs*.  
Derber, Charles. *The Wilding of America*.

**COURSE REQUIREMENTS:**

**Attendance and participation** (100 points). Participation represents more than just being present during an *entire* class (i.e. attendance). Questions and comments about the readings, movies, or lectures are strongly encouraged. Such student participation lets me know where your interests lie and generally make the time spent in class more dynamic and appealing for everyone. Regular attendance is also strongly encouraged since many lectures and discussions, while on the same topic as the readings, will not be a simple repetition of what you have already read. Students are expected to have completed the readings *prior to* the class for which they have been assigned. In this way, you will be able and are expected to take an active role in class discussions.

**Formal Discussions** (25 points). (You will receive a more detailed explanation of this assignment in class.) In addition to the regular class discussions, there will be 3 formal discussions for which the class will be divided into groups of about five students each. One student will then lead the discussion in each group. The discussions will focus on the assigned reading. Every student will be expected to one discussion and all students are expected to participate in the discussions being led by their peers. I will be monitoring participation in these discussions. When it is your turn to conduct a group discussion, you will be expected to prepare a brief presentation (about five minutes) on the topic and a list of discussion questions. Submit a typed copy of your presentation and the list of questions on the day of the discussion. Be sure to **keep a copy for yourself**, since I will need to have a copy in hand while sitting in on the discussions.

**Critical Reflections** (75 points). The purpose of these reflections is to give students the opportunity to critically reflect on and integrate what you have learned from the readings, lectures, discussions, activities, videos, and guest speakers. The questions to be answered in each reflection are provided on a separate handout. These reflections will be collected three times during the interim semester and will be worth 25 points each time for a total of 75 points.

**Quizzes** (100 points). There will be regular quizzes on the assigned readings found in my Augnet folder. These quizzes will include one short essay question which will be graded on a 10 point scale. At the end of the semester, they will be averaged out of 100 points.

**Final Exam** (100 points). There will be a comprehensive final exam which will include short answer and essay questions. The exam will cover the in-class materials (i.e. lecture, discussion, class exercises, etc.). You are expected to be present for the exam. There will be no make-up exams.

**GRADING:**

Attendance and Participation:	100 points	95% to 100% = 4.0 = A
Discussion Facilitation:	25 points	90% to 94% = 3.5 = A-
Critical Reflections:	75 points	85% to 89% = 3.0 = B
Quizzes	100 points	80% to 84% = 2.5 = B-
Final Exam	<u>100 points</u>	75% to 79% = 2.0 = C
	400 points	70% to 74% = 1.5 = C-
		65% to 69% = 1.0 = D
		60% to 64% = 0.5 = D-



59% & below=0.0=F

**Note:** Late assignments will have 10% deducted for each day they are late.

Be advised that the following course schedule is subject to change.

**SCHEDULE OF TOPICS, READINGS, AND ASSIGNMENTS**

**THE PSYCHOLOGICAL PERSPECTIVES**  
Reading for this Section: Gilligan, *Violence*  
**(Complete by January 9)**

<u>DATE</u>	<u>TOPIC</u>	<u>ASSIGNMENTS</u>
Jan. 3	INTRODUCTION TO THE COURSE  OVERVIEW: PSYCHOLOGICAL PERSPECTIVES  GENDER & VIOLENCE  MOVIE: <i>IN THE COMPANY OF MEN</i>	<b>Readings:</b> (1) "Violence: The Micro/Macro Link," (2) "Construction of Masculinity," (3) "Socio-Cultural Context of Rape"
Jan. 4	EMPATHY, ROLETAKING, & PSYCHOPATHOLOGY  MOVIE: <i>PRIMAL FEAR</i>	<b>Readings:</b> (1) "Serial Killers: Psychological & Biological Explanations"
Jan. 7	MORAL DEVELOPMENT & DETERRENCE  DEBATE: DETERRENCE POLICIES  NUCLEAR DETERRENCE  MOVIE: <i>THE ATOMIC CAFE</i>	<b>Readings:</b> (1) "Homicide & the Death Penalty," (2) "The Ethics of Defense," (3) "The Morality of Deterrence"
Jan. 8	FEAR AND SOCIAL CONTROL  SOCIAL PARANOIA & PROPAGANDA  MOVIE: <i>FACES OF THE ENEMY</i>	<b>Readings:</b> (1) "American Fear"
Jan. 9	DISCUSSION ONE  MOVIE: <i>THE DAY AFTER</i>	<b>presentation/discussion outlines are due</b> Gilligan, <i>Violence</i>

**THE SOCIAL PSYCHOLOGICAL PERSPECTIVES**  
 Reading for this Section: Buford. *Among the Thugs.*  
 (Complete by January 16)

<u>DATE</u>	<u>TOPIC</u>	<u>ASSIGNMENTS</u>
Jan. 10	OVERVIEW: SOCIAL PSYCHOLOGICAL PERSPECTIVES  CONFLICT  INGROUPS, OUTGROUPS, & SOCIAL COHESION  MOVIE: <i>American History X</i>	<b>Readings:</b> “Experiments in Group Conflict”  <b>Critical Reflection #1 is due</b>
Jan. 11	AGGRESSION & OBEDIENCE TO AUTHORITY  MOVIE: <i>Obedience to Authority</i>  MCDONALDIZATION & VIOLENCE  MOVIE: <i>Schindler’s List</i>	<b>Readings:</b> (1) “McDonaldization of Society,” (2) “Naturalistic Studies Of Aggressive Behavior,” (3) “Doubling: The Faustian Bargain”
Jan. 14	CROWDS, LYNCHINGS, AND RIOTS  MOVIE: <i>L.A. Burning</i>	<b>Readings:</b> “Isolation, Powerlessness, and Violence”
Jan. 15	HATE CRIME  MOVIE: <i>Blood in the Face</i>	<b>Readings:</b> “Interview with Floyd Cochran”
Jan. 16	TERRORISM  SPEAKER: Erik Pakieser, Security Consultant  DISCUSSION TWO	<b>Readings:</b> “Beyond the Conceptualization of Terrorism”  <b>presentation/discussion questions are due</b> Buford. <i>Among the Thugs.</i>

**SOCIO-CULTURAL PERSPECTIVES**  
 Reading for this Section: Derber. *The Wilding of America.*  
 (Complete by January 24)

<u>DATE</u>	<u>TOPIC</u>	<u>ASSIGNMENTS</u>
Jan. 17	OVERVIEW: SOCIO-CULTURAL PERSPECTIVES	<b>Readings:</b> “Serial Killers:

CULTURAL FASCINATION & SERIAL KILLERS

MOVIE: *Silence of the Lambs*

The Socio-Cultural Perspective”

**Assignment:** Search the internet for websites having to do with serial killers. Read through them, print them, & bring them to class.  
**Critical Reflection #2 is due**

Jan. 18 TOTAL INSTITUTIONS

SPEAKER: Kara Nelson, Corrections Officer  
MN Women’s Correctional Facility, Shakopee

**Readings:** “Collective Violence in Prisons”

MOVIE: *One Flew Over the Cuckoo’s Nest*

Jan. 21 **Martin Luther King Day**

Jan. 22 VIOLENCE & POLITICAL SYSTEMS

**Readings:** “American Genocide”

SPEAKER: Maria Teresa Tula,  
Systemic Violence in Latin America

MOVIE: *School of Assassins*

Jan. 23 LEGITIMIZING U.S. VIOLENCE: THE MEDIA

**Readings:** “Legitimizing vs. Meaningless 3<sup>rd</sup> Word Elections”

MOVIE: *Romero*

Jan. 24 DISCUSSION THREE

Derber. *The Wilding of America*

SYSTEMS OF VIOLENCE: DOMESTIC VIOLENCE

**Readings:** (1) “Violence in Intimate Relationships” & (2) “Violence Against Women”

VIDEO: *Family Violence: Breaking the Chain*

MOVIE: *What’s Love Got to Do With It?*

**Presentation/discussion questions are due**

<b>NONVIOLENT ALTERNATIVES</b>
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**DATE**

**TOPIC**

**ASSIGNMENTS**

Jan. 25 INTRODUCTION TO NONVIOLENCE

**Critical Reflection #3 is due**

SPEAKER: The “McDonald Sisters:”  
\* Sister Jane McDonald  
\* Sister Kate McDonald  
\* Sister Brigid McDonald  
\* Sister Rita McDonald

**Readings:** (1) “Overview of Nonviolence”

Jan. 28 MOVIE: *Ghandi*

**On Reserve:** (1) “Gandhi on Nonviolence”

Jan. 29    MOVIE: *The Meeting*

**On Reserve:** (1) “‘Doing’  
Nonviolence”

NONVIOLENT SOCIAL CHANGE

SPEAKER: Emily Hughes, Friends for a Nonviolent World

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Bryn Mawr College is a small liberal arts college with 1,200 students. This course typically has 30-40 students in their second or third years at the College, some of whom go on to concentrate or major in Peace and Conflict Studies.

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Int. 206: CONFLICT AND CONFLICT MANAGEMENT: A CROSS-CULTURAL APPROACH

Spring 2002

Marc Ross

Conflicts are found in all human communities. As Nader and Todd write, "In all human societies there are persons who have problems of debt, of theft, of infidelity, of employment, of consumption, and of personal injury. Many of these people seek to do something about their problems, and in so doing resort to remedy agents that the society has previously developed to deal with them." When we look at who or what these remedy agents are we find great variety. However, as Afghan writer and Pashtun elder Abdul Shukor Rashad has said, "Every country, every people of the world has something to solve its problems" (New York Times, 1/9/2002). In some societies the original disputants settle the matter themselves, sometimes in a peaceful fashion, sometimes resorting to physical force or threatening its use. In other cases third parties are quickly brought into a dispute and the members of a community work towards the achievement of a settlement in various ways. Some third parties are specialists in this area, while in other cases the third parties include all members of the community. Similarly, we can observe variation in how societies deal with conflict involving members of other societies. How can we understand such great variation in conflict and its management?

**Goals.** This course aims to provide an awareness of the range of variation in the conflict and dispute management processes starting with an examination of small scale, preindustrial societies, typically studied by anthropologists, and a consideration of ways in which insights gained from these societies, quite different from our own, can help in understanding conflict and dispute settlement in more familiar settings.

At the most general level, conflicts are about divergent interests and threatened identities which can both be captured in the competing, often hostile and threatening interpretations of a dispute the parties offer. A broad conceptual goal of this course is to understand the dynamics of interests and identities in conflict processes. A key working hypothesis is that conflicts in very different cultural settings involving a wide range of social and political groups share important common properties. Additional general questions underlying the course concern understanding the distant vs. proximate causes of disputes, an appreciation of the sequences or stages through which conflicts go, a sense of the ways in which external and internal community dynamics affect outcomes, and the role of perceptions and group dynamics in conflict processes. Finally, all theories of conflict contain underlying assumptions about conflict management. Making these explicit can help us better connect an analysis of conflict to strategies for managing it constructively.

**Expectations.** The material covered in the course is wide ranging. There is a great deal of reading to do; don't take this course if you are not sure you have the time or commitment to do it. Students are expected to complete the reading assignments before each class and be prepared to ask questions and discuss questions asked in class. Class participation is an important part of this course and your grade.

**Organization and assignments.** The class meetings will be organized around the assigned readings. On some occasions there will be short lectures to present additional background. Most of the time, however, will be devoted to developing ideas from the readings through group discussion. Each student will hand in seven logs—

short reactions to material in the readings, class discussions or recent events. They should be between a paragraph to a page in length. You may choose when to write them as long as you don't go longer than two weeks without handing one in. The logs will not be graded but they must be completed to pass the course. There will also be several short (2-3 page) papers, an observational assignment, a midterm, a final, and a research project on a local conflict.

#### REQUIRED BOOKS

The required books can be purchased from the Bryn Mawr College Bookshop.

1. Marc Howard Ross. (1993) *The Management of Conflict: Interpretations and Interests in Comparative Perspective*. New Haven and London: Yale.
2. Beth Roy. (1994) *Some Trouble With Cows: Making Sense of Social Conflict*. Berkeley and Los Angeles: University of California Press.
3. Robert Axelrod. (1984) *The Evolution Of Cooperation*. NY: Basic Books.
4. John Conley and William O'Barr. (1998) *Just Words: Law, Language, and Power*. Chicago: University of Chicago Press.
5. Martha Minow. (1998) *Between Vengeance and Forgiveness: Facing history after Genocide and Mass Violence*. Boston: Beacon Books.

#### ELECTRONIC RESERVE READINGS

1. Colin Turnbull, "The Politics of Non-aggression," in Ashley Montagu (ed), *Learning Non-Aggression: The Experience of Non-Literate Societies*. Garden City, NY: Natural History Press, 1978, pp. 161-221.
2. Napoleon Chagnon. "Yanomamo Social Organization and Warfare," in Morton Fried et al (eds), *War: The Anthropology of Armed Conflict and Aggression*. Garden City, NY: Natural History Press, 1967, pp. 109-159.
3. Jeffrey Z. Rubin, Dean G. Pruitt, and Sung Hee Kim, *Social Conflict: Escalation, Stalemate and Settlement* Second Edition, NY: McGraw Hill, 1994, pp. 1-26.
4. Laura Nader and Harry Todd. "Introduction: The Disputing Process," in *The Disputing Process--Law in Ten Societies*, NY: Columbia University Press, 1978, pp. 1-15.
5. Marc Howard Ross. "Political Conflict and the Structure of Society" in *The Culture of Conflict: Interpretations and Interests in Comparative Perspective*. New Haven and London: Yale University Press, 1993, pp. 33-50.
6. Kevin Boyle and Tom Hadden. *Northern Ireland: The Choice*. London: Penguin, 1994, Ch. 1-2, pp. 1-66.
7. Terrell A. Northrup. "The Dynamic of Identity in Personal and Social Conflict," in Louis Kriesberg, Terrell A. Northrup and Stuart J. Thorson (eds), *Intractable Conflicts and Their Transformation*. Syracuse: Syracuse University Press, 1989, pp. 55-82.
8. Herbert Kelman. "The Political Psychology of the Israeli-Palestinian Conflict: How Can We Overcome the Barriers to a Negotiated Solution." *Political Psychology*. 8 (1987), p. 347-363.
9. Vamik Volkan. *Bloodlines: From Ethnic Pride to Terrorism*. NY: Farrar, Strauss, and Giroux, 1997, Chapters 1-3, pp. 19-49.
10. Mervyn Meggitt. "Male-Female Relations in the Highlands of New Guinea", *American Anthropologist*, 1964, pp. 204-224.
11. Svenn Lindskold, "GRIT: Reducing Distrust Through Carefully Introduced Conciliation," in Stephen Worchel and William G. Austin (eds), *Psychology of Intergroup Relations*. Nelson Hall, 1986, pp. 305-322.
12. Lynn Mather and Barbara Yngvesson, "Language, Audience, and the Transformation of Disputes." *Law and Society Review*. 1980-81, pp. 775-821.
13. William Felsteiner, Richard L. Abel, and Austin Sarat. "The Emergence and Transformation of Disputes: Naming, Blaming, Claiming..." *Law and Society Review*. 15 (1980-81), 631-653.
14. Robert Jervis. "Deterrence, the Spiral Model and Intentions of the Adversary," in Ralph K. White (ed). *Psychology and the Prevention of Nuclear War*, 1985, pp. 107-130.
15. Richard Ned Lebow. "Deterrence Reconsidered: The Challenge of Recent Research," in Ralph K. White (ed). *Psychology and the Prevention of Nuclear War*, 1985, pp. 352-372.

## READING ASSIGNMENTS

### I. Introduction.

Weeks 1-2: January 21-February 1: The concept of conflict and contrasting cases of conflict in two small scale societies

January 21: Introduction and overview of the semester

In class video, "Miniature Golf and Conflict Escalation: Simpson vs. Flanders"

January 23:

1. Colin Turnbull. "The Politics of Non-aggression," in Ashley Montagu (ed), *Learning Non-aggression: The Experience of Non-Literate Societies*. Natural History Press, pp. 161-221 (on reserve)

January 25:

1. Napoleon Chagnon. "Yanomamo Social Organization and Warfare," in Morton Fried (eds), *War: The Anthropology of Armed Conflict and Aggression*. Natural History Press, pp. 109-59 (on reserve)

Why is there more conflict and violence in some communities than others? What do people fight about? How can we describe conflict and cooperation in the daily life of any community? Construct an explanation for the relative peacefulness of the Mbuti and the fierceness of the Yanomamo. Is the social organization of each community a cause or an effect of patterns of conflict each author observes? What about the psychocultural dynamics in each community? How are they related to the patterns of social organization and conflict?

January 28-February 1:

1. Jeffrey Z. Rubin, Dean G. Pruitt, and Sung Hee Kim, *Social Conflict: Escalation, Stalemate and Settlement*, pp. 1-26 (on reserve)

2. Laura Nader and Harry Todd. "Introduction: The Disputing Process," in *The Disputing Process--Law in Ten Societies*, pp. 1-15 (on reserve)

Can you define the key concepts: conflict, cooperation, and aggression? What is meant by conflict management and how is it related to conflict resolution? What are positive aspects of conflict? How is it important in the social life of all communities? What do Nader and Todd suggest about the relationship between the structure of a community and its likely patterns of conflict management?

Week 3: February 4-8: Conflict and Escalation: The Disputing Process

1. Beth Roy. *Some Trouble With Cows*. Chapters 1-5, pp. 1-122

Recounting the story of a conflict is often not a simple task. Roy takes us through the steps of reconstructing a conflict in a Bangladesh village from a generation ago. How is her historical account relevant to understand events elsewhere? While the specific events and the participants' accounts at first seem very far away from your daily lives, another view is that there are some very universal features to the conflicts she describes. What might these be? Can you say what the conflict she examines is about? Why or why not? To what extent might different participants accept or reject your account? Consider how this case illustrates the multiple levels on which conflicts occur. If this conflict isn't just about a cow and a neighbor's grain, what would you say is at its core?

### II. Exploring the Roots of Conflict: Interests and Interpretations

Week 4: February 11-15: A Cross-Cultural Approach to Conflict and its Management

February 11: Key concepts in the study of conflict

1. Marc Howard Ross. *The Management of Conflict*, Chapters 1-2, pp.1-34.

What is the connection between how we understand societal differences in conflict behavior and how we discuss individual disputes? How can we describe the course individual conflicts take? Why did the case of the scarves in French schools continue to escalate? How is understanding both the interests and interpretations of the participants relevant to making sense of this conflict? Why is it important to recognize that serious social conflicts are rarely about just one thing? Finally, consider the specific role that identity played in the French conflict?

February 13: What do low conflict societies look like?

1. Ross. *The Management of Conflict*. Chapter 3, pp. 35-68.

Studying low conflict societies is important for a number of reasons. One is because the institutions and practices of constructive conflict management societies are not necessarily the opposite from what we find in societies with severe conflict. Which of the elements identified from the five case studies in the chapter are most interesting to you? Which part of the argument is least persuasive? Consider how the elements found in low conflict societies cross-culturally are potentially relevant in to understanding low conflict communities in contemporary industrial societies or in small communities such as Bryn Mawr and Haverford.

February 15: Discussion of observations

Week 5: February 18-22: Social structure and interests as sources of conflict

1. Marc Howard Ross. "Political Conflict and the Structure of Society" in *The Culture of Conflict: Interpretations and Interests in Comparative Perspective*, pp. 33-50 (on reserve)
2. Kevin Boyle and Tom Hadden. *Northern Ireland: The Choice*, Chapters 1-2, pp. 1-66 (on reserve)

How do the social structure and ecology of particular society explain the pattern of regularized conflict and warfare? How does it "determine" who fights with whom? What do we mean by interests? How do you know an interest? Where do they come from? What is the nature of social structural interests that underlies "realistic" group conflict? What are the forces for escalation of conflict associated with particular patterns of social organization? What are the forces for terminating interest conflicts?

Week 6: February 25-March 1: Psychocultural interpretations, identity and conflict

February 25: Basic concepts

1. Vamik Volkan. *Bloodlines: From Ethnic Pride to Terrorism*, Chapters 1-3, pp. 19-43 (on reserve).
2. Terrell A. Northrup. "The Dynamic of Identity in Personal and Social Conflict," in Louis Kriesberg, Terrell A. Northrup and Stuart J. Thorson (eds), *Intractable Conflicts and Their Transformation*, pp. 55-82 (on reserve)

February 27: Group identity and conflict

1. Herbert Kelman. "The Political Psychology of the Israeli-Palestinian Conflict: How Can We Overcome the Barriers to a Negotiated Solution." *Political Psychology*. 8 (1987), p. 347-363. (on reserve)

March 1: Gender identity and social conflict

1. Mervyn Meggitt. "Male-Female Relations in the Highlands of New Guinea," *American Anthropologist*, 1964, pp. 204-224 (on reserve)

What is a psychocultural explanation for conflict? What are its key elements? Consider the connection between early childhood experiences in the construction of social orientations such as basic trust, aggression, and



attachment? How are these core building blocks in the development of social and group identity? Make sure you understand what Volkan's key concepts: chosen trauma, mourning, ethnic tents, shared reservoirs, time collapse and the narcissism or minor differences mean and how they are relevant for understanding bitter ethnic conflict such as those he is discussing. How is Northrup's understanding of identity consistent with Volkan's theory? How is Kelman's emphasis on group identity central to the list of prerequisites for peacemaking that he develops? How might gender identity issues be central to psychocultural theories of conflict and relevant in societies such as the Mae Enga?

### III. Conflict as process

Week 7: March 4-8: Making sense of social conflict

1. Beth Roy. *Some Trouble With Cows*. Chapters 6-10, pp. 125-194.

We return to Roy's conflict in Bangladesh. This time our goal is to "make sense" of it? Why did such an apparently trivial incident spark a social event of such wide-ranging significance? What does her analysis tell you about the roots of social conflict and about prospects for its successful management? How are both interests and identities involved in the conflict she examines? How are each addressed or not addressed in the conflict's termination? What is the role of "narrative" in a community's social history?

Weeks 8-9: March 18-20: The evolution of conflict and cooperation

1. Robert Axelrod. *The Evolution of Cooperation*.

What are the key elements in an evolutionary explanation for conflict and cooperation? What are the advantages to studying conflict and cooperation through games such as the Prisoner's Dilemma? When do nations seem to be similar and different in their behavior than the players in the PD game? How is the structure of the game similar or different than the "real world"?

NO CLASS MARCH 22, 25, OR 27

MAKE-UP CLASS TO BE SCHEDULED

March 29: Alternatives to the Prisoner's Dilemma GRIT

1. Svenn Lindskold. "GRIT: Reducing Distrust Through Carefully Introduced Conciliation," in Stephen Worchel and William G. Austin (eds), *Psychology of Intergroup Relations*, pp. 305-322 (on reserve)

How is GRIT as a strategy for cooperation similar or different to Tit for Tat? What are the strengths and weaknesses of each? When is cooperation a result of structural conditions and what role does trust play? What is cooperation? How do individual and group cooperation differ? Consider how hard or easy it was to decide that behavior was cooperative in the observations you did earlier in the semester. Is it better to understand cooperation as a behavior or a motive?

Week 10: April 1-5: Conflict stages and strategies: Deterrence and escalation

April 1:

1. Lynn Mather and Barbara Yngvesson. "Language, Audience, and the Transformation of Disputes." *Law and Society Review*. 1980-81, pp. 775-821 (on reserve)

2. William Felsteiner, Richard L. Abel, and Austin Sarat. "The Emergence and Transformation of Disputes: Naming, Blaming, Claiming..." *Law and Society Review*. 15 (1980-81), 631-653 (on reserve)

April 3:

1. Robert Jervis. "Deterrence, the Spiral Model and Intentions of the Adversary," in R. K. White (ed). *Psychology and the Prevention of Nuclear War*, pp. 107-130 (on reserve)

2. Richard Ned Lebow. "Deterrence Reconsidered: The Challenge of Recent Research," in R. K. White (ed). *Psychology and the Prevention of Nuclear War*, pp. 352-372. (on reserve)

#### April 5: Stages and Conflict Transformation

Why are escalatory sequences so difficult to break? What are the structural and psychological forces that promote or inhibit escalation? Consider the ways in which Mather and Yngvesson talk about language and escalation pointing out important ways disputes change over time. What do Felsteiner et al mean by a transformation perspective and why do they suggest that perhaps there is not enough conflict? Deterrence, in the form of mutually assured destruction (MAD) was the core of American defense policy throughout the post-World War II period and the theory still has great deal of credence for policy makers. Both Lebow and Jervis raise serious questions about the key assumptions underlying deterrence's effectiveness. What are the alternatives to deterrence?

#### IV. Conflict Management

Week 11: April 8-12: Understanding success and failure in conflict management

1. Ross. *The Management of Conflict*. Chapters 4-7, pp. 69-166.

Conflict management is a process that needs to address both divergent interests and hostile interpretations. What is required to do each? Consider how different considerations are involved in each case and yet successful conflict management often finds ways to combine the two. What constitutes success? How do you know it when you see it? What are the key elements in failure? In your view, what are cases of conflict management success you would identify?

Week 12: April 15-19: Language, Law, and Conflict Management.

1. John M. Conley and William M. O'Barr. *Just Words: Law, Language and Power*.

Law is a central mechanism for conflict management in modern societies. Conley and O'Barr ask us to consider how legal decision making is affected by language about which many participants are only dimly aware. They argue that attention to language and its use in legal contexts can teach us a great deal about power relationships, the control over the definition of disputes, and hence the outcome of cases. How might you apply their insights about language and conflict to conflicts about which you are aware beyond the legal arena?

Week 13: April 22-26: Peacemaking and Peacebuilding After Violent Conflict

1. Martha Minow. *Between Vengeance and Forgiveness: Facing History after Genocide and Mass Violence*. Boston: Beacon Press

Is peace possible after societies have experienced intense conflict and violence? Minow sees vengeance and forgiveness as two opposing responses in the aftermath of extreme social conflict and asks what lies between them. She examines the use of trials, truth commissions and reparations as responses to

Week 14: April 29-May-3: Psychocultural prerequisites for constructive conflict management

1. Ross. Chapters 8-9, pp. 167-185.

The hypothesis that disputants' hostile interpretations must be modified before divergent interests can be addressed in severe conflicts is compelling. What does this mean in practice, however? What are critical questions about conflict and its management, which need additional attention? To what extent is a cross-cultural perspective helpful in developing a general framework in which you can place particular conflicts? Does a comparative understanding of conflict help you analyze the local dispute you are studying?

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Amherst College is a small liberal arts college with approximately 2,000 students. This was a seminar for advanced undergraduates (juniors and seniors). The course was also open to students in the other members of the Five College consortium (Amherst, Hampshire, Mount Holyoke, Smith, and the University of Massachusetts at Amherst), and several such students participated. The course met for once a week for two hours. During the last third of the semester, students were required to give a 15-minute oral presentation on their term project and to answer questions from the instructor and other students.

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Amherst College ~ Political Science 64:  
GLOBAL RESOURCE POLITICS

Instructor: Michael T. Klare  
Five College Professor of Peace & World Security Studies  
Office: Hampshire College, Franklin Patterson Hall G-8  
Phone: 413-559-5563; e-mail: mklare@hampshire.edu

**Introduction to course:**

Political Science 64, Global Resource Politics, is a research seminar on issues arising from international competition over access to or the possession of vital resources — oil, water, minerals, gems, timber, arable land, and so forth. The goal of the course is to expose students to the general problem of global resource competition and to enable them to conduct in-depth research on one important aspect or dimension of this problem.

This course was designed in the belief that resource issues are likely to play an ever more important role in international affairs. This appears to be the case for several reasons: the process of globalization is producing an increased demand for key materials; rising world population is placing increased demands on the world resource base; rising income in developed and newly-industrialized countries is being accompanied by a substantially increased demand for energy and other materials; continued poverty in less-developed areas is contributing to deforestation and soil erosion; global climate change, pollution, and other environmental problems are degrading the quality and supply of many materials; some resources have been consumed to the point of extreme scarcity or depletion.

This combination of rising demand and diminishing supply is resulting in growing international competition over access to certain materials, especially energy supplies, water, and land. In many cases, this competition is resolved through the workings of the market: as demand outpaces supply, prices rise and, in turn, usually results in the development of new supplies or the introduction of alternative products. In some cases, however, it can lead to disputation and outright conflict. This can occur, for example, when two or more states claim the same border region or offshore territory, or when supplying states cut off the flow of materials to importing states. Resource disputes can also occur *within* states, especially when internal groups or factions fight with one another for control over valuable sources of resources (diamond mines, gold mines, old-growth timber stands, and so on).

It is true, of course, that most conflicts have many causes, often involving political, ethnic, and religious concerns along with economic considerations. But an examination of recent wars suggests that resource competition is a significant factor in contemporary warfare. Indeed, many of the conflicts that are described in the

U.S. press as being of an “ethnic” or “religious” character often arise from violent disputes over the ownership of key sources of valuable materials, such as oil fields or diamond mines. To fully comprehend the dynamics of international conflict, therefore, it is necessary to examine the relationships between resource competition and other sources of friction.

These relationships are inherently complex, involving a multifaceted interplay between local histories and such “tectonic” forces as globalization, population growth, industrialization, technological change, climate change, demographic shifts, and changing trade patterns. Political Science 64 will attempt to confront this complexity by examining some of cross-cutting issues in resource politics and by charting their impact on particular aspects of the larger resource problem.

### **Course requirements:**

To successfully complete this course, you will be expected to:

1. Attend each session with all assigned readings completed. Each class session will devote some time to discussion of the readings, and you may be asked to explain a point or express an opinion derived from the readings. Students who miss more than one class session over the course of the semester without a valid excuse will be penalized.

2. Select a topic for intensive research and submit the **first third (8-10 pages)** of the term paper at mid-semester. This initial installment of the term paper will be graded, but a poor grade can be eliminated by revising and improving this section in the final submission.

3. Give a ten-minute oral presentation to the class on the results of your research, and be prepared to answer follow-up questions from other students and the instructor. This presentation will not be graded, but you will be expected to demonstrate significant engagement with the topic. (This expectation will be lighter for students who give their presentations in the earliest rounds of presentations.)

4. At the end of the semester, submit a 25-page research paper (endnotes, bibliography, tables, and charts counted separately) based on your in-depth study of some contemporary aspect of the global resource problem. The paper must address a particular topic approved by the instructor, and demonstrate a thorough command of the basic literature and documentation in the field.

The topic chosen for intensive study must be narrow enough to allow you to acquire demonstrable expertise on that particular issue but wide enough to involve a variety of variables. For example: choose “water conflict in the Nile River basin,” not “water conflict in the Middle East” (too broad) or “conflicting interpretations of the 1965 Nile Waters Treaty” (too narrow). One way to approach this challenge is to select a cluster of subject boxes from the matrix provided below. For example, you could choose water conflict in Central Asia, and examine how this problem is affected by a number of cross-cutting issues. Or you could take a particular country, say Angola, and show how it is being affected by a number of resource disputes. Alternatively, you could select urbanization as a problem and show how it affects or is affected by certain resource issues in a particular region or a cluster of countries.

**Note: Collaborative projects are encouraged.** The requirement for two students handing in a term paper is 30 pages of text; for three, 35 pages, and so on. Of course, these papers must show evidence of extra research.

Cross-cutting issues	Resource Type						Region or country
	oil, gas	water	mineral	land	timber	fisheries	
Globalization							Persian Gulf
Population rise							Nile R. basin
Climate change							Central Asia
Global trade							Central Africa
Urbanization							Country A
Wealth/poverty							Country B
Demographics							Country C
Technology							Country D

**Assigned texts:**

(Available at Atticus Bookstore, on the Green in Amherst)

Ken Conca and Geoffrey Dabelko, *Green Planet Blues*, 2<sup>nd</sup> edition (Westview Press, 1998)

Thomas Homer-Dixon and Jessica Blitt, *Ecoviolence* (Rowman and Littlefield, 1998)

Michael Klare, *Resource Wars* (Metropolitan Books, 2001)

J.R. McNeill, *Something New Under the Sun* (W.W. Norton, 2000)

Michael Renner, *Fighting for Survival* (W.W. Norton, 1996)

--Plus articles and other materials provided in class.

**Class Schedule:**

1. Jan. 28: Introduction: The pivotal role of resources in world affairs
2. Feb. 4: Overview: The global resource panorama  
Read: Klare, chap. 1; McNeill, chap. 1; Renner, chap. 1;
3. Feb. 11: Consumption: The human impact on the global resource base  
Read: Conca & Dabelko, chaps. 1-6, 8, 9.

4. Feb. 18: Pressures: Globalization and world trade  
Read: McNeill, chap. 10, Conca & Dabelko, chaps. 18-22  
Due: 1-paragraph statement of your research project.
  5. Feb. 25: Pressures: Population and demographics; wealth and poverty  
Read: McNeill, chap. 9; Renner, chaps. 2-4; Conca & Dabelko, chaps. 29, 34.
  6. Mar. 4: Pressures: climate change, environmental decline  
Read: Homer-Dixon and Blitt, chaps. 1, 2, 5, 6.
  7. Mar. 11: Energy  
Read: Klare, chaps. 2-5.  
Due: First 8-10 pages of term paper (can be delivered until Mar. 15)
  8. Mar. 25: Water  
Read: Klare, chaps. 6, 7; McNeill, chap. 5, 6.
  9. Apr. 1: Minerals, timber, land  
Read: Klare, chap. 8; McNeill, chaps. 7, 8; Conca & Dabelko, chaps. 10, 35.
  10. Apr. 8: Solutions  
Read: Klare, chap. 9; Conca & Dabelko, chaps. 23, 26-28; Renner, chaps. 7, 8, 10
  11. Apr. 15: Student presentations
  12. Apr. 22: Student presentations
  13. Apr. 29: Student presentations
  14. May 6: Student presentations
- Term papers due: May 13.

### 3. Military Institutions and War

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The University of Maryland has 34,000 students and is the top public research university in the mid-Atlantic region. As of 2002, 65 undergraduate and graduate programs ranked among the top 25 nationally for their academic quality. Military Sociology is a 400-level course, an advanced course that can carry graduate credit. A major objective of the course is to encourage students to function at a high intellectual level, using their abilities to think independently and critically. Prerequisites: 6 credits of sociology or permission of department.

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## **SECTION I: INTRODUCTION**

### **1. Course Description and Goals**

This course examines the military as a social institution. With the help of sociological concepts, theories, and methods, we will analyze both the internal organization and practices of the armed forces and the relationships between the military and other social institutions. To understand the military and its place in society, it is necessary to consider the historical forces that have shaped the present. Thus, we will examine past events and policies as well as current ones. And while our primary focus is on the American military and its relationship to American society, we also investigate the armed forces of other societies. You should complete this course with a sense of some of the alternative ways that societies organize and relate to their military institutions.

Understanding of the course goals is important because they specify the criteria on which you will be evaluated. Specific course **goals** (what you should be able to do on completion of the course) are to:

1. Describe and synthesize sociological concepts, principles, and theories used in the study of the military.
2. Apply the scientific method to the study of the military from a sociological perspective.
3. Explain the military as a social institution, and its impact on individuals, other social institutions, and the entire society of the U.S. as well as other nations.
4. Analyze and discuss contemporary military issues, situations, and problems, using a sociological perspective.
5. Evaluate sociological research findings related to concepts used in the sociology of the military.
6. Demonstrate the ability to communicate all of the above effectively, both orally and in writing.

**Key Learning Outcomes.** These key learning outcome definitions will help you to understand what is expected in terms of the course goals. Our major goal in this course will be to provide the intellectual background so that given an existing situation, trend, or program related to war, you as an informed citizen can:

1. ANALYZE it, using sociological theories and concepts, in terms of the reciprocal relationship between the military and society.
2. DISCUSS the strengths and weaknesses of sociological theories and concepts with regard to understanding and explaining the situation, trend, or program
3. PREDICT, using sociological theories and concepts, the organizational and societal consequences of a major change in organizational policy.

### **2. Evaluation and Grading**

Grades will be based upon the following:

- (1) Mid-term Examination: This will be an in-class essay examination that will evaluate the degree to which you have achieved the course goals (from readings and discussion) for the first part of the term.
- (2) Term Paper: You will be responsible for defining a research question in military sociology, conducting the library research, and preparing both a proposal and a final written report. Description of assignment is in a separate handout. [Available from M. Segal by email: msegal@socy.umd.edu].



(3) Final Examination: The final examination, which is cumulative, will evaluate the extent to which you have achieved the course goals. This will probably be an essay examination administered during the scheduled final examination period.

(4) Course Participation: Your participation in class will be evaluated for demonstration of achievement of course goals. Throughout the course you will be provided with a variety of opportunities to participate in, and contribute to, the class. These include in-class discussion, in-class quizzes, written work on reading and other assignments, and term paper peer reviews. You will review two other students' draft papers (details provided in class).

(5) Summary of the regular grading system:

<b>Requirement</b>	<b>Course %</b>
Mid-Term	25%
Term Paper	25%
Final Examination	25%
<i>Course Participation</i>	25%
Total	100%

### **3. Required Readings:**

Each student should possess the following required text and readings packet. [The abbreviation used in the reading assignments for each text is given at the end of each reference]:

Moskos, Charles C., David R. Segal, and John Allen Williams, eds. 2000. *The Postmodern Military*. New York: Oxford University Press. [MWS]

Reading packets. There will be several packets of articles on armed forces and society, containing **other required readings**, which will be made available for you to copy [Packet].

**Optional** [but highly recommended].

The Sociology Writing Group. 2001. *A Guide to Writing Sociology Papers*, 5th edition. New York: Worth Publishers. (ISBN 1-57259-951-0). This guide is a useful resource for you in doing the library research for your term paper proposal and term paper.

Questions to think about while reading (use your prior knowledge as well as new knowledge from the readings):

- 1) What are the kinds of questions that sociologists usually ask?
- 2) How do these relate to the military?
- 3) How would sociologists use these questions in studying the military?
- 4) What are the methods of research sociologists use?

## **SECTION 2: COURSE SCHEDULE AND CLASS ASSIGNMENTS**

### **Lesson Module One**

**Classes 1-2**

#### **Introduction to Sociology of the Military**

Module Objectives:

Upon completion of this module you should be able to:

- SUMMARIZE relevant experience and expertise among class members.
- DESCRIBE how we will study the sociology of the military.
- DESCRIBE how sociologists approach the study of the military.
- IDENTIFY contemporary military issues that sociologists study.

#### **Class 1: Introduction to course & course outline**

- Introduction of professor & students
- Discussion of student goals and objectives

- Introduction to the course
  - Course objectives
  - Course requirements and procedures
  - Overview of the field and outline of the course

**Class 2:**

Read this Syllabus!

Segal, David R. and Mady Wechsler Segal. 1993. "Military Sociology." *International Military and Defense Encyclopedia*, edited by Col. Trevor N. Dupuy. Washington: Brassey's.[Packet]

Segal, David R. 1989. "Social Trends and the Citizen-Soldier." Pp. 1-16 (Chapter 1) in *Recruiting for Uncle Sam*. Lawrence: University Press of Kansas. [Packet]

Segal, Mady W. 2001. "Military Sociology: Some of the Topics Military Sociologists Study." [Packet]

Uniformed Services Almanac. 2002. "Selected Personnel Statistics."

**Lesson Module Two**

**Classes 3-7**

**The Sociology of American Military Forces**

**Module Objectives:**

Upon completion of this module you should be able to:

- DESCRIBE the sociological issues that have been raised in the analysis of American enlisted personnel.
- IDENTIFY the changes that have taken place in the American enlisted force from a sociological perspective.
- COMPARE and CONTRAST the branches of the American armed forces with regard to issues of sociological relevance.
- COMPARE and CONTRAST the officer corps and the enlisted forces of the American military with regard to issues of sociological relevance.
- DESCRIBE landmark sociological research and theory on the American military.
- ANALYZE the ways in which the American armed forces have changed since these early works were published.

**Class 3: Overview**

Segal, David R. 1989. "Changes in American Military Manpower Policy." Pp. 17-44 (Chapter 2) in *Recruiting for Uncle Sam*. Lawrence: University Press of Kansas. [Packet]

Moskos, Charles C. 2000. "Toward a Postmodern Military: The United States as a Paradigm." Pp. 14-31 (Chapter 2) in *MWS*.

**Class 4: The U.S. Army**

Builder, Carl H. 1989. "Five Faces of the Service Personalities." Pp. 17-30 in *The Masks of War: American Military Styles in Strategy and Analysis*. Baltimore: The Johns Hopkins University Press. [Packet]

Woodruff, Todd. 2002. "A Basic Primer on the U.S. Army." Unpublished. College Park: University of Maryland.

Suchman, Edward A., LeLand C. Devinney, and Samuel A. Stouffer. 1949. "The Old Army and the New." Pp. 54-81 in *The American Soldier, Vol. 1*. Princeton: Princeton University Press. [Packet]

**Class 5: The U.S. Navy**

Zurcher, Louis A., Jr. 1965. "The Sailor Aboard Ship: A Study of Role Behavior in a Total Institution." *Social Forces*: 389-400. [Packet]

Downs, James. 1986. "Prime Hand to Petty Officer: The Evolution of the Navy Non-Commissioned Officer." Pp. 79-97 in *Life in the Rank and File*, edited by David R. Segal and H. Wallace Sinaiko. Washington: Pergamon-Brassey's. [Packet]

Iskra, Darlene M. 2002. "A Basic Primer on the U.S. Navy." Unpublished. College Park: University of Maryland.

**Class 6: The U.S. Marine Corps: Hierarchy of military**

Patrow, Michael L. and Renee Patrow. 1986. "The Leathernecks: A Few Good Men...and Women." Pp. 153-183 in *Life in the Rank and File*, edited by David R. Segal and H. Wallace Sinaiko. Washington: Pergamon-Brassey's. [Packet]

Janowitz, Morris. 1960. "Professionals in Violence." *The Professional Soldier: A Social and Political Portrait*. New York: The Free Press. [Packet]

Moskos, Charles C. 1988. "Institutional and Occupational Trends in Armed Forces." Pp.15-26 in *The Military: More Than Just a Job?*, edited by Charles C. Moskos and Frank R. Wood. Washington: Pergamon-Brassey's. [Packet]

**Class 7: Researching for a term paper**

Meet In Library.

The Sociology Writing Group. 2001. "Acknowledging Sources." Pp. 38-48 in *A Guide to Writing Sociology Papers*. New York: Worth. [Packet]

**Lesson Module Three**

**Classes 8-11**

**Social Trends and Issues: Rationalization, Citizenship, Cohesion, and Socialization**

**Module Objectives:**

Upon completion of this module you should be able to:

- DEFINE citizenship and DEFINE cohesion.
- DESCRIBE how national culture influences the relationship between the roles of citizen and soldier.
- DESCRIBE how organizational policies and practices influence cohesion.
- ANALYZE how societal and organizational changes affect civic consciousness and cohesion as motivations for effective military service.
- DEFINE socialization and DESCRIBE the process as it occurs in the military institution.

**Class 8: Citizenship and the Military**

Burk, James. 1995. "Military Service and Citizenship Status: The Quest for Inclusion by Minorities and Conscientious Objectors." *Armed Forces and Society* 21 (Summer):503-529. [Packet]

Janowitz, Morris. 1980. "Observations on the Sociology of Citizenship: Obligations and Rights." *Social Forces* 59(1):1-24. [Packet]

Segal, David R. 1989. "Changes in United States Social and Military Organization." Pp. 45-76 (Chapter 3) in *Recruiting for Uncle Sam*. Lawrence: University Press of Kansas. [Packet]

**Class 9: Cohesion**

Stewart, Nora Kinzer. 1991. "An Academic Overview." Chapter 2 (pp. 11-30) in *Mates and Muchachos: Unit Cohesion in the Falklands/Malvinas War*. Washington: Brassey's. [Packet]

Segal, David R. and Meyer Kestnbaum. 2002. "Closure in the Military Labor Market: A Critique of Pure Cohesion." Pp. 441-458 in *The Future of the Army Profession*, edited by Don M. Snider and Gale L. Watkins. New York: McGraw Hill. [Packet]

**Class 10: Cohesion (con't)**

Winslow, Donna. 1999. "Rites of Passage and Group Bonding in the Canadian Airborne." *Armed Forces and Society*, 25(3): 429-457. [Packet]

**CLASS 11: Military Socialization**

Arkin, William and Lynne R. Dobrofsky. 1990 "Military Socialization and Masculinity." In *Making War, Making Peace: The Foundations of Social Conflict*, edited by Francesca M. Cancian and William James Gibson. Belmont, CA: Wadsworth. [Packet]

(read this article to understand how it USED to be in basic training)

Congressional Commission on Military Training and Gender- Related Issues. 1999. *Final Report*, July 1999. Volume 1, Chapter 3: 37-94. Downloadable from: <http://www.house.gov/hasc/reports> under: "additional materials".

**Lesson Module Four**

**Classes 12-14**

**The Military and the Family**

**Module Objectives:**

Upon completion of this module you should be able to:

- ANALYZE the ways in which the military affects the family and community life of its members and vice versa.
- DEFINE social institution and ILLUSTRATE social institutions.
- DEFINE total institution and greedy institution.
- ANALYZE the military and the family as greedy institutions.
- ANALYZE how changes in the military institution affect military families.

**Class 12: Enlisted Families**

Harrell, Margaret. 2002. "Introduction" and "Conclusion." *Invisible Women: Junior Enlisted Army Wives*. Santa Monica, CA: Rand. [Packet].

Segal, Mady Wechsler. 1986. "Enlisted Family Life in the U.S. Army: A Portrait of a Community." Pp. 184-211 in *Life in the Rank and File*, edited by David R. Segal and H. Wallace Sinaiko. Washington: Pergamon-Brassey's. [Packet].

**Class 13:**

Segal, Mady Wechsler. 1986. "The Military and the Family as Greedy Institutions." *Armed Forces and Society* 13(1):9-38. [Packet]

**Class 14:**

Segal, Mady W., and David R. Segal. 2002. "Implications for Military Families of Changes in the Armed Forces of the United States." In *Handbook of the Sociology of the Military*, edited by Giuseppe Caforio. Kluwer Academic Publishing. [Packet]

Ender, Morten and David Segal. 1996. "V(E) mail to the Foxhole: Soldier Isolation, (Tele)communications, and Force Projection Operations." *Journal of Political and Military Sociology* 24 (1): 83-104. [Packet]

**Class 15: MID-TERM EXAMINATION ON MODULES 1 TO 4.**

**Lesson Module Five**

**Classes 16-19**

**Comparative Perspectives on Armed Forces**

Module Objectives:

Upon completion of this module you should be able to:

- EXPLAIN why we should study other nations' armed forces
- DESCRIBE the way in which other nations raise, train, and motivate their armed forces.
- COMPARE AND CONTRAST the social organization of their armed forces with our own.
- DISCUSS the positive and negative consequences, for the military and for the society, of alternative methods of raising and maintaining military forces.

**Class 16:**

Moskos, Charles C., John Allen Williams and David R. Segal. 2000. "Armed Forces After the Cold War." Pp. 1-13 in *MWS*.

Dandeker, Christopher. 2000. "The United Kingdom: The Overstretched Military." Pp. 32-50 in *MWS*.

Pinch, Franklin C. 2000. "Canada: Managing Change with Shrinking Resources." Pp. 156-181 in *MWS*.

**Read conclusions only:**

Van der Meulen, Jan S. 2000. "The Netherlands: The Final Professionalization." Pp. 117-118 in *MWS*.

Sorensen, Henning. 2000. "Denmark, From Obligation to Option." Pp. 133-134 in *MWS*.

**Class 17:**

Boene, Bernard and Michel Louis Martin. 2000. "France: In the Throes of Epoch-Making Change." Pp. 51-79 in *MWS*.

Fleckenstein, Bernhard. 2000. "Germany: Forerunner of a Postnational Military?" Pp. 80-100 in *MWS*.

**Read conclusions only:**

Nuciari, Marina. 2000. "Italy: A Military for What?" Pp. 153-154 in *MWS*.

Haltiner, Karl W. and Eduard Hirt. 2000. "Switzerland: Between Tradition and Modernity." Pp. 220-222 in *MWS*.

**Class 18:**

Gal, Reuven and Stuart A. Cohen. 2000. "Israel: Still Waiting in the Wings." Pp. 224-241 in *MWS*.

Cilliers, Jakkie and Lindy Heinecken. 2000. "South Africa: Emerging from a Time Warp." Pp. 242-264 in *MWS*.

Williams, John Allen. 2000. "The Postmodern Military Reconsidered." Pp. 265-278 in *MWS*.

**Read conclusion only:**

Downes, Cathy. 2000. "Australia and New Zealand: Contingent and Concordant." P. 202 in *MWS*.

**Class 19:**

Panel Discussion: Post-Modern Military Cross-Nationally

**Lesson Module Six**

**Classes 20-22**

**The Military and Other Social Institutions**

**Module Objectives:**

Upon completion of this module you should be able to:

- ANALYZE the ways in which the military affects other social institutions.
- ANALYZE the ways in which other social institutions affect the military.
- DISTINGUISH among effects at different levels of analysis.
- IDENTIFY the components of the modern military-industrial complex and the nature of the institutional linkages.
- EXPLAIN the potential consequences of a large military-industrial complex for society.

**Class 20: Veterans**

Cooney, Richard T., Mady W. Segal, David R. Segal, and William W. Falk. 2002. "Racial Differences in the Impact of Military Service on the Socioeconomic Status of Women Veterans." Unpublished. College Park: University of Maryland. [Packet]

**Class 21: Civil Military Relations**

No readings assigned

**Class 22: Military Industrial Complex**

Mills, C. Wright. 1956. "The Higher Circles." Pp.3-20 in *The Power Elite*. New York: Oxford University Press. [Packet]

Ettinger, N. and J.R. Crump, "The Military-Industrial Firm, Economic Control and Local Development." *Environment and Planning C: Government and Policy* 7:27-38. [Packet]

**Lesson Module Seven**

**Classes 23-26**

**Diversity and the Military: Race, Gender, and Sexual Orientation**

**Module Objectives:**

Upon completion of this module you should be able to:

- DESCRIBE the patterns of social representation and processes of integration that have occurred in the American armed forces with respect to race, gender, and sexual orientation.
- COMPARE and CONTRAST race, gender, and sexual orientation as they relate to integration in the U.S. armed forces.
- COMPARE and CONTRAST the integration experiences of the U.S. forces with those of other nations.
- ANALYZE, DISCUSS, and EVALUATE the policy issues of women in combat and homosexuals in the military.
- ANALYZE, DISCUSS, and EVALUATE the policy issue of whether basic training in the U.S. armed forces should be gender-integrated or gender-segregated.

**Class 23: Race and the Military**

Segal, David R. 1989. "Race, Gender, and the American Military." Pp. 102-124 (Chapter 5) in *Recruiting for Uncle Sam*. Lawrence: University Press of Kansas. [Packet]

Armor, David J. 1996. "Race and Gender in the U.S. Military."  
*Armed Forces & Society*, Fall: 7-27 [Packet]

**Class 24: Women in the Military**

Manning, Lory and Vanessa R. Wight. 2000. *Women in the Military: Where they Stand*. 3<sup>d</sup> ed. Washington: Women's Research and Education Institute.

Bourg, Chris and Mady W. Segal. 2001. "Gender, Sexuality, and the Military." Pp. 332-341 in Dana Vannoy, ed., *Gender Mosaics: Social Perspectives: (Original Readings)*. Los Angeles: Roxbury Publishing Company. [Packet]

**Class 25: Sexual and Gender Harassment**

Miller, Laura L. 1997. "Not Just Weapons of the Weak: Gender Harassment as a Form of Protest for Army Men." *Social Psychology Quarterly*, 60: 32-51. [Packet]

**Class 26: Gender Integrated Basic Training**

CLASS DEBATE ON WHETHER BASIC TRAINING IN THE U.S. ARMED FORCES SHOULD BE GENDER-INTEGRATED OR GENDER-SEGREGATED

Reading to prepare for the debate:

Congressional Commission on Military Training and Gender-Related Issues, *Final Report*, July 1999 Volume 1: **Executive Summary** pages xxv-xliv, **Chapter 4:** "Functions Relating to Gender-Integrated and Gender-Segregated Basic Training" pp. 95-113, and **Chapter 5:** "Alternative Views on Gender-Integrated and Gender-Segregated Basic Training" pp. 189-205. [download from <http://www.house.gov/hasc/reports> under: "additional materials"]

**Class 27: Homosexuality**

Britton, Dana M. and Christine L. Williams. 1998. " 'Don't Ask, Don't Tell, Don't Pursue': Military Policy and the Construction of Heterosexual Masculinity." Pp. 259-269 in *Reading Between the Lines: Toward and Understanding of Current Social Problems*, edited by Amanda Konradi and Martha Schmidt. Mountain View, CA: Mayfield. [Packet]

Servicemembers Legal Defense Network. 2002. "Executive Summary," pp. 1-6; "What is 'Don't Ask, Don't Tell, Don't Pursue, Don't Harass?'" pp. 7-9; "The Policy's Disproportionate Impact on Women and Youth" p. 41 in *Conduct Unbecoming: The Eighth Annual Report on "Don't Ask, Don't Tell, Don't Pursue, Don't Harass."* Washington: Servicemembers Legal Defense Network. [Packet]

**Lesson Module Eight**

**Classes 28-29**

**Armed Forces and National Purpose**

**Module Objectives:**

Upon completion of this module you should be able to:

- DESCRIBE how changes in the domestic and international environment have affected national socio-political goals and national military missions.
- PREDICT how technological changes and changing relations among nations are likely to alter military organization and missions in the near future.

- EVALUATE the organization of modern military forces and the motivations of military personnel in terms of their appropriateness for missions they are likely to confront.

**Class 28:**

Segal, David R., Mady Wechsler Segal, and Dana P. Eyre. 1992. "The Social Construction of Peacekeeping in America." *Sociological Forum*, 7(1):121-136. [Packet]

Miller, Laura. 2002. "Humanitarian Acts Initiated by American Peacekeepers." Paper presented at American Sociological Association meeting in Chicago, Aug. 2002. [Packet]

**Class 29:**

Wrap-up

Course evaluation

Review



**PROFESSOR LAURA MILLER**  
**UCLA**

**SOCIOLOGY/WOMEN'S STUDIES M177**  
**THE MILITARY AND SOCIETY**

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The University of California, Los Angeles (UCLA) is located in Los Angeles, California. UCLA began as a teachers college as the southern branch of the University of California on May 23, 1919. The first B.A. degrees were awarded in June 1925 to 100 women and 24 men. Today the campus enrollment tops 37,000 undergraduate and graduate students. Over 100 majors are offered. In 1996, six percent of the undergraduates majored in sociology. The B.A. in sociology at UCLA requires 10 upper division sociology courses and four upper division allied field courses such as anthropology, communication studies, economics, geography, history, political science, and psychology. *The Military and Society*, was cross-listed with Women's Studies. The course catalog describes it as the "examination of the military as an organization and profession: personnel issues such as family, class, race, gender, and sexual orientation and postmodern military issues such as civil/military relations, media coverage, peacekeeping operations, and the future of war." More information about sociology is available at the department's website: <http://www.sscnet.ucla.edu/soc/>.

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**Sociology/Women's Studies M177: The Military and Society**  
**Winter 2002**

Tuesdays and Thursdays 2:00-3:15 p.m.  
Knudsen Hall Room 1200B

**Professor Laura Miller**  
296 Haines Hall  
Office Hours: Wednesdays from 1 to 3 p.m.  
Phone: (310) 825-3059  
Email: [lmiller@ucla.edu](mailto:lmiller@ucla.edu)

Teaching Assistant: Natasha Hansen  
Email: [nhansen@ucla.edu](mailto:nhansen@ucla.edu)

This course addresses sociological issues of the contemporary U.S. armed forces. We will discuss the military as an institution, organization, and profession, and compare civilian and military cultures. We analyze debates over military service and race, class, gender, and sexual orientation. Finally we examine the activities of the post-modern military, assessing its relationship with the media, performance in peacekeeping operations, and technology's role in the human elements of modern and future war.

Sociological concepts you will be expected to learn include: Orientalism, total institution, greedy institution, occupational and institutional cultures, social cohesion, task cohesion, groupthink, gender harassment, and post-modern military.

No military experience is necessary to do well in this course.

Your grade will be determined by the following:

20%	first exam
20%	second exam
20%	third exam
30%	final exam
10%	section attendance and participation

**NO MAKE-UP EXAMS WILL BE PERMITTED:  
DO NOT MISS CLASS ON EXAM DAY.**

The course is divided into three sections: there will be an in-class short answer and essay exam at the end of each section. The first exam will cover military organization, culture, socialization, and racial integration. The second exam will test your understanding of the similarities and differences of integration by race, gender, and sexual orientation. The last exam will address media coverage of the military, peacekeeping operations, and adaptations to the Post Cold War security environment.

The final exam will require you to apply theories and concepts learned throughout the quarter in the analysis of a recent movie involving the military. Choose one of the following movies to watch and study prior to the final exam on March 20:

*Courage Under Fire* 1996 (on video)  
*Welcome to Sarajevo* 1997 (on video)  
*Three Kings* 1999 (on video)  
*Rules of Engagement* 2000 (on video)  
*Black Hawk Down* 2001 (in theaters and available as a 1999 book by Mark Bowden)

We will not discuss these films in class or in section, however you are encouraged to discuss them with one another prior to the exam.

**Required Readings:** Copies of all readings will be on reserve at the library.

*Invisible Women: Junior Enlisted Army Wives* by Margaret C. Harrell (Santa Monica, CA: RAND 2000)  
*Minority and Gender Differences in Officer Career Progression* by Hosek et. al. (Santa Monica, CA: RAND 2001)

Course reader available at Westwood copies at Gayley and Weyburn.

### **Course Schedule**

#### **The New U.S. “War on Terrorism”**

##### Readings

"Third Wave War," by Alvin and Heidi Toffler  
"Clash of Civilizations?" by Samuel P. Huntington  
"How We Lost the High-Tech War of 2007" by Charles Dunlap  
Recent news articles on the war in your course reader

##### Classes

Jan. 8: Introduction; predictions of the current “war on terrorism;” security, censorship and academic freedom  
Jan 10: Film: *Edward Said: On Orientalism* 1998 Media Education Foundation

#### **Military Socialization**

##### Readings

“An Uninformed Debate on Military Culture” by Don Snider  
“The Widening Gap Between the Military and Society” by Tom Ricks  
“Military Socialization and Masculinity” by William Arkin and Lynne R. Dobrofsky  
“Chapter 2: Description of an Officer’s Career” in *Minority and Gender Differences*

##### Class

Jan 15: Entry into the service: Boot camp, OCS, ROTC, Academies

Video on the Marines' gender segregated basic training and the "Crucible."

## **The Military in a Democratic Society**

### Readings

Tables on the rank structure and pay scale.

"Institutional and Occupational Trends in Armed Forces" by Charles Moskos

"Toward a Postmodern Military: The United States as a Paradigm" by Charles Moskos

"Generations Apart: Xers and Boomers in the Officer Corps" by Leonard Wong

"Should the United States Reinstate the Draft? Moskos vs. Gropman"

"This Time, A Draft for the Home Front, Too" by Charles Moskos and Paul Glastris

"Old Idea for A New Era" by David S. Broder

"American Society and the Military in the Post-Cold War Era" by Robert Goldich

### Classes

Jan 17: Institutional and Occupational Military Cultures

Jan 22: Class Cancelled

Jan 24: Civilian control of the military, military professionalism, All-volunteer force vs. draft, class and who serves in the military

**Jan 29: 1<sup>st</sup> exam**

## **Military Families**

### Reading

*Invisible Women: Junior Enlisted Army Wives* by Margaret C. Harrell

### Classes

Jan 31: Military families

## **Race**

### Readings

"How Do They Do It? The Army's Racial Success Story" by Charles Moskos

"Peacetime Benefits and Wartime Burdens: The Black Dilemma" by Martin Binkin

"Equal Opportunity in the U.S. Navy: Perceptions of Active-duty African American Women." By Brenda Moore and Schuyler Webb

Chapters 3 and 4 in *Minority and Gender Differences*

"Asian Pacific Islander Veterans"

"Freedom Fighter" by Alex Avila

"Hispanics in the Military" by Rosenfeld and Culbertson

"Social Support for Hispanics in the Military" by Stephen Knouse

"A Force Overlooked" by Norman Heitzman, Jr.

"Patriots and Pawns" by Tom Holm

### Classes

Feb. 5: Guest speaker: Maria Emery, Captain, Military Intelligence, U.S. Army Reserve;

Feb. 7: Institutional strategies for racial integration: Film: *The Color of Your Skin*

Feb 12: Race relations in the US Military

## **Gender**

### Readings

“Engendering Violent Men: Oral Histories of Military Masculinity” by Tracy Xavia Karner  
“The Organizational Construction of Hegemonic Masculinity: The Case of the US Navy” by Frank Barrett  
“The Prostitute, the Colonel, and the Nationalist” by Cynthia Enloe  
“Women Can Never ‘Belong’ in Combat” by Anna Simons

“Tradition, Technology, and the Changing Roles of Women in the Navy,” by Fletcher, McMahon, and Quester  
Chapters 5 and 6 in *Minority and Gender Differences*  
“Not Just Weapons of the Weak” by Laura Miller  
“The Mother of All Hooks,” by Brian Mitchell  
“The First Wave: Gender Integration and Military Culture” by Regina Titunik

### Classes

Feb 14: Return 1<sup>st</sup> exam; Film: *The Women Outside: Korean Women and the U.S. Military* 1996 Third World Newsreel  
Feb 19: Masculinity and military service  
Feb 21: Women in military service

## **Gays and Lesbians**

### Readings

“Attitudes of Military Personnel Toward Homosexuals” by Armando X. Estrada  
“Defensive Discourse: Blacks and Gays in the Military” by Garry L. Rolison and Thomas K. Nakayama  
“Homosexuality and the Military Culture,” by John Butler  
“What’s Love Got To Do With It? The Real Story Of Military Sociology And ‘Don’t Ask, Don’t Tell’” by Nathaniel Frank

### Classes

Feb 26: Gays and military service  
**Feb 28: 2<sup>nd</sup> Exam** (material from Jan 31 to Feb 26)

## **The Media and the Military**

### Readings

“The Rules of the Game: The Military and the Press in the Persian Gulf War,” by Gary C. Woodward  
“Celluloid Heroes and Smart Bombs: Hollywood at War in the Middle East” by Stephen Prince  
“Techno-Muscularity and the ‘Boy Eternal’: From the Quagmire to the Gulf” by Lynda Boose  
“The Military and the Media: Is there a Widening Gap?” by James Kitfield

### Classes

March 5: Film: *The Military in the Movies*  
March 7: News coverage of the military in war and peacetime

## **Soldiers in Peacekeeping and Humanitarian Roles**

### Readings

“Humanitarians or Warriors? Race, Gender and Combat Status in Operation Restore Hope,” by Laura Miller and Charles Moskos

“U.S. Military Attitudes Toward Post-Cold War Missions” by Deborah Avant and James Lebovic  
"From Adversaries to Allies: Relief Workers' Attitudes Toward the U.S. Military" by Laura Miller  
“General John Shalikashvili and the Civil-Military Relations of Peacekeeping”

Classes

March 12: Peacekeeping operations in the 1990s

**March 14: 3rd Exam** (material from March 5 to March 12).

**FINAL EXAM Wednesday, March 20, 2002, 3:00pm-6:00pm**

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The State University of New York at Stony Brook has 17,000 students, about 10,000 of whom are undergraduates. Soc/His 378 is an elective course cross-listed between History and Sociology for juniors and seniors. Enrollment was about 100 students. The principal goal of the course was to show that war is a cultural and social, rather than simply a technical, activity. The semester was designed around a limited number of cases, which were used to explore the central themes of the course.

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**HIS/SOC 378 “War and the Military”  
Spring 2002**

Professor Ian Roxborough  
SBS S-445 632-7718  
iroxborough@notes.cc.sunysb.edu

Tues and Thurs 2:20-3:40 Staller 0113  
Office Hours: Tues 3:50-5:00, Thurs 1:00-2:00, and by appointment

Read this syllabus! I will assume that you have read and understood the materials herein referring to course requirements, late papers, plagiarism, etc.

Disability

If you have a physical, psychiatric/emotional, medical or learning disability that may affect your ability to carry out the assigned course work, I urge that you contact the staff in the Disabled Student Services office (DSS), Room 133 Humanities, 632-6748/TDD. DSS will review your concerns and determine with you what accommodations may be necessary and appropriate. All information and documentation of disability is confidential.

Warning

War involves death, suffering and mutilation. It is possible that I will be showing images that depict these.

Aim of Course

This course provides a broad introduction to the study of warfare. The principal questions are: (1) What are the **causes** of war? Do societies go to war because of inherent security concerns, economic conflicts, ideological or religious differences, or simply as a result of miscalculation? What is the meaning of war for the participants? (2) What explains the **conduct** of war? How are armies recruited, organized, motivated, and sustained? What fighting methods do they adopt? Why are some armies more effective than others? What strategies are employed? What role do economic and diplomatic factors play in war? What is the impact of war on civilians, and how does the “home front” affect the conduct of war? (3) What are the **consequences** of war? What are the costs and benefits of war? What kind of peace ensues? What are the long-term effects of war?

These questions will be answered by placing war in its social context: are different kinds of society more prone to war than others? Do different kinds of society wage war differently? What motivates people, both combatants and non-combatants, in war? Does victory inevitably go to societies with larger, better organized economies?

## Course goals

1. You should understand what battle is like from the perspective of (a) a soldier and (b) a commander.
2. You should understand that the interconnections between war and society are manifold, complex and important. War is not just about battles and campaigns.
3. You should understand that there is a variation in types of war and in the experience of war, both across societies and historical periods, and between participants in any given war.
4. You should understand that war is a political, social and cultural activity as well as a technical activity; the understanding of the societies and cultures engaged in war is as important as an understanding of the weapons and tactics employed.
5. You should understand that different societies make war in different ways.

## Plagiarism

Plagiarism is an offense. *There's nothing wrong with using the words or thoughts of others or getting their help - indeed it is good to do so long as you explicitly acknowledge your debt. It is plagiarism when you pass on the word of others as though it were your own.*

*Copying without quotation marks or paraphrasing without acknowledgement from someone else's writing.*

*Using someone else's facts or ideas without acknowledgement.*

*Handing in work for one course that you handed in for credit for another course without the permission of both instructors.*

*When you use published words, data, or thoughts, you should footnote your use. (See any handbook or dictionary for footnote forms.) When you use the words or ideas of friends or classmates, you should thank them in an endnote (e.g., "I am grateful to my friend so and so for the argument in the third paragraph." If friends just give you reactions, but not suggestions, you need not acknowledge that help in print (though it is gracious to do so).*

*You can strengthen your paper by using material by others - so long as you acknowledge your use, and so long as you use that material as a building block for your own thinking rather than as a substitute for it.*

*The academic and scientific world depends on people using the work of others for their own work. Dishonesty destroys the possibility of working together as colleagues. Faculty and researchers don't advance knowledge by passing off others' work as their own. Students don't learn by copying what they should think out on their own.*

*Therefore, the university insists that instructors report every case of plagiarism to the Academic Judiciary Committee (which keeps record of all cases). The recommended penalty for plagiarism is failure for the course.*

*Unintentional plagiarism is still plagiarism. Now that you have read this, you cannot plead ignorance. Therefore, if you have any questions about the proper acknowledgement of help, be sure to ask me.*

## **Books to purchase:**

Ronald Spector, *Eagle Against the Sun*, 1984

Stephen Ambrose, *Crazy Horse and Custer*, 1975

There will also be a package of xeroxed readings available from the History Department office.

## Evaluation

There are **THREE** main parts to the course, and **FOUR** papers. The first and third parts will each count for 25% of the final grade. The second part of the course counts for 50% of the final grade. There are two papers for the second part of the course. Each paper counts for 25% of the grade. The final paper is due at the time scheduled for the final exam, Tues May 9, 2:20 – 3:40.

Take-home papers must be your own work. Plagiarism – the use of someone else’s work without proper attribution – will not be tolerated.

If you fail to turn in all four papers, and if you have not made explicit arrangements with me for an incomplete, I will consider this as a failure for the course.

Late delivery of papers will result in points being deducted, unless you have a very good excuse. (Computer failures, car breakdowns, etc. are not acceptable reasons.) I shall deduct 5 points for every class period (or part thereof) after the due date. (For example, if the paper was due on a Tuesday, and you delivered it on Wednesday or by class on Thursday, I will deduct 5 points; if you deliver it after class on Thursday, but by class the next Tuesday, I will deduct 10 points, and so on.)

The rules are slightly different for the final paper. If it is handed in later than the time scheduled for the final exam, but on the same day, I will deduct 15 points. If it is handed in the next day, I will deduct 30 points. Any papers handed in later than the day following the final exam (i.e. by 3:40 on Wed May 10) will get a grade of zero.

Papers are due on the following dates:

First paper due Tuesday Feb 19:

**answer EITHER question A OR question B.**

**A “Compare the experience of an ordinary soldier at the battles of Agincourt and Gettysburg.”**

**B “Compare the command problems of EITHER Lee OR Meade at Gettysburg with those of the French leadership at Agincourt.”**

Second paper due Tuesday March 12:

**“Describe the battle of Guadalcanal from the perspective of a Japanese soldier. Use the style of Tregaskis’ Guadalcanal Diary.”**

Third paper due Tuesday April 9:

**“You are a Japanese military planner in 1934. Outline a strategy for Japan.”**

Fourth paper due: Tuesday May 9<sup>th</sup>, 2:20 - 3:40

**“Write the speech you would give at a Lakota council in 1875 debating how to deal with the challenge of the white man.”**

I will use a numerical grading scheme (shown below) and your final grade will be the arithmetic average of the numerical grade for each of the four papers.

This course meets the writing requirement for both the History and Sociology departments.



## Grading scheme

A	85-100
A-	80-84
B+	75-79
B	70-74
B-	65-69
C+	60-64
C	55-59
C-	50-54
D+	45-49
D	40-44
F	0-39

## Outline

“The first, the supreme, the most far-reaching act of judgement that the statesman and commander have to make is to establish... the kind of war on which they are embarking.” Carl von Clausewitz.

“No one starts a war – or rather, no one in his senses ought to do so – without first being clear in his mind what he intends to achieve by that war and how he intends to conduct it.” Carl von Clausewitz

“Know the enemy, know yourself; your victory will never be endangered.” Sun Tzu

### First Section – Face of Battle

*Thurs Jan 24: Introduction*

*Tues Jan 29: Battle of Agincourt*

READING: Keegan “Face of Battle” (XEROXED READER) 2-21

*Thurs: Jan 31: Battle of Agincourt*

READING: Anon, “Gesta Henrici Quinti” and Jean de Waurin, “A French Knight’s Account of Agincourt” (XEROXED READER) 22-34

*Tuesday Feb 5: Battle of Gettysburg*

READING: McPherson, “Battle Cry of Freedom”, excerpt (XEROXED READER) pp. 35-44  
Joseph Glatthaar, “The Common Soldier’s Gettysburg Campaign” (XEROXED READER) pp. 77-90

*Thursday Feb 7: Battle of Gettysburg*

READING: Glenn LaFantasie, “Joshua Chamberlain and the American Dream” (XEROXED READER) pp. 91-103  
Carol Reardon, “I think the Union Army had something to do with it: the Pickett’s Charge Nobody Knows” (XEROXED READER) pp. 104-114  
William Piston, “Longstreet, Lee, and Confederate Attack Plans for July 3 at Gettysburg” (XEROXED READER) pp. 115-125

*Tuesday Feb 12: Battle of Gettysburg*

READING: Reports of Commanders at Gettysburg (XEROXED READER) pp. 45-74

*Thursday Feb 14: Battle of Gettysburg*

READING: Elisha Hunt Rhodes, *All for the Union*, letter from Gettysburg (XEROXED READER) pp. 75 - 76

**Take-home paper: answer EITHER question A OR question B.**

**A “Compare the experience of an ordinary soldier at the battles of Agincourt and Gettysburg.”**

**B “Compare the command problems of EITHER Lee OR Meade at Gettysburg with those of the French leadership at Agincourt.”**

### **Second Section – Japan’s Wars in Asia and the Pacific**

*Tuesday Feb 19: Pearl Harbor*

READING: Spector, *Eagle Against the Sun*, pp. 1-7, 78-119

**First paper due**

*Thursday Feb 21: Interwar Japan; Japanese war planning*

READING: Spector, *Eagle Against the Sun*, pp. 33-54

“Qualifying as a leader” in Cook and Cook, *Japan at War*, (XEROXED READER) pp. 179-81

*Tuesday Feb 26: American war planning*

READING: Spector, *Eagle Against the Sun*, pp. 9-28, 54-78

*Thursday Feb 28: Decisions for war; initial phase of war between America and Japan*

READING: Spector, *Eagle Against the Sun*, pp. 143-182

*Tuesday March 5: Guadalcanal*

READING: Spector, *Eagle Against the Sun*, pp. 184-218

Tregaskis, “Guadalcanal Diary” (XEROXED READER) pp. 128-142

*Thursday March 7: Guadalcanal*

READING: Frank, “Guadalcanal” (sections) (XEROXED READER) pp. 143-177

“The Green Desert of New Guinea” in Cook and Cook, *Japan at War*, (XEROXED READER) pp. 182 -- 187

“Soldiers’ Deaths” in Cook and Cook, *Japan at War*, (XEROXED READER) pp. 187-- 189

“Honorable death on Saipan” in Cook and Cook, *Japan at War*, (XEROXED READER) pp. 189 -- 195

*Tuesday March 12: Strategy*

READING: Spector, *Eagle Against the Sun*, pp. 252-342,

**Second paper due: “Describe the battle of Guadalcanal from the perspective of a Japanese soldier. Use the style of Tregaskis’ *Guadalcanal Diary*.”**

*Thursday March 14: Strategy*

READING: Spector, *Eagle Against the Sun*, pp. 365-379, 417-442  
“Volunteer” in Cook and Cook, *Japan at War*, (XEROXED READER) pp. 196 -- 199

*Tuesday March 19: Strategy*

READING: Spector, *Eagle Against the Sun*, pp. 478-506  
“I learned about the war from Grandma” in Cook and Cook, *Japan at War*, (XEROXED READER) pp. 200-201  
“Hiroko Died Because of Me” in Cook and Cook, *Japan at War*, (XEROXED READER)  
“At the Telephone Exchange” in Cook and Cook, *Japan at War*, (XEROXED READER)

*Thursday March 21: War termination*

READING: Spector, *Eagle Against the Sun*, pp. 532-561  
“Eight Hundred Meters from the Hypocenter” in Cook and Cook, *Japan at War*, (XEROXED READER)  
“Five Photographs of August 6” in Cook and Cook, *Japan at War*, (XEROXED READER)

**Tuesday March 26 Spring Break**

**Thursday March 28 Spring Break**

**Tuesday April 2: War Termination**

**Thursday April 4: Aftermath**

**Third take-home paper: “You are a Japanese military planner in 1934. Outline a strategy for Japan.”**

### **Third Section – Destruction of the Sioux**

*Tuesday April 9: U.S. c. 1870*

READING: Ambrose, *Crazy Horse and Custer*, chapters 1-4, 7

**Third paper due**

*Thursday April 11: Sioux society c. 1870*

READING: Ambrose, *Crazy Horse and Custer*, chapters 8-9, 11-12

*Tuesday April 16: Little Big Horn*

READING: Ambrose, *Crazy Horse and Custer*, chapter 22

*Thursday April 18: Sioux strategy and economy*

READING: Ambrose, *Crazy Horse and Custer*, chapters 13-16

*Tuesday April 23: US strategy and economy*

READING: Ambrose, *Crazy Horse and Custer*, chapters 19, 21-23

*Thursday April 25: Alternatives and outcomes*

**Fourth take-home paper: “Write the speech you would give at a Lakota council in 1875 debating how to deal with the challenge of the white man.”**

**Fourth Section – topic to be chosen**

Tuesday April 30 topic to be chosen

Thursday May 2 topic to be chosen

Tuesday May 7 topic to be chosen

**Final Paper:** due at the time scheduled for the start of the final exam Tuesday May 9, 2:20-3:40, Please hand your paper to me in SBS S-445 or put it in my box in the sociology mail room SBS S-402.

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The University of Texas at San Antonio is a comprehensive university with 28,000 students. We have a Masters in Sociology course, SOC 5113 Civil - Military Relations.

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Division of Social & Policy Sciences  
The University of Texas, San Antonio

Soc 5113 Civil - Military Relations

Dr. Juanita Firestone  
Office: MS 4.03.28  
Phone: 458-5601

**DESCRIPTION:** This course explores the past, present and future structure and utilization of the U.S. Military. We will examine the historical events and social trends affecting the relationship between the military organization and the civilian government and attempt to clarify issues surrounding such controversies as a draft vs. a conscription military, the increased minority representation, the acceptance of gay soldiers, and the utilization of women, particularly in combat.

**COURSE STRUCTURE:** This course is seminar in format, therefore it is essential that students complete readings and exercises prior to class time and participate fully in discussions.

**COURSE REQUIREMENTS:** Students are expected to attend classes and participate regularly, read all assignments prior to class and complete all assignments and exams as scheduled. This course is developed around the principles of student-centered learning, class discussions are meant to involve students in the learning process. A series of four assignments designed to illustrate any changes with respect to national attitudes about the military, and the controversies mentioned above will constitute 60% of your grade, and an empirically based research paper which integrates the arguments into a meaningful whole will constitute 40% of your final grade.

#### READING MATERIALS

##### REQUIRED TEXTS

Caforio, Guiuseppe, *The Sociology of the Military*  
Moskos & Wood, *The Military, More Than Just a Job?*  
Segal, *Recruiting for Uncle Sam*  
Readings, as designated

##### Recommended Readings

Babbie, E., *The Practice of Social Research*  
Chafetz, J., *Constructing and Testing Sociological Theories*  
*General Social Surveys, 1972-2002 Cumulative Codebook*

##### Assignments

The assignments will be short, research oriented activities that may include brief interviews, tabulating and interpreting data, observing social phenomena in action, and evaluating "common sense" ideas. Details and due dates will be established in class.

You must complete a final research paper for this class based on empirical evidence. You may elect to use either quantitative or qualitative methods for your analysis. Please discuss your topic with me prior to beginning your research.

All written assignment should be typed and double-spaced. Please be clear and concise. NO LATE PAPERS will be accepted except under unusual circumstances which must be discussed with the instructor **prior** to the due date.

### Permanent Policy

You should always complete the readings, and review your notes before class. If you miss class you are expected to obtain notes from others in the class in order to prepare for class discussion.

### TENTATIVE SCHEDULE

TOPIC	READINGS/ASSIGNMENTS*
Course Orientation	Caforio, Part I - Antecedents
The Draft Vs The AVF	Caforio, Part III A – A Model for Comparative Research
Social Trends & Policy	Caforio, Part II – The American School; Segal, Chs 1, 2
Structural Change	Caforio, Part III D – The New Missions of the Armed Forces; Segal, chs 3,4
Political Obligation	Caforio, Part III B – The Military Profession
Institution or Organization	Moskos & Wood, Part I
Issues - Race	Moskos & Wood, VIII Segal, 5
Issues - Gender	Moskos & Wood, VII Segal, 5
Sexual Harassment	Firestone and Harris (on reserve)
Sexual Orientation	Rand Report
Values	Moskos & Wood, IX
Family	Moskos & Wood, VI
Cultural Impacts	Caforio, Part III C – Armed Forces and Society
The Future	Segal, 6,7 Cafario, Part III D revisited

\* Other readings will be made available on reserve in the Department Office.

The University of Texas at San Antonio is a comprehensive university with 28,000 students. Gender and Society is a senior level seminar on civil-military relations which can be focused topically depending on the instructor. I have often focused it on Women in the US Military, and have also taught this course as an upper division seminar at the University of Klagenfurt in Austria when I served as Fulbright Distinguished Chair in Gender Studies.

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Division of Social & Policy Sciences  
The University of Texas, San Antonio  
197.022 GENDER AND SOCIETY:  
THE CASE OF THE U.S. MILITARY

Dr. Juanita Firestone  
Office: MS 4.03.28  
Phone: 458-5601

#### SYLLABUS

This course explores the past, present and future utilization of women in the U.S. military. We will examine the historical events and social trends affecting the present status of women in the military and attempt to clarify such issues surrounding the increased utilization of women as legislation, performance, equality of treatment, use in combat arenas, present attitudes and sexual harassment.

Course Goals: The primary goal of this course is to enable students to understand and explain the historical and present experiences of women in the U.S. military. In addition, this course should assist students in connecting integrate the extraordinarily complex events and social trends which have contributed to the increased participation of women in the U.S. military. Finally students will be provided the opportunity to look beyond the boundaries of their own lives so as to understand the complexity and diversity of gendered experiences in terms of race, social class, sexual preference, age, and cultural differences.

Course Goals: After completing this course students will be able to:

Trace the participation of women in the U.S. military from revolutionary times to the present.  
Summarize recent research on gender issues in the U.S. military.

Integrate ideas about gender roles from theoretical, qualitative and quantitative perspectives.  
Be able to use sociological concepts and methods to build an evidence-based understanding of the participation and utilization of women in the military.

Understand the historical and cultural diversity with respect to accepted roles for men and women and how they have impacted the role of women in the military.

Critique simplistic assessments of the effectiveness of women soldiers based on biological determinism.

Know the sociological, psychological and biological theoretical perspectives which attempt to explain the differences in gender role behaviors related to joining the military.

Realize how the treatment of women in the military varies by branch of service.

Develop an evidence based argument related to the participation of women in the military.

Understand that civilian women can not be protected from the death and destruction associated with war.

Summarize recent findings related to sexual harassment in the military and understand the impact of sexual harassment on the participation of women.

Required Text and Readings:

*Managing Diversity in the Military, Research Perspectives from the Defense Equal Opportunity Management Institute*, Dansby, Stewart and Webb (eds.)

Course pack of readings available in the University Library

Interesting Web Cites: Facts about the Austrian Army: <http://www.bmlv.at>.

About women in the Austrian Army

<http://www.bmlv.at/karriere/frauen/index.shtml>.

U.S. military home page: <http://www.defenselink.mil/>

Military Women's History (U.S.):

<http://www.defenselink.mil/specials/womenhist2002/>

Assignments: Students will be expected to turn in two written assignments related to women's participation in the U.S. military today, or comparing women's military roles in the U.S. to those in Austria. Assignment topics and instructions will be handed out in class. **Assignments are revisable for a better grade, however, revised assignments must show substantive improvement before they receives a better grade.** All written assignments should be typed and double-spaced. Please be clear and concise. **NO LATE PAPERS** will be accepted except under unusual circumstances which must be discussed with the instructor prior to the due date.

In place of a final paper, students must complete a final presentation related to course topics to the class using PowerPoint presentation software. I will provide instructions on how to use PowerPoint to the class.

While I will help you improve your English communications skills, the substantive content of your papers and in class discussions will be the primary basis for your grade.

Class Participation: As this class is a seminar and has a requirement for a final presentation, class attendance and participation is important. While I understand that students must miss some classes, if you must be absent, please discuss this with me ahead of time if possible.

### **TENTATIVE SCHEDULE**

Reading assignments listed below refer to the author of the text.

#### **Part I MYTHS, THEORIES & HISTORY**

Mar 13 Coursepack, Section I (all)

#### **Part II Important Issues**

Mar 20 Overview: Coursepack, Section II (all)



**Spring Break March 23 – April 7**

- Apr 10            Legislation and Policy: Coursepack, Section III (all)
- Apr 17            Biology: Coursepack, Section IV (all)
- Apr 24            Performance: Coursepack, Section V (all)

**May 1 - Holiday**

**Part III Equality of Treatment**

- May 8            Equality of treatment: Coursepack, Section VI (all)
- May 15           Attitudes: Coursepack, Section VII (all)  
Dansby, et al., Part 3: Gender Integration and Sexual Harassment
- May 22           Combat: Coursepack, Section VIII (all)  
Dansby, et al., Part 4 : Military Discipline and Race

**Part IV Managing Diversity in the Military**

- May 29           Dansby, et al., Part 1: Contemporary Approaches to Managing Diversity  
Dansby, et al., Part 2 : Diversifying Leadership
- May 5            Dansby et al., Part 5 : The Future

**Student Presentations (students will sign up ahead of time for a day and time)**

- May 12  
May 19  
May 23

Grades: The applied assignments will be worth 50% of your final grade (25% each), and the presentation to the class will be worth 50% of your grade. Note: Students not completing **all** written assignments and a course presentation will **NOT** receive a passing grade in this class.

Both a Word document version and an internet version of this assignment, (called WomenMilitary.Assgn1) are located on my local website (<http://www.uni-klu.ac.at/~jfiresto.>) in the Women in the Military folder.

**Assignment 1: Generational Differences: Women Soldiers**

Some people argue that gender role attitudes have changed over time so that attitudes about the societal roles that men and women should assume have become very similar. One interesting arena to assess the amount of change is the military because traditionally it has been a stereotypically male organization. To test the amount of generational change with respect to attitudes about women in the military, I would like you to conduct three different interviews, one with a man from your grandfather's generation, one with a man from your father's generation, and one with a male peer. [Note: If you are old enough to have a son who has or is serving, you may interview someone from your father's generation,

your generation, and your son's generation.] Since service to Austria is required of all men, and almost all choose military service you should have no difficulty in finding men to interview. [ Note: You may conduct the interviews in the language of your choice, but the assignment must be written in English.]

**Sometimes individuals say one thing (explicit communication) but mean another (implicit communications.) The hidden or implicit communications can be discovered through body language or other non-verbal cues (sighs, laughs, frowns, etc.) An important part of the interview process is to pay attention to explicit as well as implicit communications.**

Please double space and type all papers. Be sure to take good field notes so that you can write a good analysis of the interviews. The following questions should serve as your interview guide:

Date of interview \_\_\_\_\_  
Name of person interviewed \_\_\_\_\_  
Birthdate of person interviewed \_\_\_\_\_  
Place where interview was conducted \_\_\_\_\_

1. Did you serve in the military?
  - a. If yes, when did you serve? What was your primary job? Were there any women in your unit? If yes, how many? What was their assignment?
  - b. If no, what did you do in place of military service? Do you know any women who served in the military? If yes, what was their job?
2. What is your overall impression of women serving in the Austrian Army? Is this a good thing or not?
3. Are there any military jobs that you believe men are better at than women? If yes, what are those jobs and why do you think men are better at them. If no, why not?
4. If the Austrian military had to engage in protective combat, should women serve on front line combat positions? [Depending on response, ask why or why not.]
5. Do you think men and women are treated exactly alike in the military? Please explain your answer.
6. Do the men sometimes tease the women in their unit? If so, how?
7. Should a woman be allowed to command the Austrian military? Please explain your answer.
8. Why do you think so few women join the Austrian military?
9. Should the government do a better job of recruiting women into the military?
  - a. If yes, what would you recommend?
  - b. If no, why not?
10. Would you want your [mother, daughter, sister, girlfriend] to serve in the military? Please explain your answer.

**Be sure to explain your answers thoroughly, using quotations from your interviews to support your statements.** Questions for analysis:

1. Before you began these interviews, did you have strong opinions about women serving in the military? What were they? Do you think they influenced your interview process or your analysis?
2. Did you discover any generational differences in attitudes about women in the military?
3. Did you discover any differences between the explicit statements and the non-verbal cues given by the individuals you interviewed?
4. Were any of your findings surprising to you?
5. What (if anything) did you learn about the impact of socialization on attitudes about appropriate roles for women in society?

### **Assignment 2: Due Date April 24, 2002**

This assignment is designed to test which of two competing hypotheses about gender differences in performance appears more plausible. One argument holds that biological differences between men and women lead to differences in suicide rates, as well as the types of methods of committing suicide. The alternative explanation suggests that any differences which appear are created through socialization processes.

#### **Project Number 3: Gender and Suicide**

1. Based on course readings and your own viewpoint, state which hypothesis you believe is correct and why you think so.
2. Find appropriate, comparable records on men's and women's suicide rates over and methods time. Good sources might include Statistical Abstracts, Uniform Crime Reports, etc.
  - a. At a MINIMUM you should collect data for every five years over a thirty year time frame.
  - b. Create a formal table of your findings indicating the male rate, the female rate, and the percent difference between the two.
  - c. Plot the rates for both men and women on a line graph.
3. Discuss your findings, as presented in the table and graph.
4. Reach a meaningful conclusion related to the hypothesis you were testing.
5. What implications do these findings have for interpreting behavioral differences between men and women in general, and for health/policy specialists seeking to reduce the incidence of suicide?

All papers must be typed and double-spaced. **Cite** references from your texts, any other scholarly material you use, and the data sources in your paper. These should be included in a references section in your paper.

### **Assignment 3 – Analyzing Survey Data**

**Due Date: May 29, 2002**

1. Using the full version of MicroCase and any of the data sets available to you on the student network, complete the following. At a minimum, you must use the Austrian World Values data set to complete the analysis.
2. Select at least one dependent variable related to Military issues, one independent variable and one control variable. Complete a frequency distribution and appropriate graph for the three variables, you chose, making a formal table and presenting the appropriate graphic representation for each one. Discuss this information in section two below.

3. State your hypothesis including which is your dependent and which your independent variable. Using crosstabulation complete the appropriate bivariate analysis for these two variables. Remember that if you are using a ratio level variable, you must group the categories into meaningful groups. Select the appropriate percentages for crosstabular analyses and obtain appropriate statistics. Make formal tables from your results, and write up your findings, which will be presented in section 3 below.
4. Select a different independent variable to use as a “control” variable, and repeat the crosstabular analysis for each value of your “control.” Be sure to get the appropriate percentages and statistics. Make up formal tables and write up your findings section 3 below.

When you type your results, use substantive material from other classes or materials you have read to help you write your introduction and to state your hypothesis (section 1) “explain” your findings in section 4 below. Be sure and document these sources in a brief “References” section.

Thus, your final paper will include the following:

1. Brief introduction with hypothesis and what you expect to find (based on reference material.)
2. Description of survey and your variables (univariate analysis).
3. Results of bivariate and trivariate analyses (formal tables and written discussion).
4. Your conclusions as to why your findings supported, or did not support your expectations.
5. References

Remember that you have examples of the following to help you (all are on my website):

1. Examples of formal tables
2. “The Statistics” document to help you interpret statistics.
3. MicroCase instructions
4. Example empirical research paper (Intermarriage paper)

### **Bonus Options**

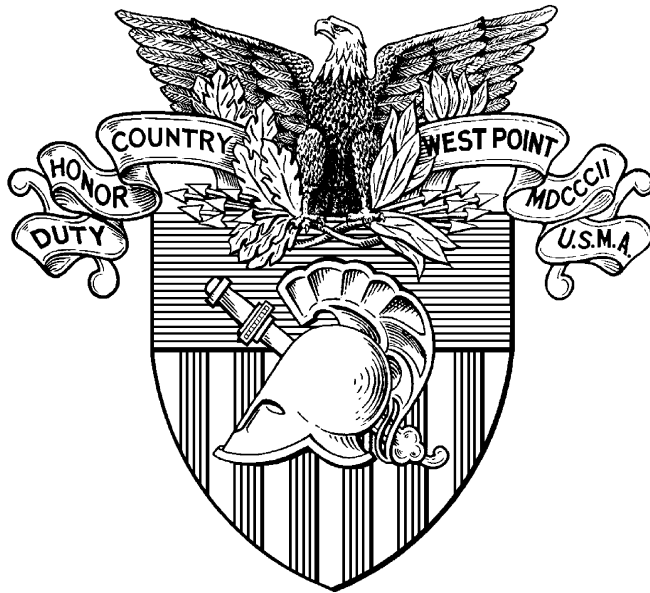
Compare data from two or more countries.

Compare responses to two or more different military questions from the same survey data.

Compare data over time (two years for some of World Values Surveys, several years are available for the U.S.) Remember that not all military related questions were asked in all years of the U.S. general social surveys, so check and make sure it was asked in the year of interest to you.

DR. MORTEN G. ENDER  
U.S. MILITARY ACADEMY

PL470A  
CINEMATIC IMAGES OF WAR AND  
THE MILITARY



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*Cinematic Images of War and the Military* is a Special Topics course taught during the Fall 2002 semester at the United States Military Academy at West Point (USMA) and scheduled to be offered every other year. USMA is the 201 year old service academy founded by Thomas Jefferson in 1802 primarily as an engineering college. It is one of four service academies in the U.S. While USMA is considered an engineering college and all cadets are required to take a sequence of engineering courses, earning a B.S. upon completion of their 4-years, USMA does offer a traditional liberal arts education. Sociology is but one discipline where cadets can major. The Sociology Program has approximately 8-16 cadets completing the program every year. In addition, Sociology has a service component, offering required courses for other programs including Psychology, Leadership, Management, Law, Economics, Political Science, and Geography, as well as electives for other cadets around the academy. PL470A is an intentionally small class with less than eight students. I limited enrollment with no advertising of the course other than word of mouth in the sociology courses. Through initial prescreening of the course guide and syllabus, we found that cadet interest would be very high. However, I kept the class size small making the course very manageable the first time I taught it.

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## PL470A: A Special Topics Course in Behavioral Sciences & Leadership

Instructor: **Morten G. Ender, Ph.D.**  
E-mail: morten-ender@usma.edu or redbear60@aol.com  
**Webpage:** <http://www.dean.usma.edu/bsl/faculty/ender.htm>  
**Voice Mail:** 845.938.5638 (work)  
**Office:** Thayer Hall, Room 282E

### INTRODUCTION

Welcome to the study of cinematic images of war and the military. The first films ever made, by the Lumière Brothers, included filmstrips of military scenes such as the charge of a line of cavalry and “a cavalryman mounting and dismounting from his horse in the acceptable military style” (Mast, 1981). Likewise, war films are just over 100 years old. From a rooftop in New York City, J. Stuart Blackton filmed a uniformed figure lowering the Spanish Flag and called his short: *Tearing Down the Spanish Flag* (Langman and Borg, 1989). It would be the first American War movie. There have been thousands since.

This course will assist you in the organization and investigation toward successfully gaining a greater understanding of the inextricable link between war, the military, and films from a social and cultural perspective. During the 20<sup>th</sup> century, from Blackton’s *Tearing Down the Spanish Flag* to D.W. Griffith’s *Birth of a Nation* to *Triumph of the Will* to *Private Benjamin* to the more recent *Courage Under Fire*, *Saving Private Ryan*, and *The Thin Red Line*, cinema--the viewing machine--has evolved with the armed forces--the war machine. This course will provide an in-depth study of some of the many films both in the U.S. and abroad, depicting wars and militaries.

With a sociological focus of analysis of a stylistically homogenous cluster of subjects, motifs, and themes—a genre—war and military films can be compared to their present social and cultural climate and become quite revealing. Yet war and the military are clearly influenced by the larger society in which they are embedded, but they do not completely reflect the larger socio-cultural climate.

Moreover, what makes this course both novel and valuable is the concern for the oft neglected--the marginalized, yet massive social institution in the larger society--the military--and the historical periods that are treated as anomalies in our history—wars. They are treated as moments of extremity in our socio-cultural history and as periods overlooked until organization, indeed social life, return to normal. In this course, we lift the veil of this vibrant social institution and the historic moments such as the Civil War, WWI, WWII, Korea Conflict, Vietnam, invasion of Grenada, and the Persian Gulf War and examine them as momentous cinematic periods in our collective social life during the 20<sup>th</sup> century—clearly a dark century with respect to war.

In this course, we will examine the military as a social institution in the United States and in other countries. With the help of the sociological orientation, including such topics as politics, violence, authority, race and ethnicity, gender, military family, socialization, class, death and dying, and moral dilemmas, we will analyze societal relationships between the military and cinema across the 20<sup>th</sup> century.

### Course Goal

Given a film from any country, in the genres of war or the military, involving social interaction among people and the social context of war or the military organization, use a sociological orientation to: 1) provide an explanation for the social and cultural context of the film; 2) analyze and evaluate how war and the military as an institution are depicted in film; and 3) assess how the films depiction of war and the military influences the relationship between society and the military; and 4) understand cinema in general to determine the social, psychological, and cultural significance of how war and the military is depicted in film.

## REQUIRED READING

### BOOKS<sup>1</sup>

- Doherty, Thomas. (1999). *Projections of War: Hollywood, American Culture, and World War II*. NY: Columbia University Press.
- Denzin, Norman K. (1998). *Images of the Postmodern Society: Social Theory and Contemporary Cinema*. (Theory, Culture and Society). Newbury Park, CA: Sage.
- Dittmar, Linda and Gene Michaud (Eds.). (1991). *From Hanoi to Hollywood: The Vietnam War in American Film*. New Brunswick, NJ: Rutgers University Press.
- Lovell, John P. (Ed.). (1998). *Insights from Film into Violence and Oppression: Shattered Dreams of the Good Life*. Westport, CT: Praeger.

### ARTICLES

- Anderegg, Michael. (1994). "Home Front America and the Denial of Death in MGM's *The Human Comedy*." *Cinema Journal*, 34(1), 3-15 (Handout).
- Bartone, Paul T. and Ender, Morten G. (1994). "Organizational Responses to Death in the Military." *Death Studies*, 18:25-39 (Handout).
- Huaco, Goerge A. (1965). *The Sociology of Film Art*. London / New York: Basic Books (Handout).

## COURSE CALENDAR AND WEEKLY VIEWING, READING, AND WRITING ASSIGNMENTS

LSN	Dates	Topic/Event	Activity
1	<b>Aug 22</b>	Course Introduction	<b>Reading</b>
2	<b>Aug 30</b>	Sociological Perspective	<b>Reading</b>
3	<b>SEP 6</b>	Postmodern Theory	<b>Reading/Writing</b>
4	<b>SEP 12</b>	Masculinity	<b>Viewing/Reading</b>
5	<b>SEP 20</b>	Socialization	<b>Viewing/Reading/Writing</b>
6	<b>SEP 26</b>	Sex and Gender	<b>Viewing/Reading</b>
7	<b>OCT 4</b>	Families	<b>Viewing/Reading/Writing</b>
8	<b>OCT 10</b>	Race and Ethnicity	<b>Viewing/Reading</b>
9	<b>OCT 17</b>	Death	<b>Viewing/Reading/Writing</b>
10	<b>OCT 25</b>	Humor	<b>Viewing/Reading/Writing</b>
11	<b>No Class</b>	Review & Reflection	<b>(Re)viewing</b>
12	<b>NOV 8</b>	Moral Dilemmas	<b>Viewing/Reading/Writing</b>
13	<b>NOV 15</b>	Cross-Cultural	<b>Viewing/Reading/Writing</b>
14	<b>No Class</b>	Review & Reflection	<b>(Re)viewing</b>
15	<b>No Class</b>	Review & Reflection	<b>(Re)viewing</b>
16	<b>DEC 5</b>	Futuristic	<b>Viewing/Reading/Writing</b>
17	<b>DEC 13</b>	Review & Reflection	<b>(Re)viewing</b>

<sup>1</sup> All of these books can be purchased through the web at amazon.com (<http://www.amazon.com>), directly from the publisher, ordered via your local bookstore, or can be obtained at a library or through inter-library loan.

18	TEE Week	Final Examination	Writing
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**Evaluation and Grading:** The evaluation and grading of student work in this course is based on the assumption that learning is most effective as well as most enjoyable when students are evaluated against a known objective standard rather than against one another. In putting this philosophy into action, the largest part of the process will already be accomplished prior to undertaking the course. The course guide is created containing all of the learning activities for which you the student are responsible. The course is an independent study. I will provide the resources and experiences; the student assumes the responsibility for learning the material. Grades will be based upon the following:

- 1) **Lessons:** Intensive reading and writing assignments – total writings *not* including the final examination range between 20 and 45 typed pages;
- 2) **Course Participation:** Your participation in and out of class will be evaluated for demonstration of achievement of course goals and contributing to the course in a positive way. Throughout the course you will be provided with a variety of opportunities, beyond regular class discussions, especially electronically, to participate in, and contribute to, the class. Contributing to the course in positive way involves actively engaging in the discussions as presenter or participant, being prepared by asking and answering questions, engaging, supporting and critiquing your peers, and generally moving the course along in a focused and mindful way.
- 3) **Film Reviews:** Reviews will be typed, double spaced pages. Reviews include comparing and contrasting, synthesizing, describing, predicting, creating, and evaluating films dealing with sociological topics in war and the military. Outlines are provided;
- 4) **Other Writings:** Typed assignments. Detailed assignments are provided below;
- 5) **Final Examination:** The final examination is attached and it is a self-report of your cumulative knowledge. You will be expected to write elaborate essays reporting in detail learnings that synthesizes course and outside readings and the viewing of films.

### SUBMISSION OF COURSEWORK

**Writing Assignments are due NLT 1630 on the Monday following a lesson.**

ALL WORK SHOULD BE TYPED IN AN ACADEMICALLY PROFESSIONAL MANNER. FOLLOW THE *LITTLE, BROWN HANDBOOK* FOR ALL DOCUMENTATION OF WRITTEN WORK. BS&L STUDENTS SHOULD FOLLOW THE APA STYLE GUIDE.

Every effort should be made to complete work on time. Use the calendar on page 12 to gauge the completion dates for each of the respective writing assignments and their due dates. *I strongly encourage you to read the entire course guide before you begin the course. You need to view some fairly select films. You may want to order or reserve them in advance. They can also be purchased.*

*No brown bombers are accepted.* All papers should have a title page as indicated in the documentation of written work. No name or any other identifying information should appear on the subsequent pages.

### CLASS MEETINGS

The course is an experiment in distance and self-paced learning. You are responsible for reading the books, chapters, articles and films and keeping meticulous notes. Class meeting times during L-hour will consist of whole



class discussions—we will meet the L-hour at the end of the week, either Thursday or Friday. We will meet once per week to discuss readings and films. Everyone is expected to attend, be prepared, be attentive, and participate. On some occasions we may break-up into smaller groups built around a specific film or set of films. I expect to discuss any comments/questions/suggestions with you about the course or your readings, writings, and viewings off line as well. We can do this electronically, telephonically, or via snail-mail. I return telephone calls, but keep trying if you get my machine. I will return emails as soon as I am able. I check my email at least twice a day most days.

A LISTSERV of sorts will be needed to foster discussion about the course and films.

I encourage you not to wait for me to return an assignment to proceed with subsequent work. Drive-on with the course if you do not hear from me. You also are responsible for keeping track of your work. Keep a back-up copy of all written work. Record your grades on the grading summary sheet on page 15.

### LESSON #1 (AUG 22) – COURSE INTRODUCTION

Author	Book/Article/Website	Chapter/Page Number
Doherty	Projections of War	Chapter 1 – pp. 1-15
Lovell	Insights from Film into Violence and Oppression	Chapter 1 – pp. 3-21 Chapter 5 – pp. 83-102
Ditmar and Michaud	From Hanoi to Hollywood	Chapter 1 – pp. 1-18
	How to Read a Film Sequence	Handout

Carefully read and study these chapters. There is no writing assignment for this lesson. However, this material is introductory and it is expected that you integrate the material into later assignments and your final examination.

### LESSON #2 (AUG 30) – SOCIOLOGICAL PERSPECTIVE

Author	Book/Article/Website	Chapter/Page Number
Kearl	A Sociological Tour of Cyberspace	<a href="http://www.trinity.edu/~mkearl/index.html">http://www.trinity.edu/~mkearl/index.html</a>
Huaco	The Sociology of Film Art	Handout

Read and study the Huaco chapter. This exercise is designed to introduce you to sociological and cultural perspectives via the world wide web and how sociological learning and research can inform your study of film. You should explore and locate specific information at a number of sites: governmental, academic, advocacy. You may do this assignment wherever you have access to a computer with an Internet connection, but part of it involves having an Adobe Acrobat reader installed on your computer.

### LESSON #3 (SEP 6) – POSTMODERN THEORY

Author	Book/Article/Website	Chapter/Page Number
Denzin	Images of the Postmodern	Chapters 1 - 4 – pp. 1-64 Chapter 11 – pp. 149-157
Dittmar and Michaud	From Hanoi to Hollywood	Chapter 17 – pp. 255-268

Synthesis Paper: Guidance and Criteria for Synthesis Papers

POINTS: 100 points (10% of grade)  
LENGTH: 3-7 typed, double-spaced pages

**1. General.** This paper is your first opportunity to evaluate your ability to really understand the course material and exercise your analytical and writing skills, as well as your imagination, in the process thus far. *Consider it your chance to shine!* Expect some extensive feedback on the first paper and progressively less as you adapt to the standards. For this paper you are not required to do any reading outside of course readings; however, all ideas, concepts, and theories that are not your own must be cited. If you have kept up with and studied the readings, followed the directions, and have taken very good summary notes as you've gone along, this synthesis paper will be fairly easy to complete and fun to do. If you haven't, this paper will consume an awful lot of your time and you definitely won't find it fun.

**2. Format for Synthesis Paper.** This paper should be between 3-7 pages in length (not including the cover/title page) and double-spaced. Either 10 or 12 characters per inch is acceptable. Select one or two readings (and/or websites) from each of the three lessons completed thus far.

**LESSON #4 (SEP 12) – MASCULINITY**

Author	Book/Article/Website	Chapter/Page Number
Lovell	Insights from Film	Chapter 3 – pp. 39 - 66
Dittmar and Michaud	From Hanoi to Hollywood	Chapter 5 – pp. 101 - 112 Chapter 6 – pp. 113 - 128 Chapter 7 – pp. 129 – 144 Chapter 9 – pp. 159 – 170 Chapter 12 – pp. 189 - 202

Study these chapters. At some point, I encourage you to review the films after you've read the evaluation of the writers. Think critically of the author's perspective. Return to the Course Goal section of this course guide and assess the writer's perspective. Turn the argument on its head. Does it remain robust? If not, why?

**LESSON #5 (SEP 20) - SOCIALIZATION**

Author	Book/Article/Website	Chapter/Page Number
Kearl	A Sociological Tour of Cyberspace	<a href="http://www.trinity.edu/~mkearl/index.html">http://www.trinity.edu/~mkearl/index.html</a>

Films
<i>Full-Metal Jacket</i>
<i>Heartbreak Ridge</i>
<i>Major Payne</i>
<i>Officer and a Gentleman</i>
<i>Private Benjamin</i>

This exercise is designed to introduce you to the process of socialization in “the profession of arms” and the portrayal of this process through film. First, read the following:

**BASIC TRAINING (taken from: <http://www.marylandguard.com/army-grd/tm-basic.html>)**

*Basic training* is a rigorous eight-week orientation for men and women entering the Army. Basic training transforms new enlistees from civilians into soldiers [with a separate training regiment for enlisted and officer personnel]. During basic training, new soldiers gain the discipline, spirit, pride, knowledge, and physical conditioning necessary to perform Army duties. Army basic training is given in several locations throughout the country, including training centers in South Carolina, Georgia, Kentucky, Alabama, Oklahoma, and Missouri. Upon reporting for basic training, new soldiers are assigned to a training company and are issued uniforms and equipment. They are introduced to their training leaders, otherwise known as drill sergeants. Drill sergeants are experienced noncommissioned officers who direct soldiers' training to ensure that they are successful.

Army basic training stresses teamwork. Soldiers are trained in groups known as squads or platoons. These groups range from nine to approximately 80 soldiers; they are small enough that each soldier can be recognized for his or her special abilities. Such groups tend to become closely knit teams and develop group pride and camaraderie during the eight weeks of rigorous training they experience together.

Military basic training is conducted on a demanding schedule, but each soldier progresses at the rate he or she can handle best. Soldiers attend a variety of classes and field instruction that include military training, weapons familiarization, physical conditioning, and military drills. All training emphasizes teamwork and, therefore, includes classes in human relations.

These classes help trainees from different backgrounds learn to work closely together. Only limited personal time is available during basic training, but there is plenty of time for receiving and answering mail, for personal care, and for attending religious services.

Let's now turn to a framing of the basic training process as a form of socialization or even resocialization since these young men and women have already been socialized in families, schools, communities, and the larger civilian society prior to entering basic training. Start by returning to Kearl's website: A Sociological Tour of Cyberspace. Go down to **A Sociological Social Psychology** and then click on **THEORIES AND METHODS** (<http://www.trinity.edu/~mkearl/socpsy-1.html>) in the OUTLINE box. Read the introduction. Now, review and study the “THE SPECTRUM OF SOCIAL PSYCHOLOGICAL THEORIES AND METHODS --FROM THE PSYCHOLOGICAL TO THE SOCIOLOGICAL” and the various theories: **PSYCHOANALYTIC, BEHAVIORISM, COGNITIVE, SYMBOLIC INTERACTIONISM, and ROLE.**

Now, choose any two from films from the list above and compare and contrast those films based on the five theories and their relative “central metaphors.”

**LESSON #6 (SEP 26) – SEX AND GENDER**

<b>Author</b>	<b>Book/Article/Website</b>	<b>Chapter/Page Number</b>
Willens	Women in the Military: Combat Roles Considered	Appendix 5
Doherty	Projections of War	Chapter 7 – pp. 149 – 179
Lovell	Insights from Film	Chapter 2 – pp. 23 – 38
Lovell	Insights from Film	Chapter 4 – 67 – 82
Dittmar/ Michaud	From Hanoi to Hollywood	Chapter 13 – 203-82

<i>Films</i>
<i>G.I. Jane</i>
<i>Aliens (Alien 2)</i>
<i>Hanna's War</i>
<i>Private Benjamin</i>
<i>Tank Girl</i>

Read, study, and evaluate *Women in the Military: Combat Roles Considered*. In this brief article, Willen manages to outline some of the issues related to the debate of women in combat. There are at least seven issues outlined in the article including romance, attitudes of male soldiers, and physical capability. Outline the argument for and against women in combat. Read the other chapters as well.

Let's now turn to gender roles of women. Return to Kears's website: A Sociological Tour of Cyberspace. Go down to **Gender & Society**. Review this website and any links that might help inform your position on this topic of women in the military.

Now, choose any two from films from the list above<sup>2</sup> and compare and contrast those films based on any information you discover from the website and the issues for and against women in combat. What side of the argument do the films reinforce, construct, undermine, neglect, or overemphasize?

#### LESSON #7 (OCT 4) – FAMILIES

<b>Author</b>	<b>Book/Article/Website</b>	<b>Chapter/Page Number</b>
<i>Ender</i>	Military Families	Handout
<i>MFI</i>	Military Family Institute	<a href="http://www.mfi.marywood.edu">http://www.mfi.marywood.edu</a>

<i>Films</i>
<i>The Best Years of Our Lives</i>
<i>The Great Santini</i>
<i>Heaven and Earth</i>
<i>The Marriage of Marie Braun</i>
<i>Pink Floyd The Wall</i>
<i>Swing Shift</i>
<i>The White Rose</i>

Read Ender's article in Appendix 6. Consider the major demands of the military lifestyle today. What demands are placed on soldiers. Next, visit the Military Family Institute homepage. Scroll down to Military Family Issues: The Research Digest. Review some of the articles printed in the digest. Choose one or two of the films from the list above. View them. Reflect on the film(s) relative to the readings. No formal writing is required. One consideration is the historical similarities and differences between the eras.

<sup>2</sup> NOTE: You may certainly choose one film that is not on this list if you think it speaks to this topic in some significant way. Please notify in advance so I might have an opportunity to review this film.

**LESSON #8 (OCT 10) – RACE AND ETHNICITY**

<b>Author</b>	<b>Book/Article/Website</b>	<b>Chapter/Page Number</b>
Doherty	Projections of War	Chapter 9 – 205 - 226
Lovell	Insights from Film	Chapter 4 – pp. 67 - 82.
Kearl	A Sociological Tour of Cyberspace	<a href="http://www.trinity.edu/~mkearl/index.html">http://www.trinity.edu/~mkearl/index.html</a>

<i>Films</i>
<i>A Soldier's Story</i>
<i>Birth of a Nation</i>
<i>Glory</i>

Read both Doherty’s chapter and Gibson’s chapter in Lovell. Next, visit Kearl’s website. Scroll down to Race & Ethnicity. Then scroll down to the 366<sup>th</sup> Infantry Home Page at <http://www.wiz-worx.com/366th/index.html>. Surf around, read, and reflect on the various articles posted here. Choose one or two of the films from the list above. View them. Again, there is no formal writing involved. But I’d like you to reflect on the film(s) relative to the readings. Since race and ethnicity are subtle elements, perhaps you want to suggest a film to add to the list film that I have not included? Can you suggest films associated with other ethnic/racial groups and their experience in the U.S. What does the lack of such films suggest?

**LESSON #9 (OCT 17) – DEATH**

<b>Author</b>	<b>Book/Article/Website</b>	<b>Chapter/Page Number</b>
Kearl	A Sociological Tour of Cyberspace	<a href="http://www.trinity.edu/~mkearl/index.html">http://www.trinity.edu/~mkearl/index.html</a>
Bartone & Ender	Organizational Responses to Death in the Military	Handout
Andereg g	Denial of Death in MGM’s The Human Comedy	Handout

<i>Films</i>
<i>The Human Comedy</i>
<i>All Quiet On the Western Front</i>
<i>Courage Under Fire</i>
<i>The Deer Hunter</i>
<i>Gardens of Stone</i>
<i>Saving Private Ryan</i>
<i>The Sullivans</i>

**DEATH AND THE WAR FILM: COMPARE AND CONTRAST**

**POINTS:** 100 points (10% of grade)  
**LENGTH:** 5-10 typed, double-spaced pages (For this paper, length is less important than answering the questions).

**PURPOSE:** The purpose of this research paper is to give you the chance to gather and analyze observational data relevant to specific material discussed in the readings for this course. The objective is to allow you to integrate the theories, concepts, ideas, terms, and principles and then apply them to two specific films you will have viewed and studied. As you may have gathered, films are especially powerful mediums for shaping peoples' reality about the military as most American have very limited experiences with the military or war and the mass media plays a most significant part in shaping and constructing our collective inexperienced, frame of reference. Films place the viewer in the backstage region of the military and war.

**DIRECTIONS:** Read the two articles in the Appendix. Next, visit Kearl's website. Scroll down to the Sociology of Death & Dying. Then scroll down to the Death and the Military at <http://www.trinity.edu/~mkearl/death-4.html#mi>. Surf around, read, and reflect on the various articles posted here. Perhaps you want to add a film?

Finally, view *The Human Comedy (THC)* and one other war related film from the list above or choose a film that is not on the list, that speaks to death and dying (e.g., Rambo), and compare it to *THC*.

After viewing the films, write an essay comparing and contrasting the films based on the questions below. Your essay should be written in a scholarly way, not a laundry list of short answers to questions. This will require some thought on your part and some organization of your ideas. To begin the paper, you will need to provide a brief summary of each film. Keep in mind there are two audiences when writing a review: those that have seen a film and those that haven't. You need to interest and engage both, without patronizing either. You will also want to move beyond description and compare and contrast.

How accurately do you believe the films depicted reality (based on your cumulative knowledge of war and the military including readings from this course)?

How many deaths were depicted in each film?

How were the dead treated?

Thinking back to the Bartone and Ender article, are there any notable organizational responses to the death as described by the article? If not, what might this mean?

Was grief depicted?

Are survivors shown?

Were funerals or other mourning rituals shown?

Were the deceased ever mentioned again?

Denial is clearly a theme in *The Human Comedy*. Is denial, explicit or implicit, a feature of your second film?

What did the films tell the viewer about war?

What do the films communicate about the long-term effects of war?

Based on your current knowledge of the sociology of the military, what suggestions could you make to the film-makers for improving films in terms of depicting war and the military?

Any other comments about the film and military sociology?

### Lesson #10 (OCT 25) – HUMOR

Author	Book/Article/Website	Chapter/Page Number
Doherty	Projections of War	Chapter 8 – pp. 180 - 204

<i>Films</i>
<p style="text-align: center;"> <i>M*A*S*H</i>  <i>Buck Privates*</i>  <i>Dr. Strangelove – Or – How I Learned to Love . . .</i>  <i>Duck Soup</i>  <i>General, The</i>  <i>Good Morning, Vietnam</i>  <i>The Great Dictator</i> </p>

Read Doherty’s chapter on film, laughter, and escapism during WWII. View one of the films noted by Doherty or one of the \* from above and compare and contrast it to a non-WWII genre film in the list above. Apply Doherty’s ideas to the review. How are the films different? Similar?

The page limits are wide. Use your own discretion to answer the question.

POINTS: 100 points (10% of grade)  
 LENGTH: 2-10 typed, double-spaced pages

**Lesson #11 (NO CLASS) – REVIEW & REFLECT**

**Lesson #12 (NOV 8) – MORAL DILEMMAS**

<b>Author</b>	<b>Book/Article/Website</b>	<b>Chapter/Page Number</b>
Kohlberg	Kohlberg’s Stages of Moral Development	Handout
Gilligan	Are Women’s Values Different from Men’s	Handout

<i>Films</i>
<p style="text-align: center;"> <i>Three Kings</i>  <i>Casualties of War</i>  <i>Apocalypse Now</i>  <i>A Few Good Men</i>  <i>Good Morning, Vietnam</i>  <i>Judgement at Nuremberg</i>  <i>Platoon</i> </p>

Read and study the text in the appendix that outlines Kohlberg’s theory of moral development and Gilligan’s notions as well. Next, view one of the films above and assess the two perspectives based on these two perspectives on morality. How well does the film correspond to these notions? Are the characters located in different stages of moral development? Does their morality (d)evolve or develop based on some socialization experience. Is there a hierarchy of morality? Is moral development correlated with military rank? Gender? Race? Age? Significance of the character?

Model the outline of your paper on some or all of any of the outlines provided thus far or utilize some other format. Be sure and identify the structure of your paper in the first paragraph. In other words, tell me explicitly where your paper is going. At this point I have provided you with templates for writing. You should be more or less comfortable with all but attracted more to one or another.

POINTS: 50 points (5% of grade)  
LENGTH: 2-4 typed, double-spaced pages.

### Lesson #13 (NOV 15) – CROSS-CULTURAL

<i>Films</i>
<i>The White Rose</i>
<i>Das Boot</i>
<i>Colonel Redl</i>
<i>Europa, Europa</i>
<i>For a Lost Soldier</i>
<i>Life is Beautiful</i>
<i>Mephisto</i>
<i>Open City</i>
<i>Seventh Seal, The</i>
<i>Triumph of the Will</i>

View any of the films listed above. If it becomes difficult to obtain one of these films, obtain any film by a non-American director that addresses war or the military. At this point in the course, you may want to use the broadest definitions of war including guerilla war, nuclear war, ethnic conflict, and perhaps even the Cold War.

Next, you want to locate what the critics say about this film. Using 8-15 different sources (e.g., *New York Times*, *Internet sources*, *The Villiage Voice*, *The Los Angeles Times*, *Rolling Stone*, etc etc), collect the reviews on this film (the older films may require some digging). You are to study the reviews and compare and contrast them based on your perspective.<sup>3</sup>

First summarize your position on the film. Next, integrate the reviews into your review. Which reviews do you agree with most? Which the least? Are the reviews ethnocentric? Is there some cultural relativism? Did you experience cultural shock while watching the film? What taken for granted cultural assumptions does the film violate for you? The reviewers?

POINTS: 75 points (7.5% of grade)  
LENGTH: 2-5 typed, double-spaced pages.

### Lesson #14 (NO CLASS) - REVIEW & REFLECT

### Lesson #15 (NO CLASS) – REVIEW & REFLECT

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<sup>3</sup> NOTE: An alternative to this assignment would be to view one film and review one film critic/reviewer (e.g., Gene Shalit or Roger Ebert) and their collection of reviews of these and/or other war related films. I need at least 7 or more reviews by the a single person. Contact me if you opt for this alternative assignment.



**Lesson #16 (DEC 5) - FUTURISTIC**

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Author	Book/Article/Website	Chapter/Page Number
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I am not familiar with too many futuristic, war type films (e.g., *Star Trek* or *Starship Troopers* come to mind). Educate me. Design this lesson. Take my role and create this assignment. Assume you are now teaching this course. In other words, design a lesson assignment that includes readings and films (e.g., one option is to choose any film you like and write about it based on any previous readings thus far in the course). This is simply an example, don't allow me to influence your creativity. Your lesson might include the following elements:

List of readings or a single reading such as an article(s), website(s), or book;

List of films or a single film;

A lesson objective—a short statement as to what the student is expected to accomplish;

A detailed assignment with instructions for the student—(e.g., something involving writing, but it can be a creative assignment. I only ask that you stay with the theme of futuristic cinematic images of war and the military)

POINTS: 25 points (2.5% of grade)

LENGTH: 3/4-2 typed, single-spaced pages.

**LESSON #17 (DEC 13) - REVIEW & REFLECTION**

**TERM END EXAMINATION WEEK – FINAL EXAMINATION  
(TEE is due on DEC 19<sup>th</sup> at 1630)**

The final examination is worth 200 (20% of your final grade). The components of the final examination are listed below. There is no length requirement. Take the space you need.

***I Learned*** Final Paper: Review your readings, films, and papers during the course of this course and identify 4 specific learnings. Recall the specific course goal and the eight areas of expectation (i.e., culture, history, human behavior, communication, life-long learning, creativity, critical thinking and self-awareness) as well as the theories and topics covered in the course and try to organize them sequentially from your notes. For purposes of your learning, you can choose a maximum of two personal learnings. For example, a personal learning could involve a new understanding of your own previously unresolved or unsettled issue related to your own experiences in the area of race or gender as taken from portrayals on film and television. The remaining learnings should be of a more general orientation, of some social or aesthetic import that transcends your personal experience. For example, a

learning of larger social import could involve a greater awareness of how cinematic images of war and the military construct the reality of past wars.

Each learning should be a separate essay that stands on its own., yet specifies and integrates the elements of the specific course goal and more general areas of expectation. Ideally, each essay could describe, integrate, synthesize, evaluate, compare, contrast, and identify based on examples from all the readings, instructor comments, films, book reviews, personal experiences, other courses, outside sources including websites and other materials, and/or writing assignments. It is important for you to identify, define, and provide specific examples of the sources and extent of your learnings. Each essay is an opportunity to **SYNTHESIS:** (i.e., requires combining elements or parts so as to form a new whole). Your write-up should be written in the form of "I" statements: I learned, I relearned, I unlearned, I noticed, I was surprised, I can see, I feel, I believe, I tuned into, I got psyched about, I got a handle on, and so on. In summary, each of the five papers is a separate course review of sorts, eliciting learnings that you feel were most salient for you but are based on substantive course content and is comprehensive. Your essay should move beyond simple description. It is an open-book/note, take-home examination and your opportunity to reach inside yourself, reflect, and share *your* collective knowledge is the key to a stellar performance.

There is no length, but an essay less than 1 typed, single spaced pages will be sparse and anything over 3 ½ typed, single spaced pages is overdeveloped.

**PROFESSOR KEVIN CLARK  
PROFESSOR SAMUEL WATSON  
UNITED STATES MILITARY ACADEMY**

**HI 381  
THE HISTORY OF  
REVOLUTIONARY WARFARE**

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The United States Military Academy is an accredited, tuition-free, federally funded, undergraduate institution whose primary focus is to develop leaders of character for the defense of the nation. It annually ranks among the most selective schools in the nation due to its requirement for physically fit and academically sound students with demonstrated leadership potential. The 4000-4400 member student body is drawn from all 50 states and territories and recruited with emphasis on reflecting the diversity of the United States and its army.

The Revolutionary Warfare Course is an elective offering open to all students who have taken two semesters of freshmen history and will take the mandatory two semester military history course as either a pre- or co-requisite, but is geared primarily for history or military science majors. The syllabus is very challenging, due to the scope of the course and the difficulty of some of the readings. The course meets 40 times for 55 minutes each class with the expectation that students will spend approximately two hours for each hour of class time.

This syllabus has evolved significantly since 9-11 and represents an attempt to develop a history of the ideas on the use of armed force to effect social and political change as part of a larger ideological program. It studies the ideology, organization, and tactics of revolutionaries in the modern era as a continuous theme, but also explores regional and situational variation. The course can easily be modified to suit the instructor or the students and the readings represent one possible variation.

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KEVIN CLARK  
CPT, OD  
Instructor, Department of History

MADN-HIST

August 2002

Course Syllabus for HI 381: The History of Revolutionary Warfare, Fall Semester, AY 02-03

1. Introduction. This syllabus contains the course summary, goals and objectives, requirements and grade structure, and schedule of lessons and reading assignments for HI 381.
2. Scope of the Course. This course will examine the theory and evolution of revolutionary warfare primarily from the perspective of the revolutionaries. For course purposes, I define revolution as the presence of an intent to dramatically change the current sociopolitical system in accordance with some ideology (i.e., an articulated, internally cohesive set or system of ideas or beliefs). It is not a course on counterinsurgency, low intensity conflict, military operations other than war, nonviolent social and political conflict, or power within existing political systems. The course will consist of three subcourses:

SUBCOURSE I: LNs 1-9                      WPR# 1 LN 10  
Theory and Pre-Twentieth Century Revolutions

SUBCOURSE II: LNs 11-22                  WPR# 2 LN 23  
National, Anticolonial, and Marxist Revolutions of the Early and Mid-Twentieth Century

SUBCOURSE III:                      LNs 24-40                  Research Paper due LN 35  
Revolution in the Decolonizing and Postcolonial World, 1950 to the present

a. The first subcourse begins with broad overviews and interpretations of revolutions and revolutionary warfare. We will examine the American and French Revolutions and aspects of nineteenth-century revolutions in order to illustrate and assess the concepts introduced in the first three lessons. The case studies will suggest the complexity and diversity of motives for and ideologies of revolution, to include politics, social structure, religion, race, and nationality. These studies will provide you with a basis for assessing the continuities and discontinuities in revolutionary war over time, and for evaluating the origins, persistence, and limits of a European revolutionary tradition. Attention will also be given to the impact of revolutions on conventional military forces and concepts of military purpose and organization.

b. The second subcourse will examine the variety of revolutions in the first half of the twentieth century, with Russia, China, Palestine, and the Philippines as the principal case studies. Close attention will be given to the intersection of motives for revolution, suggesting the complex relationships between national social, anticolonial, and specifically Marxist revolutions. Particular attention will be given to the use of primary sources, the impact of revolutions on conventional military forces, and revolutionary doctrine and practice.

c. The third subcourse will examine revolutionary warfare as a worldwide phenomenon linked to decolonization, with case studies from Asia, Africa, and Latin America. The subcourse will establish these “wars of national liberation” in international context. Particular attention will be given to the dilemmas of counterinsurgency for a conventional force, using the example of the French in Indochina and Algeria. We will examine the apparent rise of terrorism, radical Islam, and ethnic nationalism. Once again, attention will focus on the strategy and tactics of revolutionary warfare from the insurgents’ perspective via primary sources.

### 3. Course Goals, Questions, and Objectives.

#### a. Course Goals:

- (1) Develop an appreciation of culture and history to understand in proper context human behavior and ideas.
- (2) Recognize moral and ethical issues in decision-making.
- (3) Understand patterns of behavior to understand how organizations and societies pursue social, political, and economic goals.
- (4) Synthesize facts and concepts logically to analyze historical events and support historically grounded generalizations about the nature and evolution of revolutionary warfare.
- (5) Communicate ideas clearly and convincingly, both orally and in writing.

#### b. Course Questions:

- (1) How has revolutionary warfare changed or not changed over time?
- (2) How does revolutionary warfare differ from other warfare?
- (3) Why do revolutions succeed or fail?

c. Course Objectives: The primary objective of this course is to study revolutionary warfare in theory and practice. Specific course objectives are:

- (1) EVALUATE THE SIGNIFICANCE OF LOCAL, REGIONAL, AND INTERNATIONAL

CONTEXTS IN SHAPING REVOLUTIONARY MOVEMENTS. Revolutions do not occur in vacuum. By studying a series of revolutions in different regions, the cadet should be able to identify the dynamics leading to revolutionary situations and discern why revolutionary and counter-revolutionary doctrines perfectly suited to one region fail in others.

(2) EVALUATE THE ROLE OF CULTURE, EVENTS, AND ACTORS PLAY IN THE DEVELOPMENT AND OUTCOME OF REVOLUTIONS. The cadet must be able to examine each revolution in its own unique context and understand how culture can sustain or wither revolutionary traditions over time.

(3) ANALYZE THE CONDUCT AND EVOLUTION OF REVOLUTIONARY WARFARE. You should be able to analyze to how the practice of revolutionary and counter-revolutionary warfare has changed over time and how history has influenced its development. What changes? What remains the same?

(4) EVALUATE THE ROLE OF IDEAS, THEORIES, AND DOCTRINES IN THE CONDUCT OF REVOLUTIONARY AND COUNTER-REVOLUTIONARY WARFARE. Determine how theory has influenced the practice of revolutionary war and vice versa. Analyze how diverse political, social, and economic cultures influenced revolutionary and counter-revolutionary armed forces. Understand how historical and cultural contexts place constraints on the conduct of both revolutionary and counter-revolutionary warfare and how the course of fighting has altered these constraints. Evaluate the moral and ethical problems inherent in revolutionary and counter-revolutionary warfare and the impact these problems have on the armies involved.

(5) EVALUATE THE RELATIONSHIP BETWEEN REVOLUTIONARY WARFARE AND “CONVENTIONAL” WARFARE. Understand to what degree principles developed for application in conventional war might be applied to revolutionary war and what modifications in those principles are necessary.

4. Bibliography. The principal sources for the course are the Course Reader, Ian Beckett’s *Modern Insurgencies, and Counter-Insurgencies*, and Gerard Chaliand’s *Guerrilla Strategies*. These readings will be supplemented with reserve room readings, as required.

5. Writing Requirement. Each cadet will write an analytical research paper of approximately 1500-1800 words, due NLT the beginning of class LN 32. I will provide further guidance.

6. Examinations and Grading. Cadets will not pass the course if they fail to complete a major requirement or earn less than 50% on the TEE.

a. Assignment:	<u>Points</u>	<u>Percentage of Course Grade</u>
Daily Class Participation	75	7.5%
Writs and Team Presentations	175	17.5%
Research Paper	200	20.0%
WPR #1	100	10.0%
WPR #2	150	15.0%
TEE	<u>300</u>	<u>30.0%</u>
TOTAL	1000	100.0%

b. Grading Standards, IAW D/History and USMA policy:

A+	97 - 100%	
A	93 - 96.9%	Excellent
A-	90 - 92.9%	
B+	87 - 89.9%	
B	83 - 86.9%	Good
B-	80 - 82.9%	
C+	77 - 79.9%	
C	73 - 76.9%	Satisfactory
C-	70 - 72.9%	
D	67 - 69.9%	Marginal
F	Less than 67%	Unsatisfactory

7. Schedule of Lessons and Reading Assignments. See TAB A, Course Schedule.

***COURSE SCHEDULE and READINGS***

Page numbers are given from the original source, to suggest reading length for planning purposes.

**Subcourse I: Theories of Revolution and Pre-Twentieth Century Cases**

**Theory and Concepts**

LN	Topic	Reading
1	Course Introduction/Admin: Problem and History	John M. Gates, "Toward a History of Revolution," <i>Comparative Studies in Society and History</i> , Vol. 28, No. 3. (Jul., 1986), pp. 535-544.
2	Introduction: Before Revolutions	E.J. Hobsbawm, <i>Primitive Rebels</i> , 1-29.
3	The English Civil War: Revolutionary Precedents	Michael Walzer, <i>The Revolution of the Saints</i> , 269-99.

Case Studies

LN	Topic	Reading
4	The American Revolution: Different Things to Different People	Perhaps Chapter(s) from Woodie Holton's <i>Forced Founders?</i> <u>Readings to emphasize slave and lower class agency</u> Wood, Introduction <i>Radicalism of the American Revolution</i> , 3-8.
5	The American Revolution: Mobilization & Control	<u>Readings should focus on the committees and the militia in the consolidation of rebel power</u>
6	The French Revolution: Ideology and seizure of power	<u>Reading should describe the mechanics of the violent seizure of power; lesson (but not reading) might allude to the desperate French effort to preserve the revolution;</u>
7	The French Revolution: Nationalism unleashed: Spain	Reading plus Chaliand, 35-42. Might also consider examining the Vendee or Napoleon in Spain.
8	Marx, Engels, and the Revolutions of 1848: Nationalism co-opted?	Geoffrey Best, <i>War and Society in Revolutionary Europe</i> , 257-306. Martin Berger, <i>Engels, Armies, and Revolution</i> , 67-86. James H. Billington, <i>Fire in the Minds of Men</i> , 234-42. Primary: Marx and Engels, "Insurrection as an Art."
9	The Late Nineteenth Century: Ideological ferment and terrorism	James H. Billington, <i>Fire in the Minds of Men</i> , 346-56 and 405-442. Primary: Engels, "The Tactics of the Barricade."
<b>10</b>	<b>WPR #1</b>	

**Subcourse II: Revolutionary Warfare in Transition: National, Anticolonial, and Marxist Revolutions of the Early and Mid-Twentieth Century**

LN	Topic	Reading
11	The Age of Imperialism: Context	Ian Beckett, <i>Modern Insurgencies and Counter-insurgencies</i> , 1-20; 24-51
12	Background to the Russian Revolution: Theory, Strategy, and Tactics ( <b>Guest Lecturer?</b> )	Bernard Semmel, <i>Marxism and the Science of War</i> , 19-30. Primary: Lenin, "The Lessons of the Moscow Uprising of 1905," "On Guerrilla Action."
13	The Russian Revolution: Coup and Consolidation	Theda Skocpol, <i>States and Social Revolutions</i> , 206-218. Christopher Read, <i>From Tsar to Soviets</i> , 121-42.
14	The Russian Civil War	Read, <i>From Tsar to Soviets</i> , 180-98, 258-72, 283-87. Primary: Lenin, and Trotsky, "On Clausewitz." Trotsky, "On the Discipline and Function of the Army," "The Danger of Generalizing a Guerrilla Strategy," and "Guerrilla Warfare: Positionalism and Attack."
15	The Chinese Revolution: National Context and Experience ( <b>Guest Lecturer?</b> )	Theda Skocpol, <i>States and Social Revolutions</i> , 236-64. Primary: Mao Tse-Tung, "Report on an Investigation of the Peasant Movement in Hunan, March 1927," 274-81.
16	The Chinese Revolution: Local Context and Experience	Elizabeth J. Perry, "Rebels Meet Revolutionaries," 208-47.
17	The Chinese Revolution: Maoist Military Theory	John W. Woodmansee, Jr., "Mao's Protracted War: Theory vs. Practice," 30-45.
18	The Chinese Revolution: Mao in retrospect and the Chinese Civil War	Edward L. Dreyer, <i>China at War</i> , 350-61. Consider also: Edward O'Dowd and Arthur Waldron, introduction to <i>Mao Tse-Tsung: On Guerrilla Warfare</i> , 3-30.
19	The Arab Revolt	T.E. Lawrence, "The Evolution of a Revolt;" Abdallah Frangi, <i>The PLO and Palestine</i> , 56-65. <b>Might consider using something from David M. McKale's <i>War by Revolution</i></b>
20	Strategy and Tactics for Anti-colonial Insurgency: Palestine	David A. Charters, <i>The British Army and Jewish insurgency in Palestine, 1945-47</i> , 42-83. Beckett, 86-109.
21	The Philippine Insurrection	Max Boot, <i>Savage Wars of Peace</i> , 99-129.
22	Research Period	None
23	<i>The Huk Rebellion</i>	Gerard Chaliand, <i>Guerrilla Strategies</i> , 88-107; Lomperis, 173-197
24	<b>WPR # 2</b>	None

**Subcourse III: Revolutionary Warfare in the Decolonizing and Postcolonial World since 1950**

LN	Topic	Reading
25	Post-World War II turmoil	Beckett, 109-147.
26	People's War in Vietnam: The Vietminh and the War of Liberation	Douglas Pike, "The Vietminh Legacy," 30-55 Chaliand, 108-132 or 299-309
27	The Dilemmas of Counterinsurgency:	<b>None.</b>

	France in Indochina	
28	The Dilemmas of Counterinsurgency: Terror in Algeria	Charles R. Shrader, <i>The First Helicopter War</i> , 143-57. Beckett, 151-52, 159-168. <b>Movie: "The Battle of Algiers, Part I."</b>
29	New Strategies: Terror in Algeria	Alistair Horne, "The French Army and the Algerian War, 1954-1962," in <i>Regular Armies and Insurgency</i> , ed. Ronald Haycock, 69-82. Chaliand, 133-140, 274-281. <b>Movie: "The Battle of Algiers, Part II."</b>
30	Algeria in retrospect	None.
31	African Wars of National Liberation: Guinea-Bissau	Chaliand 186-216; Robert Blackey, "Fanon and Cabral," <i>The Journal of Modern African Studies</i> , Vol. 12, No. 2. (Jun., 1974), 191-209.
32	African Revolutions: Variations	Beckett 128-147; Chaliand 141-163 or 163-173 or 225-238.
33	Latin American Revolutions: The Failure of Focoism	Chaliand 173-185 or 216-225 or 282-298; Beckett 168-174, 204-209.
34	Latin American Revolutions: Urban Insurrection	Chaliand 317-323; Beckett 174-180.
35	Roots of Terrorism: Late 20 <sup>th</sup> Century	<b>Papers Due; Movie</b> History Channel's "100 Years of Terror," sections of parts III and IV
36	The PLO: Context, Local and International	Abdallah Frangi, <i>The PLO and Palestine</i> , 81-127, and 183-89; Chaliand 324-327.
36a	Radical Islam: Sayyid Qutb	Consider: Emanuel Sivan "The Islamic Resurgence: Civil Society Strikes Back," <i>The Journal of Contemporary History</i> , Vol 25, Issue 2/3, (May-Jun 1990), 353-364; Better still is Hilal Khashan "The New World Order and the Tempo of Militant Islam," <i>British Journal of Middle Eastern Studies</i> , Vol 24, Issue 1, (May 1997), 5-24; Recommend an article on Qutb such as portions of Shabrough Akhavi's "The Dialectic in Contemporary Egyptian Social Thought," <i>International Journal of Middle East Studies</i> , Vol 29, Issue 3, (Aug 1997), 377-401.
37	The Intifada	Charles D. Smith, <i>Palestine and the Arab-Israeli Conflict</i> , 290-319 or Bard E. O'neill, "The Intifada in the Context of Armed Struggle," in <i>The Intifada: Its Impact on Israel, the Arab World, and the Superpowers</i> , edited by Robert O. Freedman, 37-69 or Kenneth W. Stein "The Intifada and the 1936-39 Uprising: A Comparison," <i>Journal of Palestin Studies</i> , Vol 19, Issue 4, (Summer, 1990), 64-85.
38	The Iranian Revolution	Nikki R. Keddie, "Iranian Revolutions in Comparative Perspective," <i>The American Historical Review</i> , Vol 88, Issue 3, (Jun 1983), 579-598; Ervand Abrahamian, "'Ali Shari'ati: Ideologue of the Iranian Revolution," <i>MERIP Reports</i> , Issue 102, Islam and Politics, (Jan 1982) 24-28.
39	Soviet Quagmire: Afghanistan	Chaliand? Lester Grau?
39a	Ethnic Nationalism and other complications	Beckett, 213-233, 236-250.
40	Al Qaeda	Lamis Andoni, "Searching for Answers: Gaza's Suicide Bombers," <i>Journal of Palestine Studies</i> , Vol 26, Issue 4, (Summer 1997), 33-45; Ann Lesch, "Osama Bin Laden: Embedded in the Middle East Crises," <i>Middle East Policy</i> , Vol. IX, no. 2, June 2002, 82-89.



## 4. Terrorism and Genocide

DR. MICHAEL W. SMITH  
SAINT ANSELM COLLEGE

SO50  
THE SOCIOLOGY OF TERRORISM  
AND GENOCIDE

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St. Anselm College is an independent, private, liberal arts college affiliated with the Roman Catholic, Order of Saint Benedict. Located on a 400-acre residential campus in the southern New Hampshire city of Manchester, it was founded in 1889. It offers 29 majors for 1,956 undergraduates with 164 faculty and a student faculty ratio of 14:1. Students come from 27 states and 16 countries. A traditional liberal arts programs boasts a 51 percent female and a 49 percent male gender ratio. In contrast there is a 95 percent female and 5 percent male gender mix in the nursing program. Eighty-eight percent of students reside on campus. Sociology majors take 11 required courses. The sociology program "is structured to offer emphasis in either general sociology or social welfare" (<http://www.anselm.edu/internet/sociology/courses.html>, 2003). Eight sociology faculty teach 22 courses. The Sociology of Terror and Genocide appears to be a special topics course taught in sociology.

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SAINT ANSELM COLLEGE  
DEPARTMENT OF SOCIOLOGY  
*Spring Semester 2002*  
Tuesday 6:00-8:30 p.m.

*Dr. Michael W. Smith*  
Bradley Hall, Room 126

Special Topics: The Sociology of Terrorism and Genocide

*Political passions have bathed the earth in blood: kings, emperors, aristocracies, democracies, republics, all governments have resorted to murder out of political considerations, these from the love of power, those from the hatred of royalty and aristocracy, in one case from fear, in another from fanaticism.*

---Louis Proal, Political Crime [1898]

*The tree of liberty must be refreshed from time to time with the blood of patriots and tyrants.*

---Thomas Jefferson "Letter to William Stevens Smith," 1787

September 11, 2001, and its ongoing aftermath, has forever changed our domestic, as well as international, landscape and way of life. Most of us were here on campus that day when the human missiles were propelled into the World Trade Center, the Pentagon and, tragically and heroically into a field in Pennsylvania.

Political crimes refer to criminal activity committed for ideological purposes [Hagan, 1994]. Such crimes may take one of two forms: crimes by government and crimes against government. Crimes by government include violations of human rights, civil liberties, illegal enforcement of laws and genocide. Crimes against government may range from different forms of protests to espionage, assassination and terrorism.

The focus of this course will be a comparative, historical and sociological analysis of the political crimes of genocide and terrorism. Through course readings, assignments and films, the student will examine the ideological justifications proffered by the perpetrators of terrorism and genocide, as well as the response by victims, governments and international forums [United Nations, the Hague International War Crimes Tribunal, etc.] to these political crimes.

## REQUIRED READINGS

*Terrorism: An Introduction* - Jonathan R. White ["W"] 2002. Belmont, CA: Wadsworth.

*Prosecuting War Crimes and Genocide* - Howard Ball ["B"] 1999. Lawrence, Kansas: U. Kansas Press

*Love Thy Neighbor* - Peter Maas ["M"] 1996. N.Y.: Random House.

**Reader** – Each of you will receive a packet of readings that I have selected for this course. They are numbered in the packet and are referenced by “R” and the number in the attached course schedule.

**BLACKBOARD** - On the Thursday before each upcoming Tuesday night class, I will either post additional materials for that class on our course site or e-mail them to you. You are responsible for any and all materials posted or e-mailed to you from **BLACKBOARD**.

## GRADING

Class Participation: 10 %  
Assignments: 45 %  
Final Exam: 45 %

## ASSIGNMENTS

You will be required to complete written assignments. You will submit the assignment **on the date required** and all written assignments shall follow ASA format.

## LEARNING NEEDS

It is your responsibility to let me know the first week of this course whether you have specific learning needs. I will make the proper referral to the College to assist you in receiving reasonable accommodations to continue in this course.

## CLASS ATTENDANCE AND PARTICIPATION

As an active participant in this course you must be physically and mentally present and prepared for class. Suffice to say, you are academically responsible for anything that transpires in class.

### Spring 2002 Course Schedule

1/16 *Basic Concepts Associated: Sociology of Terrorism & Genocide*  
W – Ch. 1-3

1/23 *What Motivates Terrorists?*  
W – Ch. 4-5

R – 1 Perdue, Robert - “The Ideology of Terrorism.”  
R – 2 Hamm, Mark S - “Conceptualizing Hate Crime in a Global Context”.  
R – 3 Morgan, Robin - “Official Terrorism: The State of Man.”  
R – 4 Laquer, Walter - “Religion and Terrorism.”  
R – 5 Morgan, Robin - “The Love-Death: Religion, Philosophy and Aesthetics.”

- R – 5A Laquer, Walter. “Terrorist Motives: Marx, Muhammed, and Armageddon.”
- 1/30 ***Domestic Terrorism***  
2/12 W – Ch. 13-14
- R – 6 Bush, U.S. President George - “Military Order: Detention, Treatment and Trial of Certain Non-Citizens in the War Against Terrorism.”
- R – 7 Perl, Raphael - “Terrorism, the Future, and U.S. Foreign Policy.”
- R – 8 Armstrong, Karen- “Was it Inevitable? Islam through History.”
- Film: “9/11”**
- 2/12 ***The Origins of European Terrorism***  
W – Ch. 6 & 11
- R – 9 Hagan, Frank - “Crimes against Government: International Terrorism.”
- 2/19 ***Middle Eastern Terrorism***  
2/26 W – Ch. 7, 9-10
- R – 10 Morgan, Robin - “What Do Men Know About Life: The Middle East.”
- R – 11 Rashid, Ahmed - “Challenging Islam: The New-Style Fundamentalism of the Taliban.”
- R – 12 Rashid, Ahmed - “A Vanished Gender: Women, Children and Taliban Culture.”
- Film: “Beirut to Bosnia: The Martyr’s Smile”**
- 3/5 **Spring Break**
- 3/12 ***Nationalistic & Ethnic Terrorism***  
W – Ch. 8 & 12
- 3/19 ***War Crimes & Genocide: The Holocaust & the Nuremberg Trials***  
3/26 B – Ch. 1-3
- R – 13 Hagan, Frank - “Crimes by Government: Secret Police, Human Rights and Genocide.”
- Films: “Triumph des Willens”  
“Nazi Concentration Camps”**
- 4/2 ***Armenian, Rwandan & Cambodian Genocides***  
B – Ch. 4 & 6
- Film: “Terror in the Mine Fields”**
- 4/9 ***The Balkans & Ethnic Cleansing***  
4/16 B – Ch. 5
- M – The entire book.
- Films: “Pretty Village, Pretty Flame”  
“Beirut to Bosnia: To the End of the Earth”**
- 4/23 ***Prosecuting War Criminals & Terrorists: Cambodia, Rwanda & Bosnia***  
B – Ch. 6-7
- R – 14 The Prosecution of the Tribunal against Sloban Milosovevic, Milam Milutinovic, Nikola Sainovic, Dragoljub Ojdanic, and Vljako Stoljljkovic, Second Amendment Indictment.
- R – 15 Carrassco, Maria del Carmen Marquez and Joaquin Alcaide Fernandez – “In

*Re Pinochet.*”  
Reydams, Luc - “*In Re Pinochet.*”  
Stern, Bridgitte - “*In Re Pinochet.*”  
Chinkin, Christine - “*In Re Pinochet.*”

4/30

***The Future of Terrorism & Genocide***

**B** – Ch. 8

**R** – 16

Laquer, Walter - “Terrorism of the Future.”

**R** – 17

Clark, Wesley - “Waging the New War: What’s Next for the U.S. Armed Forces.”

**Appendix A – BlackBoard Websites**

**Genocide - Armenian**

Armenian National Institute ... Organization dedicated to the study, research, and affirmation of the Armenian Genocide by the Turks during World War I.

<http://www.armenian-genocide.org/>

Three Fact Sheets on Armenia, Karabagh, and the Armenian Genocide. Bibliographies on the Armenian Genocide.

<http://www.umd.umich.edu/dept/armenian/facts>

HyeEtch: Armenian Genocide

Compilation of articles & book excerpts, including cademic overview and eyewitness accounts.

<http://www.hyeetch.nareg.com.au/genocide>

Scholars Debate Motives for Armenian Genocide

<http://www.gomidas.org/forum/af2gen.htm>

Armenian Genocide - Provides articles, fact sheets, and photographs depicting the atrocious crimes committed against the Armenians in 1915 by Ottoman killers.

<http://www.hr-action.org/armenia>

April 24, 1915-2001 86th Anniversary of Armenian Genocide

This website is dedicated to the memory of the victims of the First Genocide of the 20th Century, carried out by Ottoman Turks against it's Armenian Christian population in period from 1890 to 1920. More than 1,500,000 lives were starved to death or killed.

<http://www.15levels.com/24.April>

**Genocide – Cambodian**

Cambodian Genocide Program -- Yale University's study of the Cambodian genocide between 1975 and 1979, in whichat least 1.7 million people (20% of the entire population) lost their lives.

<http://www.yale.edu/cgp>

The Dith Pran Holocaust Awareness Project, Inc. --- Founded by Dith Pran, whose war time story was portrayed in the movie, The Killing Fields, it aims to educate American students about the Cambodian genocide. Goals, information, news, and links.

<http://www.dithpran.org>

The Documentation Center of Cambodia

Non-profit international non-governmental organization by Yale University's Cambodian Genocide Program to facilitate training and field research in Cambodia.

<http://www.bigpond.com.kh/users/dccam.genocide>

### **Genocide – Rawandan**

Columbia University research site for Rwanda Genocide.

<http://www.google.com/univ/columbia/rawanda>

University of Pennsylvania research site for Rwanda Genocide.

[http://www.sas.upenn.edu/africa\\_studies/country/rawanda](http://www.sas.upenn.edu/africa_studies/country/rawanda)

### **Holocaust**

Center for Holocaust & Genocide Studies - academic endeavor designed to assist in the development of Holocaust and genocide education.

<http://www.chgs.umn.edu>

United States Holocaust Memorial Museum - reconstructing the history of the Holocaust through multiple media.

<http://www.ushmm.org/>

Fortunoff Video Archive for Holocaust Testimonies - collection of thousands of videotaped interviews with witnesses and survivors of the Holocaust.

<http://www.library.yale.edu/testimonies/>

Jan Karski: A Hero of the Holocaust - writings of the Polish underground agent who brought some of the first news of Hitler's extermination policy to the West in 1942.

<http://remember.org/karski/karski.html>

Holocaust History Project

<http://www.holocaust-history.org/>

Voice Vision: Holocaust Survivor Oral Histories - transcripts of interviews with over 150 survivors.

<http://holocaust.umd.umich.edu/>

Holocaust Timeline - comprehensive chronology with text and photos.

<http://www.historyplace.com/worldwar2/holocaust/timeline.html>

Jewish Virtual Library: The Holocaust - collection of articles and original documents pertaining to all aspects of the Holocaust.

<http://www.us-israel.org/jsource/holo.html>

Holocaust Assets - historical study of U.S. and Allied efforts to recover and restore gold and other assets stolen or hidden by Germany during World War II. From the U.S. Department of State.

<http://www.state.gov/www/regions/eur/holocausthp.html>

## **Islam & Terrorism**

How Islam and Politics Mixed By Saad Mehio

<http://www.nytimes.com/2001/12/02/opinion/02MEHI.html?todayshadlines>

Thomas Friedman – Religious Totalitarianism, an internationally acclaimed author of eighteen novels, John LeCarre is also an astute political observer. In an exclusive essay published in the November 19, 2001 issue of The Nation, LeCarre insists that the US's current war on terrorism, rather than vanquishing the terrorist threat, is in fact likely to increase it.

<http://www.nytimes.com/2001/11/27/opinion/27FRIE.html?todayshadlines=&pagewanted=print>  
<http://www.thenation.com/doc.mhtml?i=20011119&s=lecarre>

## **Terrorism - Domestic**

FindLaw <http://news.findlaw.com/legalnews/us/terrorism/index.html>

A special page on The Nation website, September 11 material, including web articles & links.

<http://www.thenation.com/special/wtc/index.mhtml>

US v. Zacarias Moussaoui (Dec. 2001)  
Indictment Alleging Suspect Involved In Sept. 11 Conspiracy [PDF]

<http://news.findlaw.com/hdocs/docs/terrorism/moussaoui1201.pdf>

JOANNE MARINER | Our Many And Varied Wars Against Terrorism

In Part Two of a two-part series, human rights attorney Joanne Mariner discusses the difficulty in reaching an international consensus on the definition of terrorism.

<http://writ.news.findlaw.com/mariner/20020121.html>

## **Terrorism – International**

Suspect Calls Malaysia a Staging Area for Terror Attacks --- An operative of Al Qaeda provided new evidence to show that the Southeast Asian nation was a major staging area for the

Sept. 11 terror attacks.

<http://www.nytimes.com/2002/01/31/national/31INQU.html?todaysh headlines>

### **War Tribunals – Military**

MARCI HAMILTON | Liberals' Hypocrisy Over Military Tribunals: Why The Liberals Who Fought For Discretion During The Clinton Administration Should Continue To Do So Now

Cardozo law professor Marci Hamilton offers a new perspective on the controversy over the Bush Administration's use of military tribunals.

<http://writ.news.findlaw.com/hamilton/20011206.html>

Laying Down The Law - Lawyers To Consider Stand On Military Tribunals

The American Bar Association's policy-making body is exploring a proposal to back President Bush's order authorizing military tribunal also in the U.S.-led war on terror if steps are taken to ensure fairness.

<http://news.findlaw.com/politics/s/20020130/lawyersdc.html>

MICHAEL DORF | What Is An "Unlawful Combatant," And Why It Matters: The Status Of Detained Al Qaeda And Taliban Fighters

Columbia Law School Vice Dean and professor Michael Dorf clarifies the legal status of the al Qaeda and Taliban detainees at Guantanamo Bay.

<http://writ.news.findlaw.com/dorf/20020123.html>

JOHN DEAN | Military Tribunals: A Long And Mostly Honorable History

Former counsel to the President John Dean discusses the historical use of military tribunals. Drawing his examples from the Mexican-American War, the Civil War, and FDR's Presidency,

<http://writ.news.findlaw.com/dean/20011207.html>

### **War Tribunals - International**

ACHIEVING JUSTICE BEFORE THE INTERNATIONAL WAR CRIMES TRIBUNAL:  
CHALLENGES FOR THE DEFENSE COUNSEL MARK S. ELLIS\*

<http://www.law.duke.edu/journals/djcil/articles/djcil7p519.htm>

JOANNE MARINER | Milosevic, NATO And The Serbs: Whose Trial, Whose Crimes?

Human rights attorney Joanne Mariner discusses Slobodan Milosevic's defense in his ongoing war crimes trial at The Hague.

<http://writ.news.findlaw.com/mariner/20020218.html>

Prosecutor v. Slobodan Milosevic et al. (Oct. 29, 2001)  
Second Amended Indictment By Int'l War Crimes Tribunal [PDF]

<http://news.findlaw.com/cnn/docs/icty/milosevic2amdindict102901.pdf>



Milosovic 3 charges

<http://www.nytimes.com/2001/11/24/international/24MILO.html?searchpv=past7days>

MICHAEL DORF | Can One Nation Arrest The Foreign Minister Of Another?  
The World Court Says No

Columbia Law School Vice Dean and professor Michael Dorf discusses an important recent ruling by the International Court of Justice.

<http://writ.news.findlaw.com/dorf/20020220.html>

I taught this course at California State University, Hayward as a weekly 3.5 hour seminar to undergraduate seniors and some first year graduate students. Hayward is a four-year university. Although Sociology is popular B.A. major at our university, at this point our graduate program is small. We offer only a terminal M.A. degree in Sociology. There were 10-12 students in the Sociology of Terrorism class that I taught. I have also taught this class to larger classes of 30 students, but with a greatly reduced reading load.

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**California State University, Hayward  
Department of Sociology**

**SOCIOLOGY OF TERRORISM**  
IN HISTORICAL AND INTERNATIONAL PERSPECTIVE

**SOCIOLOGY 4800 – TOPIC SEMINAR**  
(Call # 11950 01)

**Fall Quarter, 2002**

John Dale  
Lecturer

Office: Meiklejohn 3118  
Office Hrs: T, W, 6-6:30 pm and 10-10:30 pm  
S, 8:30-9:00am and 12:30-1pm, or by appt.  
E-mail: [jdale@csuhayward.edu](mailto:jdale@csuhayward.edu)

Tel. (415) 576-9536 (h)  
(510) 885-3199 (o)

**Class meetings:** MI 3115, Saturdays 9:00 am-12:30 pm.

### **COURSE DESCRIPTION**

Prior to September 11<sup>th</sup>, the United States was fervently rallying other states around the world to open their national borders to potentially global flows of finance, commodities, information, images, ideas, migrants, and tourists. Today, however, chants of “globalization” have been hushed by a new tone emanating from Washington, DC. Today’s buzzword is “global security.” We are being told that, if necessary, citizens must be ready to sacrifice many of their civil liberties in order to make room for the kinds of technologies, practices, and policies that are necessary to fend the threats of terrorism. In particular, the United States is mobilizing resources on an international scale to target what it has defined as “transnational networks of terrorism,” blurring the boundaries between “domestic” and “foreign” threats. What are they? What’s new and what’s not about these networks of terrorism? How would we know one if we saw one? What kind of globally “secure” village are we creating?

The “National Security Strategy for the United States – 2002” recently proposed by the Bush Administration has framed domestic debate around the question of whether or not the suspension of civil rights and costs of preemptive international military campaigns are worth the benefits of living in a world free of terrorism. But, framing the debate in this way has squelched a more fundamental question: whether or not such a foreign policy will serve only to produce more terrorism.

In addition to such immediate questions, these changes that we are so eagerly making in the name of fighting “terrorism” raise some deeper questions: Under what social conditions is the political violence of terrorists to be

distinguished from that of mobs, rioters, rebels, revolutionaries, activists and protesters, or soldiers? What distinguishes the political violence used in the name of terrorism from that used in the name of counterterrorism? What distinguishes state terrorism (e.g., the pogroms of Stalin, the government-supported death squads in El Salvador, the genocidal killings of the Khmer Rouge in Cambodia or of the State Law and Order Restoration Council in Burma, the ethnic cleansing in Bosnia and Kosovo, the government spurred violence of the Hutus and Tutsis in Central Africa, and the atrocities committed by the United States during the Vietnam War) from religious terrorism, anti-corporate terrorism, technological terrorism, narcoterrorism, or cyber-terrorism?

This discussion-based course presents several competing theories of terrorism to examine the social processes and relationships through which terrorist identities and organizations are produced, and the role that culture and power play in their formation. Surveying numerous contexts of terrorism that vary over time and place, and in scope and scale, we will explore such issues as how terrorists justify their violence; how they strategically choose their targets and deploy symbolism; how they finance their operations; how they recruit and mobilize their followers; and how their mode of attack and their type of target affect their expression of terrorism, as well as the social and political responses to it. We will also compare how states differently regulate and impact transnational networks of *terrorists* from those of *corporations* and *activists for social and political change* (around such issues of human rights, corporate governance, women's rights, labor rights, and environmental rights).

## REQUIRED TEXTS

*Inside Terrorism* by Bruce Hoffman

*Inside Al Qaeda: Global Network of Terror* by Rohan Gunaratna

*Forbidden Truth: U.S.-Taliban Secret Oil Diplomacy and the Failed Hunt for Bin Laden* by Jean-Charles Brisard & Guillaume Dasquié

*Resource Rebels: Native Challenges to Mining and Oil Companies* by Al Gedicks

*The Management of Islamic Activism: Salafis, The Muslim Brotherhood, and State Power in Jordan* by Quintan Wiktorowicz

*Networks and Netwars: The Future of Terror, Crime, and Militancy*  
by John Arquilla and David Ronfeldt

*The Cyclist* (a novel) by Viken Berberian

## COURSE FORMAT AND GRADES

There will be no exams or research papers in this course. Instead, you will be required to keep an ongoing portfolio throughout the quarter that includes weekly submissions of newspaper, magazine, or journal articles on terrorism. Alternatively, you may submit one or more political cartoons (for an excellent resource archiving thousands of relevant, up-to-date cartoons from around the world, see <http://cagle.slate.msn.com/main.asp>). You will write a 2-3 page well-written summary and analytical response each week to the article or cartoon(s) that you submit. Your analysis should incorporate aspects of our discussions and readings. You might think of this portfolio as a way of creating an extended critical dialogue with the class. Your articles should be carefully chosen, and the overall content of your portfolio should reflect a well-balanced range of examples of different kinds of terrorism, targets, and activities. You will be required to submit this portfolio three different times during the course of the quarter. Once in the third week, once in the seventh week, and once at the end of the quarter. The portfolio is cumulative. You are not permitted to substitute new content that has been already graded. However, your subsequent analyses can refer to early submissions – framing them in a new light (which can improve your grade). Also, your subsequent selection of articles can give new meaning to the articles that you have already submitted. *When you*

submit your final portfolio at the end of the course, it should include a table of contents and a short 3-page introduction to the overall theme(s) and major points organizing your selection of articles on terrorism. This introduction should also include a brief statement about what you have learned about terrorism in this course or what you found most compelling or interesting. Be sure to include all of your articles and/or cartoons and analyses (including previously graded submissions when you turn in your final portfolio..

In addition to your portfolio, you will have a participation grade. Your participation will be based upon not only your attendance, but your participation in class discussion of weekly readings and in-class films, and the quality of your contributions. You will also be evaluated on your ability to constructively generate discussion among the class by providing interesting examples, analyses, or commentary. The point is not to constantly strive to be in the limelight of discussion, but rather to play a constructive role through your qualitative contributions (as well as through your ability to play a supportive role as a facilitator of discussion.

Grading:

- Portfolio Submission #1 - (Oct 12) (2 articles or cartoons + analyses) - 15 %
- Portfolio Submission #2 - (Nov 09) (4 articles or cartoons + analyses) - 30 %
- Portfolio Submission #3 - (Dec 14) (2 articles or cartoons + analyses + table of contents + introduction to your portfolio) - 35 %
- Participation - 20 %

Grade	A+	A	A-	B+	B	B-	C+	C	C-	D	F
Points	100-97	96-94	93-90	89-87	86-84	83-80	79-77	76-74	73-70	69-60	Below 60

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**Schedule of Assignments**

Sep 28: COURSE INTRODUCTION AND OVERVIEW.

**Lecture:** Defining Terrorism; Changing Meanings of Terrorism; Changing Forms of Terrorism; Competing Typologies: Strengths and Weaknesses.

Oct 05: THE TRANSFORMATION OF TERRORISM: FROM NATIONALIST TO INTERNATIONALIST

Rd. Bruce Hoffman, *Inside Terrorism*, “Ch. 1: Defining Terrorism;” “Ch. 2: The Post-colonial Era: Ethno-nationalist/Separatist Terrorism;” and “Ch. 3: The Internationalization of Terrorism.”

**Discussion of Reading**

**Film:** *The Battle of Algiers*

[http://film.guardian.co.uk/Century\\_Of\\_Films/Story/0,4135,345300,00.html](http://film.guardian.co.uk/Century_Of_Films/Story/0,4135,345300,00.html)

Oct 12: HOLY WARS, ROGUE STATES, AND THE ADVENT OF NETWAR

Rd. Bruce Hoffman, *Inside Terrorism*, “Ch. 4: Religion and Terrorism;” “Ch. 5: Terrorism, the Media and Public Opinion;” “Ch. 6: The Modern Terrorist Mindset: Tactics, Targets and Technologies;” and “Ch. 7: Terrorism Today and Tomorrow.”

-and-

Rd. Arquilla and Ronfeldt, *Networks and Netwars*, Ch.1

Portfolio Submission # 1

**Lecture:** Reconsidering Hoffman's Distinction between Religious and Political Terrorism; What Difference Does Public Opinion Make? Demonization and Netwars

**Film:** *The Panama Deception*

<http://www.lib.berkeley.edu/MRC/CineastePanamaDeception.html>

**Film:** *The Hidden Wars of Desert Storm*

<http://hiddenwars.org/>

Oct 19: *AL QAEDA: CASE STUDY OF A "TRANSNATIONAL TERRORIST NETWORK"*  
Rd. Rohan Gunaratna, *Inside Al Qaeda: Global Network of Terror*

**Discussion of Reading and Film.**

**Film:** *The Truth & Lies of 9-11*

<http://www.fromthewilderness.com/>

Ever since the horrifying deaths of thousands on September 11, in the attacks on the World Trade towers and the Pentagon, disturbing questions have been raised about the possible involvement of some parts of the U.S. security apparatus or Administration. These questions have been supported by extensive circumstantial evidence and are currently being investigated by several U.S. Congressional Committees. Furthermore, the U.S. media have reported on the well known relationship which exists between President George W. Bush, the Carlyle Group, several oil companies and the Bin Laden Family.

As yet, there is not conclusive proof either of the correctness or error of such allegations with respect to potential U.S. involvement in the events of September 11, 2001. Accordingly, while I take no position as to their truth, the matter is an important one. Thus, however dismaying these propositions may be, it seems incumbent to understand the arguments in this regard. For this reason we will be viewing the film by Michael Ruppert entitled "Truth and Lies of 9-11".

Michael Ruppert has been one of those arguing that the case is strong for some kind of complicity. The film records a lecture he gave in Portland State University on November 28. It goes over much of the evidence and the known relationships between some of the principle figures using verifiable sources for his statements.

Oct 26: ROGUE CORPORATIONS AND STATE-SPONSORSHIP

Rd. Jean-Charles Brisard & Guillaume Dasquié, *Forbidden Truth: U.S.-Taliban Secret Oil Diplomacy and the Failed Hunt for Bin Laden*;

-and-

Al Gedicks, *Resource Rebels: Native Challenges to Mining and Oil Companies*, "Ch 1. Scouring the Globe;" and "Ch. 2. Big Oil, the Environment, and Human Rights."

**Film:** *New Rulers of the World*

<http://www.bullfrogfilms.com/catalog/new.html>

**Discussion of Reading and Film.**

Nov 02: STATE POWER AND THE MANAGEMENT OF COLLECTIVE ACTION

Rd. Al Gedicks, *Resource Rebels: Native Challenges to Mining and Oil Companies*, "Ch. 5: Silencing the Voice of the People: How Mining Companies Subvert Local Opposition."

-and-

Quintan Wiktorowicz, *The Management of Islamic Activism*, pp. 1-82.

### **Discussion of Reading**

Nov 09: CULTURAL DIMENSIONS OF NETWORKS: DISCOURSE, NARRATIVES, AND SYMBOLS: CASE STUDIES OF VIOLENCE-PRONE NETWORKS

Rd. Arquilla and Ronfeldt, *Networks and Netwars*, Chs. 2-4.

### **Discussion of Reading.**

**Lecture:** Human Smuggling, Transnational Networks, and the Role of the State

**Film:** *Sacrifice*

<http://www.brunofilms.com/sacrifice.html>

Nov 16: COUNTER- (INTERNATIONAL) TERRORISM, HOMELAND SECURITY, AND CIVIL LIBERTIES/RIGHTS

Rd: "Civil Liberties, R.I.P." --

San Francisco Bay Guardian Cover Story, Sept. 11, 2002

[http://www.sfbg.com/36/50/cover\\_civil\\_liberties.html](http://www.sfbg.com/36/50/cover_civil_liberties.html)

In addition to some of the articles below, you can find many useful articles for your portfolio analyses at [http://www.villagevoice.com/specials/civil\\_liberties/](http://www.villagevoice.com/specials/civil_liberties/)

Alisa Solomon, "Things We Lost in the Fire"

<http://www.villagevoice.com/issues/0237/solomon.php>

Chisun Lee, "Open-and-Shut Cases"

<http://www.villagevoice.com/issues/0236/lee.php>

Nat Hentoff, "Citizens Will Not Become Informants"

<http://www.villagevoice.com/issues/0232/hentoff.php>

Chisun Lee, "Rounding Up the 'Enemy'"

<http://www.villagevoice.com/issues/0231/lee.php>

Erik Baard, "Buying Trouble"

<http://www.villagevoice.com/issues/0230/baard.php>

Nat Hentoff, "Remembering Why We Are Americans"

<http://www.villagevoice.com/issues/0228/hentoff.php>

James Ridgeway, "Court Jousts"

<http://www.villagevoice.com/issues/0225/ridgeway.php>

Nat Hentoff, "The Sons and Daughters of Liberty"

<http://www.villagevoice.com/issues/0226/hentoff.php>

Nat Hentoff, "Eying What You Read"

<http://www.villagevoice.com/issues/0208/hentoff.php>

**Discussion of Reading.**

**Lecture:** Forgotten Liberties: Corporate Personhood and the Campaign to Revoke Unocal's Corporate Charter

**Film:** *The Peasants vs. Unocal*

[http://abcnews.go.com/onair/nightline/transcripts/nl000328\\_trans\\_1.html](http://abcnews.go.com/onair/nightline/transcripts/nl000328_trans_1.html)

Nov 23: CULTURAL DIMENSIONS OF NETWORKS: DISCOURSE, NARRATIVES, AND SYMBOLS: CASE STUDIES OF CIVIL DISSENT IN NETWARS

Rd. Arquilla and Ronfeldt, *Networks and Netwars*, Chs. 5-7.

**Lecture:** Networks of Meaning and the Politics of Representation;  
“Fair Trade” vs. “Free Trade”: Challenging Neo-liberal Globalization

**Film:** *This Is What Democracy Looks Like*

<http://www.thisisdemocracy.org/index2.html>

Nov 30: **Thanksgiving Weekend – No Class**

Dec 14: MAKING SOCIOLOGICAL SENSE OF SUICIDE BOMBING

Rd. Viken Berberian, *The Cyclist*

**Film:** *Human Weapon*

<http://www.frif.com/new2002/hw.html>

**PROFESSOR MYRNA GOODMAN  
SONOMA STATE UNIVERSITY**

**SOCIOLOGY 305  
PERSPECTIVES ON THE  
HOLOCAUST AND GENOCIDE**

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Sonoma State University is a liberal arts university located 50 miles north of San Francisco in the California wine country. The school has an approximate enrollment of 7500 students. The University is dedicated to the liberal arts and sciences. SSU has a commitment to graduating students who have the ability to think critically and ethically and can effectively use information technology.

Sociology 305: Perspectives on the Holocaust and Genocide is the classroom component of the annual Holocaust Lecture Series. The average enrollment for this course is 100+ Juniors and Seniors. Students attend weekly lectures and participate in classroom discussion sections. The 20th annual Lecture Series is scheduled for the Spring 2003 semester.

This course qualifies as an upper division General Education course, but is also accepted for elective credit in the Sociology, History, Political Science, Anthropology, Nursing, Psychology, Liberal Studies, Criminal Justice, and Philosophy majors.

The course organizers believe that the idea, applications and experiences of genocide in history raise basic questions that arouse a variety of intellectual, emotional and ethical responses. By studying the Holocaust and other genocides, we deepen our understanding of human nature, of organized society, political leadership, democratic participation, and civilization, itself.

The Holocaust Lectures explore the dynamics of history's best-documented example of a systematic, deliberate brutalization and annihilation of one human group by another. Thus, German Nazis and European Jews serve as the central focus of this inquiry. From this central focal point, the lectures and discussions branch out into related conceptual and empirical areas showing how prejudice can escalate into genocide. The course lectures and readings reflect the faculty's concern for employing intellectual knowledge based on facts, evidence, critical thinking and emotional awareness in the service of effective ethical action to prevent genocide.

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**SOCIOLOGY 497-4  
SOCILOGY OF GENOCIDE: THE HOLOCAUST**

FALL 2002  
M-W 10:00-11:50 A.M.  
Instructor: Myrna Goodman  
Office Hours: M: 4-5; W: 1-2  
Phone: 664-4296

Rachel Carson Hall 10  
Office: Stevenson 2081  
Email: [myrna.goodman@sonoma.edu](mailto:myrna.goodman@sonoma.edu)

**COURSE OUTLINE**

Course Description:

Genocide is the deliberate mass murder of a social group, usually by a government or state. The Holocaust was an unprecedented modern genocide in which the perpetrators attempted to murder a entire group of people and extinguish its culture. We will anchor our examination and analysis of the Holocaust on the historical factors and sociological processes that characterized it. During the semester we will also investigate examples of genocide that occurred prior to the Holocaust and we will conclude with an overview of contemporary occurrences of genocide.



Course Goals and Learning Objectives:

By the end of the semester, students will:

- Understand the various and complex definitions of genocide.
- Understand how the processes that led to the Holocaust grew in a context where individuals remained silent and indifferent in the face of the oppression of groups who were defined as “other.”
- Understand how technological expertise and bureaucratic infrastructures can be used to implement destructive policies ranging from social engineering to mass death and genocide.
- Have a heightened awareness of how the potential for genocide in the contemporary world is facilitated through the uses and abuses of governmental power.
- Understand how state inaction, citizen silence and indifference in the face of human rights violations continues to lead to large-scale mass death.

Course Texts:

- Bauer, Yehuda. *A History of the Holocaust : Revised Edition*. Franklin Watts. 2001. (Bauer)
- Chalk, Frank and Kurt Jonassohn. *The History and Sociology of Genocide: Analyses and Case Studies*. Yale University Press. 1990. (CJ)
- Rohrich, Ruby (ed). *Resisting the Holocaust*. Berg. 1998. (RR)
- *Sociology 497: Sociology of Genocide. A Course Reader*.

IMPORTANT NOTE: The course texts are available at the SSU Bookstore. The Course Reader is on Reserve at the Main Desk on the first floor of the Schulz Information Center.

Course Assignments and Grading:

Reading Presentations/Critiques/ Discussion	20%
Response Papers (3)	20%
Take Home Midterm Exam	15%
Attendance and Participation	20%
Take Home Final Exam	25%

NOTE: To receive a passing grade in the class, students must complete ALL class assignments.

READING PRESENTATIONS/CRITIQUES/DISCUSSION:

During the semester each student will have the opportunity to present the main ideas in the assigned readings to the class, critique the central ideas or prepare 2 or 3 discussion questions for the class. The number of students in the class will determine the total number of presentations each student will be responsible for.

- When you are the Presenter, you will briefly summarize the main ideas from the assigned readings for the week for the class.
- Whenever you are the Critic, you will also be the class note-taker. You will open the class discussion following your note taking with a review summary of the preceding class presentations and discussion.
- When you are the Discussion Leader, you will be responsible for preparing 2 or 3 questions to focus the week’s discussion, and send it out to the rest of the class via the class Email ListServ the Friday night before class. These questions should focus discussions on the broad themes that run through the entire set of readings. The Presenter and Discussion Leader may wish to coordinate their activities.

Presentations, critiques, and discussion questions will not be graded per se, but will receive "check" grades if they are done adequately and on time. Your grade on this section of the course will count for 20% of your course grade. It will be an "A" if all your presentations are adequately completed on the day they are due.

Failure to complete a presentation on the day it is due will lower your grade in the course by one full grade. Students will evaluate presentations. I will read these evaluations and forward them to students after their presentations.

### Response Papers

Students will submit 2 page response papers on the three dates noted in the syllabus. Each response should explore the major issues raised by the ideas presented in the readings and address the interconnection between the readings and the broader issues we are studying this semester. We will discuss how to formulate response papers during the first three weeks of the course.

### Exams

There will be two take home exams. The midterm is due on October 14<sup>th</sup> and the final exam is due in class on December 16<sup>th</sup>.

### ATTENDANCE AND PARTICIPATION

You are expected to attend class and participate regularly in class discussions and to post messages to the class email listserve. Full participation also includes completing all weekly reading assignments.

Class attendance and participation will count as 20% of your final grade. Roll will be taken and unexcused absences will lower this section of your final grade. I will also lower the attendance and participation grade of students who are consistently late to class. There is no need to inform me when you are going to miss class unless circumstances require that you miss several classes.

### CLASS LISTSERV AND EMAIL

I will be creating a class email listserv to facilitate distribution of weekly reading discussion questions and class announcements. If you do not have an email address, please get one by the second week of class. You can set up your account at the IT Center in the Schulz Information Center. Note: Although the class will communicate regularly through email, I WILL NOT accept any assignments via email.

### ACADEMIC HONESTY

The policy of Sonoma State University is to discipline students who cheat or plagiarize. Any student who cheats or plagiarizes on any assignment or examination may be subject to sanctions up to and including expulsion from the University.

### Course Outline and Associated Readings

Week of:

8/28: Introduction to the Course.

9/4: Definitions and Conceptual Frameworks of Genocide.

Reading: C and J: Part I.

Course Reader: #1, #2, #3

9/9: Definitions and Conceptual Frameworks of Genocide: Part 2.

Reading: Course Reader: #4 and #5.

9/16: Genocidal Antecedents to the Holocaust Part I.

Reading: C & J, pp. 114- 138, 152- 172.

Course Reader: #6, #7 and #8.

9/23: Genocidal Antecedents to the Holocaust Part II.

Reading: C & J, pp.173-203, pp.249-289, 290-322.

Course Reader: # 9.

9/30: The Holocaust: Life Before the War: The Jews and Their Experiences.

Reading: Bauer, Chapters 1 and 2.

Course Reader: #11.

\*\*\*RESPONSE PAPER #1 DUE\*\*\*

10/7: Life Before the Nazi Seizure of Power.

Reading: Bauer, Chapters 3 and 4.

10/14: Germany Under the Nazis and the Evolution of Nazi Genocidal Policies.

Reading: Bauer, Chapters 5 and 6.

Course Reader #12 and 13.

\*\*\*TAKE HOME MIDTERM DUE\*\*\*

10/21: Everyday Life Under Nazi Rule.

Reading: Bauer, Chapters 7 and 8.

Course Reader: #14, #15, #16, #17, and #18.

10/28: The Final Solution, Perpetrators of the Holocaust, Obedience to Authority.

Reading: Bauer, Chapters 9 and 10.

\*\*\*RESPONSE PAPER #2 DUE\*\*\*

11/4: The Final Solution, Perpetrators of the Holocaust, Obedience to Authority.

Reading: Course Reader: # 19

Additional readings to be assigned.

11/11: Resistance and Rescue During the Holocaust I.

Reading: Bauer, Chapters 11 and 12.

Rohrlich, *Introduction*, #3, #5, #6, #8.

11/18: Resistance and Rescue During the Holocaust II.

Reading: Rohrlich, #9, #10, #12, #13.

\*\*\*RESPONSE PAPER #3 DUE\*\*\*

11/25: Legacies of the Holocaust.

Reading: Bauer Chapters 13 and 14.

Course Reader: #20, #21, #22, #23, #24.

12/9: Summing Up: Legacies of the Holocaust: Student Presentations.

Reading: Review reading assignment for 11/25.

12/16: Final Examination Due, 11:00-12:50 p.m.

## 5. Inequality and Conflict

Juniata College is a small (1400 students), liberal arts college located in Central Pennsylvania. The Peace and Conflict Studies program at Juniata has been active since 1972. The Gender and Conflict course is part of the Program of Emphasis (i.e., major) in Peace and Conflict Studies here at Juniata. It is an upper level course open to all students. Students usually range from sophomores to seniors and come from all disciplines. Typical course size is 20-25.

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**GENDER AND CONFLICT  
SYLLABUS: FALL 2002**

**PACS 305w**

Dr. Celia Cook-Huffman  
Oller Center  
Phone: 3465  
Office Hours: MWF 10:00 - 12:00  
email: [Cookhu@juniata.edu](mailto:Cookhu@juniata.edu)



The purpose of this course is to focus attention on the relationships that exist between gender and conflict. We will do this by exploring gendered conflicts - those, which arise from the cultural context within which we live and it's attendant social expectations of gender identification. Students will become familiar with a growing body of literature that has contributed to the theoretical understanding of gender and conflict in general, and more specifically their inter-relationship. The course will explore conflicts ranging from the proverbial "war between the sexes," and the particular experiences of women and men in conflict, to larger social conflicts involving issues of equality, oppression, patriarchy, and violence.

The class will be run as a seminar. This means a couple of things. First, lecturing will be kept to a minimum. The goal of the class is for all of us to learn together, through discussion. This means that everyone **must come to class prepared** to discuss the material for each session. Second, it means that you all will have significant input into the content of the course. Students will work in small groups on a research project and will present this research to the class. Each team will choose a topic and as a group, students will serve as facilitators/presenters for discussions.

Course discussions will focus on the following questions:

1. What is the conflict? How do you name and identify it?
2. How is this a gendered conflict?
3. What are its causes, manifestations and consequences?
4. What strategies for changes do you advocate?

**Required Texts:**

Angier, Natalie. 1999. *Woman*. New York, New York: Anchor Books.  
Hatty, Suzanne. 2000. *Masculinities, Violence, and Culture*. Thousand Oaks, CA: Sage Publications, Inc.  
Skjelsbaek and Smith. 2001. *Gender, Peace and Conflict*. Thousand Oaks, CA: Sage Publications, Inc.  
Tong. 1998. 2<sup>nd</sup> ed. *Feminist Thought*. Boulder, Colorado: Westview Press.

**Recommended Texts:**

Ferree, Lorber, Hess. 1999. *Revisioning Gender*. Thousand Oakes, CA: Sage Publications, Inc.

**Requirements:**

We will be utilizing Blackboard to support in-class activities. You will need to register for the class online, and use the online class to complete certain course assignments. This is also the place to go to find syllabus updates, class announcements, and a quick review of course requirements (the calendar), particularly additions or changes to required evening lectures.

1. Bulletin Board Postings -- Due by 5:00 p.m. Mon and Wed. Postings must address the course materials (readings, class discussions, videos) and can deal with each other's comments and current events. Posting should be unique, and online comments should be respectful, (as you would be if speaking to someone face to face). You are required to post at least once a week. You are also encouraged to read everyone's postings. Please do not use this bulletin board for non-class related discussions. If everyone posts on Wed. we will review this requirement

*The class is designed to be highly interactive. Therefore attendance and participation in class discussions is essential. Good discussion requires that you have read the assigned materials and reflected on them. Please come to class prepared.*

2. Analytic Thought Paper -- First Draft Due: Sept. 24  
This paper is designed to facilitate critical analysis and exploration of your own thought processes. It will serve as the mid-term examine. Details for this assignment are posted on the course Blackboard page. **Expect re-writes.**

3. Research Paper -- First Draft Due: Nov. 21  
Final Draft Due: Dec. 10  
The research paper should be 10 - 30 pages in length. It should provide an in depth exploration of a particular conflict which you believe is gendered in some way (or you may choose to analyze a gendered issue where conflict is absent but from your perspective should be present.) The paper should define the conflict, explore the interaction between gender and the issue at hand, and offer intervention strategies. Papers may/should be the same issue you have chosen for your class presentation and provide the background research for this presentation. You may do the paper as an individual or as a group.

4. Course Leadership -- DATE: TBA  
Students, working in groups, will be responsible for portions of the course throughout the semester. During "your" time you are responsible for 1) the course content 2) presentation of the material (lectures/ presentations/ discussions/ videos/ simulations) and 3) relevant readings. Readings must be given to the rest of the class at least one week prior to class discussions. You should plan to **meet with the professor regularly** to plan your sessions. If you present material yourself, the presentation should include a clear thesis, a residual message, clear main points and supporting material for each point. You should end with a summary of your conclusions.

5. Essays -- Essay 1: Due Oct. 10<sup>th</sup>  
Essay 2: Due Nov. 11<sup>th</sup>  
Two short essays will ask you to deal with particular readings/theories/topics that we encounter during the term. Think of them as mini take home exams.

**GRADING:**

Bulletin Board Posts	15%	Research Paper	25%	Thought Paper	20%
Essays	15 % each	Leadership	10%		

**Policies and Procedures:**

**Withdrawal:** Withdrawal is permitted up to the midpoint of the term (Oct. 12), *with permission of the instructor and your advisors*. Withdrawals will be recorded as WF or WP and are not calculated in your GPA. Withdrawal after the mid-term is not permitted except in unusual circumstances and requires a written approval from the faculty **and** the Registrar.

**Academic Honesty:** With the exception of the small group assignments, your work for this course must be your own. On any assignment, plagiarism and improper citation are unacceptable and subject to review by the academic judicial committee. Please review the "Philosophy and Principles of Academic Responsibility" and the Academic Honesty policy in the *Pathfinder*.

**Students with Disabilities** The Americans With Disabilities Act mandates accessibility in all aspects of the learning environment. If you have an identified disability and are in need of specific accommodations, please notify me at the start of the course.

**Tentative Course Schedule**

**Doing Gender**

**Week 1**

- 8/27 Introductions
- 8/29 Doing Gender

Readings: Nakano-Glenn: "The Social Construction and Institutionalization of Gender and Race" Chap. 1 pg. 3-13 in Ferree, Lorber, and Hess (FLH) (reserve)  
 Barker Ch. 6 "Issues of Subjectivity and Identity" pg. 165-170 & 179-187 (BB)  
 Barker Ch. 8 Sex, Subjectivity and Representation (BB)

**Week 2**

- 9/3 Doing Gender

Readings: S & S (Skjelsbaek and Smith) Ch. 2

**Connecting Gender and Conflict**

- 9/5 Defining Conflict

Readings: Lederach: *Building Peace*. Ch. 5/6 (BB)  
 Hatty Ch. 2

**Week 3**

- 9/10 Defining Gendered Conflict

Readings: hooks: "*Feminism is for Everybody*" Ch. 1  
 Brocke-Utne: *Feminist Perspectives on Peace and Peace Education*. Ch. 3 (on reserve) (skim after the model on pg. 47).  
 Byrne "Toward a Gendered Understanding of Conflict" (on reserve)

- 9/12 Guest

Read: Tong Ch.8

Psychological Factors of Eco-based Warfare  
 Dr. Deborah Winter  
 Thursday, September 12 – 7:00 pm –  
 Alumni Hall -- required

**Week 4**

**Theories of Difference**

- 9/17 What is our Nature?

Readings: Leibowitz: "Perspectives on the Evolution of Sex Differences" (reserve)  
 Clatterbaugh: "The Conservative Legacy" Ch. 2 (BB)

- 9/19 Nurture and the Power of Social Forces

Readings: *Basow: Gender Stereotypes, Ch. 5, 6 and 7 (reserve)*  
 Kimmel and Messner: "Men as Gendered Beings" in Ruth, 3<sup>rd</sup> ed. (BB)  
 Fausto-Sterling – 5 Sexes (BB)

**Week 5**

- 9/24 Theorizing Difference

Readings: Tong 2 & 3

- 9/26 Minds: Knowledge and Truth

**Thought Paper Due**

- Readings: Fausto-Sterling – “A Question of Genius” (BB)  
 Collins, in FLH Chap. 9 “Moving Beyond Gender: Intersectionality and Scientific Knowledge”  
 Hubbard: “Have Only Men Evolved” in Kourany (BB)

**Week 6**

**Sex, Gender and Identity**

- 10/1 Femininity: “Sugar and Spice”  
 Readings: Freud: “Femininity” in Ruth pg. 122 (BB)  
 Sojourner Truth: “Ain’t I a Woman?” in Ruth pg. 520 (BB)  
 Cole : “Women Across Cultures” (BB)  
 Scheper-Hughes “Lifeboat Ethics” (reserve)

- 10/3 Femininity: “and everything nice”  
 Reading: Angiers Chap. 2 & 3

Psychological Burdens from Vietnam  
**Myra MacPherson**  
**Tuesday, October 1-- 7:00 pm –**  
**Alumni Hall -- Required**

**Week 7**

- 10/8 Theorizing Femininity  
 Readings: Tong 1 and 2  
 10/10 Masculinity: “Snips and Snails”  
**Essay I Due**  
 Readings: Gilmore: “The Manhood Puzzle” (reserve)  
 Hewlett: “Father-Infant Bonding” (reserve)  
 hooks: *Feminism is for Everybody*. Chap. 12  
 Hatty: Chap. 4

**Week 8**

**Sex, Gender and Violence**

- 10/15 Fall Recess  
 10/17 Masculinity: “and puppy dog tails”  
 Reading: Hoff-Summers “The War Against Boys” (BB)  
 Kimmel “What About the Boys” (BB)  
 Attarian “Let Boys be Boys” (BB)  
 Edmundson “Bad boys, whatcha gonna do....” (BB)  
 Hatty Ch. 5

**War: Not Healthy for**  
**Children and Other**  
**Living Beings**  
**Dr. Chris Hansen**  
**Tuesday, October 22--**  
**7:00 pm – VonLiebig**

**Week 9**

- 10/22 Masculinity and Violence – making connections  
 Readings: S & S: Chap. 4  
 Kaufmann “Triad of Men’s Violence” (reserve)  
 10/24 Femininity and Violence – Challenging Myths  
 Reading: Angiers : Chap. 14 & 15  
 hooks. “Feminist Movement to End Violence” (reserve)

**Week 10**

**Gender and Structures of Violence**

- 10/29 **Domestic Violence: Michelle and Brian**  
 10/31 Gender and Security  
 Readings: Turpin: Many Faces: Women Confronting War  
 FLH, pg. 119-122  
 S & S Ch. 5 “Gender, Power and Politics” by Errol Miller  
 S & S Ch. 7 “Promoting Peace, Security, and Conflict Resolution: Gender Balance In Decision making” by Chenoy and Vanaik



**Week 11**

- 11/5 Gendering Security  
 Readings: Carol Cohn: "Pat the Bomb" (reserve)  
 V. Spike Peterson: Gendering Nationalism: Reproducing "US" versus "Them"  
 Cynthia Enloe: All the Men are in the Militias, All the Women are Victims
- 11/7 Gender and Development  
 Readings: Moghadam: Gender and the Global Economy in FLH

**Week 12**

- 11/12 Trafficking: Erin and Melissa **Essay II DUE**

**Contested Spaces: bodies, minds and souls**

- 11/14 Bodies: Race and Class  
 Readings: Donna Kate Ruskin "The Bridge Poem" pg. xxi (reserve)  
 Nellie Wong "When I Was Growing Up" pg. 7 (reserve)  
 Jo Carrillo "And When You Leave, Take Your Pictures With You" pg. 63 (reserve)  
 Now you Can Choose: Chap 14 in FLH pgs. ....  
 McIntosh: "White Privilege and Male Privilege" pg. 30  
 in Minnas, *Gender Basics* (on reserve)  
 Tong Ch. 7

**Week 13****Contested Spaces: Gendered Institutions**

- 11/19 Constructing Gendered Worlds:  
 Reading: Walker: "Coming Apart" in *You Can't Keep a Good Woman Down* (reserve)  
 Rothman, in FLH Chap. 14 "'Now you can Choose" (reserve)  
 Frye: "Oppression" in Minnas, *Gender Basics* pg. 10 (reserve)
- 11/21 Culture/Dowries – Kristin, Jodi, Stefanie **1st Draft of Research Paper Due**

**Week 14**

- 11/26 Matriarchy/Men's Movements – Sam, Matt, Teresa, Mark
- 11/28 Thanksgiving Break

**Week 15**

- 12/3 Athletics -- Josh T., Danielle, Joel  
 12/5 Media – Erica, Amy, Josh A. Denique  
 (Walter in FLH – possible reading)

**Week 16**

- 12/10 Family/Kids -- Abby, Pam, Nicole **Final Draft of Paper Due**

Exam Time - Friday December, 13 1-4 pm.

Note: if we miss class for mountain day or potential conferences we will shift class presentations and have the last two on this day. Please mark this date in your calendar.

William Paterson University is a public university located in Wayne, New Jersey, founded in 1855, and located 20 miles west of New York City on 370 wooded acres. WPU has just under 11,000 students including undergraduate and graduate students. There are 366 faculty members averaging an approximately 12:1 student faculty ratio. WPU has 30 undergraduate and 19 graduate programs in five colleges including Arts and Communication, Business, Education, Humanities and Social Sciences, and Science and Health. Located in the College of Humanities and Social Sciences, WPU's sociology department is home to the Eastern Sociological Association. The sociology department website lists 43 full and part-time sociology faculty and offers both an M.A. and B.A. in sociology (<http://ww2.wpunj.edu/cohss/sociology/default.htm>, 2003). In 1996 11% of WPU's undergraduates were majors in sociology. The department offers 35 undergraduate courses in sociology requiring 36 credits of required and elective courses.

This is a rather unique course in ethnic and racial conflict resolution. What makes this course different from others is that it is a combination of regular class activity with Internet applications enabling numerous schools to participate at the same time, interact with one another, and work cooperatively on team projects on an international conflict in which they include their own peace proposal.

Participating schools have varied over the five years we have run this course, including schools in Africa, Australia, Europe, and North America. This time we have Miami University of Ohio, Roehampton University, University of Lodz (Poland), University of North Carolina, and William Paterson University. (See <http://www.wpunj.edu/cohss/sociology/Soc399/confhome.htm>.)

We use Blackboard to house all readings, external links, course information and documents, as well as our discussion board for various student postings. There are both group pages where students post local assignments (such as role playing as the National Security Advisor giving a report to the President about a conflict area he will visit) and the general discussion board where students interact with one another.

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WILLIAM PATERSON UNIVERSITY

Ethnic and Racial Conflict Resolution  
SOC 343 (3 credits)  
TR 9:30 - 10:45 a.m.  
E-mail: [parrillov@wpunj.edu](mailto:parrillov@wpunj.edu)

Spring 2003  
Dr. Vincent N. Parrillo  
Office: Science 351B  
Phone: 973-720-2669

Course Description

Beginning with a general introduction to various aspects of conflict, this course proceeds to a study of hate groups on the Internet and then to the different conflict sites in the world itself. The essence of the course is extensive use of the Internet to gain information, both from various Web sites and in electronic communication with other students simultaneously taking this course elsewhere in this and other countries. Ultimately, students form into smaller groups to work on a conflict resolution project.

Required Texts

None (All readings are online.)

### Required Readings

As posted below and located in "Assignments" in Blackboard

### Course Objectives

Racism, ethnic hostility, and xenophobia remain as serious problems throughout Europe, the United States, and elsewhere in the world. Scapegoats and groups are being singled out for hostile reactions, discrimination, and hate. Uncertainty, fear, economic recessions, migration, and political instabilities are the most identifiable causes of these problems. In the light of the latest wave of xenophobia and racism it is increasingly essential that students become involved in race relations and conflict resolution.

Thus, the objectives are:

1. To enhance student awareness of the impact of perceived realities upon intergroup relations, misunderstandings, and hostilities.
2. To widen the student's frame of reference in studying race relations and conflict resolution through interaction with students in other institutions, both in the United States and abroad.
3. To develop student awareness of the many forums and perspectives available on the Internet that either enhance or undermine race relations.
4. To stimulate individual research into identifying, analyzing, and cross-culturally comparing race relations problems and proposing possible action plans for conflict resolution.

### Evaluation Methods

1. At designated intervals, students submit a two-page paper that summarizes a pre-approved regional conflict or else role play one side's view of a conflict in a mock court setting.
2. In-class participation and Internet participation on the Discussion Board.
3. Final paper on a pre-approved topic on a race/ethnic relations topic and the proposed conflict resolution.

### Class Structure to Meet Learning Objectives

1. Each student "hooks up" with peers in courses elsewhere to form electronic discussion groups for weekly chats" on the assigned topic.
2. Within university classes, students participate in open discussion based on the readings, lectures and electronic input.
3. Instructor serves as a facilitator in generating discussions both in class and on the Internet, guiding students into a greater understanding of the subject while also developing further their critical thinking skills in the issues, hidden agendas, and social constructions of reality that impact upon both race relations and the ongoing electronic discussions.
4. Instructor also facilitates the formation of inter-university partnerships and the development of the final project.

### The Nature of the Class

There are literally thousands of links devoted to providing a forum for specific ethnic and/or racial groups. One can find every variant of perspective, from racist to racialist, antagonists to protagonists, those whose aim is racial conciliation or perpetuating racial and ethnic discord. Students, from multiple universities will be encouraged to tap into these Internet sources. This will provide both superficial and more detailed firsthand introductions to various sources of conflict. Some sites will be well researched and authentic, while others will use pseudo-logical and/or pseudo-scientific arguments in a propaganda effort to persuade the reader. It will be the challenge to students to use their critical thinking skills to distinguish the valid from the phony.

After an initial period of introduction to various conflict areas, surfing of the Net and scanning published material, students will select a particular regional conflict and pair up with colleagues at other institutions. The teams will then divide their research and writing tasks, critique each other's work, and cooperatively complete the project.

Through research and dialogue, the student teams will explore the historical, psychological, economic, political, sociological and contemporary sources of conflict, as well as conflict resolution attempts thus far. By looking at the multiple facets of the problem through multi-disciplinarian lenses, greater clarity will result regarding the exact nature of various conflicts. Through continuous and regular dialogue with fellow students over the Internet, a dynamic learning process will occur.

### Course Content

Jan 21	Course overview
Jan 23	Introduction to conflict resolution concepts
<b>Jan 28</b>	What are we dealing with? -- Part One <b>Be ready to discuss: "The Social Construction of Race"</b>
Jan 30- Feb 6	Hate groups on the Internet <b>Class presentations on February 6th</b>
<b>Feb 11</b>	What are we dealing with? -- Part Two <b>Be ready to discuss: "Is Multiculturalism a Threat?"</b>
Feb 13	Conflict: Typical Origins and Responses
Feb 18 - 20	Exploring conflict sites (Africa) Utilize class links, get topic approval, prepare report ( <b>due date 2/25</b> )
Feb 25 - 27	Exploring conflict sites (Asia) Utilize class links, get topic approval, prepare for debate
<b>Mar 4</b>	<b>"World Court" debates</b>
<b>Mar 6</b>	<b>Due date: Midterm exam</b>
Mar 6 - 11	Exploring specific conflict sites (Middle East) Utilize class links, get topic approval, prepare report ( <b>due date 3/13</b> )
Mar 16 - 23	Spring break -- no classes
Mar 25 - 27	Exploring specific conflict sites (Europe) Utilize class links, get topic approval, prepare report ( <b>due date 4/1</b> )
Apr 1 - 3	Conflict resolution theory and concepts
<b>Apr 8</b>	Conflict Resolution and culture <b>Be ready to discuss: "Cultural perspectives on International Negotiations"</b>
Apr 10	Conflict resolution theory and concepts
<b>Apr 15</b>	Conflict resolution experiment <b>Be ready to discuss: "Promoting Joint Thinking in International Conflicts"</b>
Apr 17 - May 15	Student team projects
<b>May 15</b>	<b>Due date: Final Project</b>

### Course Requirements

You are responsible for keeping up-to-date in your class notes and in the assigned readings. Class attendance is critical. More than four unexcused absences will result in automatic failure. Class participation is a major part of this course and your grade as we will all learn from each other. All assignments must be completed by the due date.

Unless you can document the extenuating circumstance preventing its on-time completion, and receive an extension, late submissions will be penalized a minimum of one grade level. Midterm exam and final project will be explained in class. Final grade is based one-third each on class participation, midterm, term project.

## Course Documents

**Current Location: Top**



### **INTRODUCTION**

As you begin this online course in conflict resolution, some introductory comments about this subject may be helpful:

Conflict resolution can occur on many levels. The most common are:

1. **Individual** -- resolving a conflict between two persons.
2. **Small group** -- resolving a conflict within a small group, such as a family. In these two instances, the mediator is a third party such as a social worker or family counselor.)
3. **Large group** -- resolving a conflict between two organizations, such as a mediator as mediator between labor and management. Even larger versions would be between municipal government and a community, or a minority group and the state or national government.
4. **International** -- resolving a conflict between two nations.

Regardless of the scope of the conflict, the underlying theories, concepts, and strategies for resolution are essentially the same. The antagonists may be mired in specific complaints, actions, and situations, but these can be seen in a larger context, through a comparative understanding of the universality of many conflict patterns. Similarly, there are certain skills and techniques employed in conflict resolution that transcend the nature or level of any conflict.

Although in this course we will focus on ethnic and racial conflicts at the national and international levels, what you learn here has meaningful relevance to conflict resolution at all levels described above. Consequently, the insights and knowledge base you develop in this course should prove valuable in both your personal and professional worlds in the years to come.

#### **Where to begin?**

National or international conflicts occur for a variety of reasons, usually some combination of economic, historical, political, and social factors. Often, there are also issues of diversity -- racial and/or ethnic differences -- at the core of the distrust, tensions, and subsequent violence. Before we look at specific conflict areas therefore, a good beginning point, would be to develop a solid understanding of the social factors generating racist attitudes and actions, as well as prompting anxieties, fears, and reactionary steps against multiculturalism.

Your first step, then, on the learning path to conflict resolution will be to read two popular. scholarly articles on these subjects. The first article, "The Social Construction of Race" by Rodney D. Coates, focuses just on race and, as its title suggests, it reveals from a sociohistorical perspective the artificiality of how humans twist this inconsequential biological condition into a social construct of exaggerated importance, thereby setting the stage for potential conflict. The second article, "Is Multiculturalism a Threat?" by Vincent N. Parrillo, uses metaphors of thorns and roses to examine both the fears and the promises of a multicultural society.

Before you undertake that any readings, however, it is important for you to introduce yourself to your fellow students, so we can all begin to know with whom we are sharing this Internet adventure in learning. Go to Communication and then the Discussion Board to post your personal introduction.



## **ORIGINS OF CONFLICT AND RESPONSES**

[Conflict Resolution Origins. Dr. Parrillo, Spring Semester 2002](#) ( Package file )



## **THE COURSE PROJECT**

The purpose of this course project is to pull the course together in such a way that you experience closure to all the concepts, theories, and work you have done up to this point. Another dimension to this assignment is that, by working with unseen partners, it forces you to experience some aspects of actual conflict resolution: negotiating, compromising, cajoling, experiencing some frustrations, yet persevering to achieve your goals.

Throughout this course you have explored various forms of conflict. Now, the question is: What do you think can be done to resolve one of them?

The final project is done with one or more partners in your own class as well as at participating universities in other countries. If you have not yet formed this alliance, this is now your first task. Find partners willing to work with you and reach agreement on what conflict area you will do.

**Important: You need to get approval from your instructor on both the conflict area and the composition of your team before you can proceed.**

As a team, you will:

1. Explore in depth a particular conflict;
2. Identify previous conflict resolution attempts;
3. Assess both the conflict and previous conflict resolution efforts;
4. Develop a conflict resolution plan for that particular ethnic/racial conflict.

### **Guidelines for the Project**

Conflict resolution is a process that by its very nature must include the following parts at a minimum:

We must initially develop an understanding of the history of the conflict. Such a history would by necessity include an analysis of the conflict from all major sides. For example, if we were discussing a conflict situation between Group A and B in Society C, then we would have to know from each respective party of the conflict why and how the conflict developed.

Once the above has been accomplished, and in the process of discussing it, you must also identify what is the cause of the conflict. Most conflict develops, is maintained, or perpetuated as a result of scarce resources. What resources (land, water, ports, political power, markets, industry, etc.) are at the heart of the conflict?

What external actors are part of this conflict? Who is aligned with whom, who stands to gain or lose if conflict is abated or continues?

What types of resolutions are part of this conflict? What successes and failures are associated with these attempts?

Once you have accomplished the above four parts, developing the conflict resolution aspect of your project is more apparent. It becomes a matter of putting the various pieces together and deciding, based on past experience, what the "package" should consist of. Now, this does not mean that either developing this statement is easy or that the resolution of conflict is easy. In fact, as difficult as it is, developing the conflict resolution statement is actually the easy part. Getting the parties to agree to it is the real job. But the first step is developing the statement.

All of this must be done by early May. It's not much time, but experience has shown it is enough time, provided you form your teams right away, divide up the labor, and work diligently. Through this process you will also experience the reality of negotiation, compromise, and working with people whose values and priorities may be different than yours, which is, after all, one aspect of the conflict resolution process.

## Assignment



### Reading Assignments

Challenging the Racist Science of *The Bell Curve*

**(Note: Most of the following articles have two parts.)**

The Social Construction of Race

Is Multiculturalism a Threat?

Hate Groups, the Internet, and Libraries

Community Justice in a Volatile South Africa

Cultural Perspectives on International Negotiations

Promoting Joint Thinking in International Conflicts

The Political Regulation of National and Ethnic Conflict (three parts)

## 6. Particular Geographic Regions



**DR. RAJA S. TANAS**  
**WHITWORTH COLLEGE**

**SO238N**  
**SOCIOLOGY OF MIDDLE EASTERN**  
**SOCIETY**

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Founded in 1890, Whitworth is a private, liberal arts college affiliated with the Presbyterian Church (U.S.A.) Serving 2,000 students in 50 undergraduate and graduate programs, Whitworth is committed to its mission of providing "an education of mind and heart" through rigorous intellectual inquiry guided by dedicated Christian scholars. See [http://www.whitworth.edu/visitors\\_friends.asp](http://www.whitworth.edu/visitors_friends.asp). The class size is typically close to 50 students. The course meets the "other culture" and the social science requirements.

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**WHITWORTH COLLEGE**

Department of Sociology  
SO 238 Sociology of  
Middle Eastern Society  
Thursday 6:00-9:00 DIX 206  
& by appointment

Dr. Raja S. Tanas  
Seminar Center, Rm. 121  
Off. hrs.: MWF 10:40-12:40; Fall Semester, 2002

**COURSE DESCRIPTION:**

This course is an introduction to the study of Middle Eastern Society. The major focus of the course is to present a general analytical review of the culture, social structure and dynamics of the various communities comprising the contemporary Middle Eastern society. The course is organized on a lecture/discussion basis. Students are required to participate in class discussions that would be based on weekly assigned readings.

**COURSE OBJECTIVES:**

1. Present an overview of Middle Eastern society with attention to its geography, history, composition, and demographic characteristics.
2. Develop an understanding of the dominant culture of Middle Eastern society through the investigation of the following major social institutions: Religion, Family, Political Order, and Economic Order.
3. Become aware of the various different subcultures of Middle Eastern society as they contribute to the diversity, complementarity, integration, and social stratification of Middle Eastern communities.
4. Explore the following four current issues facing the Middle Eastern society: the Palestinian-Israeli conflict and the ongoing peace process; the Gulf War and its aftermath; the Middle East and international inequality; and prospects for peace and the future.
5. This course fulfills the college's multicultural studies requirement.

**TEXTBOOKS:**

Chacour, Elias. *Blood Brothers*. Grand Rapids: Chosen Books, 1996

Hitti, Philip K. *The Arabs: A Short History*. Washington, D.C.: Regnery Publishing, Inc., 1996.

Lippman, Thomas. *Understanding Islam: An Introduction to the Muslim World*. Penguin Books, 1995.

Spencer, W. (ed.). *Global Studies: The Middle East*. Guilford: McGraw-Hill  
/Dushkin 2003

**ON RESERVE IN COWLES LIBRARY:**

Barakat, Halim. *The Arab World: Society, Culture, and State*. Berkley: University of California Press, 1993.

Farsoun, Samih. *Palestine and the Palestinians*. Westview Press, 1997.

Lewis, Bernard. *The Multiple Identities of the Middle East*. New York: Schocken Books, 1998.

Prior, Michael (ed.). *They Came and They Saw: Western Christian Experiences of the Holy Land*. London: Melisende, 2000.

Tanas, R. "A Retrospective on the Gulf Crisis: Division in Arab Opinion." Pp. 1-4 in *FOCUS*, March 1991. (On reserve).

The Middle East Council of Churches. *What is Western Fundamentalist Christian Zionism?* Cyprus: MECC, 1988.

Tucker, Judith (ed.). *Arab Women*. Bloomington: Indiana University Press, 1993.

Abunimah, Ali and Hussein Ibish. *The Palestinian Right of Return*. Washington, DC: ADC Research Institute, 2001.

Additional books and journal articles are placed on the reserve shelf in the library. Please check the assignments and schedule below.

#### COURSE REQUIREMENTS:

The final course grade will be calculated on the basis of 100 points. The breakdown of these points will take place according to the following five requirements:

1. Class participation (counts 5 points.) Class participation includes the following:
  - 1.1 Regular class attendance
  - 1.2 Active participation in class discussions
  - 1.3 Every student is required to bring to class at least *two* news items for discussion (during the semester) related to *current* events in the Middle East.
  - 1.4 Class presentation of research paper at the end of the semester
2. Two exams (10/10 and 11/7). Each exam counts 25 points.
3. Research paper (counts 20 points, due on 12/12). Class participants are required to write a term paper (6-7 pages including bibliography) which should deal with an investigation of a topic related to Middle Eastern society. A short paragraph describing the topic of your paper is due on 11/7 for approval by the instructor. The following are topics that earlier students wrote on for their term papers.

1. The Iranian Islamic Revolution of 1979
2. The Palestine-Israel conflict: 1948; 1956; 1967; 1973; 1982 Israeli invasion of Lebanon; The Oslo Agreement of 1993 and Beyond
3. The "Oil Shock" of 1973
4. Biography of a Middle Eastern Leader, e.g.: Menachem Begin; King Hussein; Anwar Sadat; Jamal Abdul Nasser; Ibn Saud; Quaddafi; Saddam Hussein; Isaac Rabin; Ariel Sharon
5. U.S. foreign policy in the Middle East
6. Pan-Arab Nationalism (history, ideology, current status)
7. Pan-Islamic Nationalism (history, ideology, current status)
8. Partition of the Arab Homeland after WWI
9. Egyptian-Israeli Peace Treaty (Camp David Accords)
10. Suez Canal (history and international importance)
11. Role of Israel in the Middle East and in the world
12. Biblical view on the Middle East conflict (Christian Zionism)
13. Secular Zionism (history, ideology, and establishment of Israel)
14. Islam (history, religion, and culture)

15. Discovery of oil in the Middle East and its impact on the Middle East region and the world
16. The Shi'ites (history, ideology, and current status)
17. Population growth in the occupied West Bank of Jordan and Gaza and its impact on the Palestinian Israeli conflict
18. The Palestinians: who are they and what do they want?
19. Iranian siege of the U.S. Embassy in Tehran (1979)
20. The PLO (history, ideology, goals, and current status)
21. The question of "Who is a Jew" and their right to resettle in Palestine
22. Family structure in the Middle East
23. Status of women in the traditional Middle Eastern society
24. Demographic transformation of Palestine in the twentieth century
25. Saudi Arabia (history and current impact on the world economic system)
26. International terrorism and the Middle East
27. On the future of the Middle East conflicts
28. Iraq-Iran War (reasons that led to war and its impact on the Middle East)
29. The emergence of the Gulf Cooperation Council (1980-present)
30. The Lebanese Civil War, 1975-1990
31. The Iraqi invasion of Kuwait and the current UN sanctions against Iraq
32. The current Arab-Palestinian-Israeli peace talks and the implementation of the Oslo Accords
33. The current Palestinian Intifada (Uprising)

4. Final exam on 12/12 (counts 25 points.) The exam will be comprehensive.  
Assignment of the letter grade will take place according to the following schedule:

<u>TOTAL POINTS</u>	<u>GRADE</u>	<u>TOTAL POINTS</u>	<u>GRADE</u>
92 +	A	70-72	C
87-91	A-	67-69	C-
83-86	B+	63-66	D+
80-82	B	60-62	D
77-79	B-	57-59	D-
73-76	C+	56 or less	F

The following are Internet sites of interest. The instructor does not endorse the information contained in these sites. They are made available to you so that you read, see, and hear differing perspectives/data/stories.

- <http://www.un.org/Depts/dpa/qpal/index.html>
- <http://www.washingtoninstitute.org/>
- <http://www.cnn.com/WORLD/meast/sites.html>
- <http://www.al-bushra.org/>
- <http://www.annadwa.org/>
- <http://www.haaretzdaily.com/>
- <http://www.wzo.org.il/cza/>
- <http://www.badil.org/>
- <http://www.al-awda.org/>
- <http://palestinechronicle.com/>
- <http://www.palestinehistory.com/altindex.html>
- [http://www.msnbc.com/modules/intifada\\_front.asp](http://www.msnbc.com/modules/intifada_front.asp)
- <http://www.arabic.hour.org/>
- <http://www.awsa.net/>
- <http://www.newgenerationofpalestine.50megs.com/>
- <http://www.endthesanctions.org/sys-tmpl/adcsf/>
- <http://www.mariamappeal.com/>

<http://www.adc.org/>  
<http://www.birzeit.edu/>  
[http://www.thestruggle.org/mecc\\_11/Mainx.html](http://www.thestruggle.org/mecc_11/Mainx.html)  
<http://www.arab-star.com/>  
<http://www.ijtihad.org/>  
<http://www.fmep.org/>  
<http://www.geocities.com/palstud/palestine1.html>  
<http://www.kahane.org/>  
<http://www.palestineremembered.com/>  
<http://www.afrp.org/>  
<http://hanthala.virtualave.net/signat.html>  
<http://www.alnakba.org/>  
<http://freepalestine.org/>  
<http://www.sana.org/>  
<http://www.ptimes.com/>  
<http://www.palestinehistory.com/altindex.html>  
<http://www.p-culture.com/>  
<http://www.worldtrek.org/odyssey/mideast/020200/020200monmar.html>  
<http://132.235.238.184/archives/102595/veil.html>  
<http://www.geocities.com/abnaaelballad/>  
<http://www.lawsociety.org/>  
<http://www.arab.net/>  
<http://www.pna.net/>  
<http://www.arabia.com/>  
<http://www.cnn.com/SPECIALS/1998/israel/>  
<http://www.jpost.com/Editions/2000/08/31/News/News.11568.html>  
<http://www.ipsjps.org/>  
<http://al-usrah.net/>  
<http://www.coexistence.org/>  
<http://www.deiryassin.org/>  
<http://members.aol.com/ameulink/>  
<http://www.al-aqsa.com/DOME.HTML>  
<http://www.ummah.net/unity/palestine/massacres.htm#KING>  
<http://www.mediareviewnet.com/JewsForJustice.htm>  
<http://www.halcyon.com/jim/ussliberty/>

## ASSIGNMENTS AND SCHEDULE

### DATE

- 9/5 An overview of the course  
 Theoretical Orientation: On Understanding Cultures  
 Video: The Arabs: Who Are They, Who They Are Not
- 9/12 Socio-Cultural/Historical/Geographical background of Middle Eastern Society; Part I  
 Spencer: "The Middle East: Theater of Conflict." Pp 20-36 (except "The Arab-Israeli Conflict" pp 27-33)  
 : Art. # 12 "Atlantis of the Sands." Pp 231-233  
 Hitti: Introduction (pp vii-xx)  
 : Arabs, Moslems and Semites (pp 1-8)

- : The Original Arab, the Bedouin (pp 9-20)
  - : On the Eve of the Rise of Islam (pp 21-29)
  - : The Caliphate (pp 71-79)
  - : Conquest of Spain (pp 80-93)
  - : The Cross Supplants the Crescent (pp 193-218)
  - : The Crusades (pp 219-237)
  - : The Last Dynasty (pp 238-251)
- Video: Jerusalem
- 9/19 Socio-Cultural/Historical/Geographical background of Middle Eastern Society; Part II
- Hitti: Islam on the March (pp 56-70)
- Lippman: Ch. 5, The Advance of Islam
- Arab Contributions to Western Civilization
- Hitti: Science and Literature (140-153)
- : The Fine Arts (154-161)
  - : Cordova Jewel of the World
  - : Contributions to the West (pp 174-192)
- Video: From Arabic to Latin
- 9/26 Islam: Religion and Culture
- Hitti: Muhammad, the Prophet of Allah (pp 30-41)
- : The Book and the Faith (pp 42-55)
- Lippman: Introduction. Pp vii-x
- : Ch. 1, Basic Beliefs and Practices
  - : Ch. 2, The Prophet Muhammad
  - : Ch. 3, The Koran
- Spencer: "The Middle East: Cradle of Islam" (pp 4-19)
- : Art. # 1; "What is Islam?" (pp 178-183)
- Read "ISLAM: THE RELIGION BEHIND THE HEADLINES" at:  
<http://www.cornerstonemag.com/archives/122/islam.htm>
- Visit: <http://www.ummah.org.uk/hajj/>
- Video: Beyond Borders (Arab feminists speak)
- 10/3 Islam: Religion and Culture (continued)
- Spencer: Art. # 2; "Islam, Sunnis and Shiites" (pp 170-175)
- : Art. # 1; "What Is Islam?" (pp 178-183)
  - : The Middle East: Cradle of Islam, pp 4-17
- Lippman: Ch. 6, Schism and Mysticism
- Hitti: The Life of the People (pp 122-139)
- Visit: <http://www.islamworld.net/>  
<http://www.islamicity.com/>  
<http://www.understanding-islam.com/>  
<http://www.islam-guide.com/>  
<http://islam101.com/index.htm>  
<http://www.unn.ac.uk/societies/islamic/>
- Islam and Christianity: Similarities and Differences
- Video: Muhammad – Legacy of a Prophet
- 10/10 EXAM I
- Film: Genocide (The Jewish Predicament: Introduction to the Arab-Israeli conflict)

- 10/17 The Arab-Israeli Conflict  
 Spencer: Israel (State of Israel), pp 83-95  
       : Jordan (The Hashimite Kingdom of Jordan), pp 96-101  
       : Art # 10 "Israeli Dilemmas." Pp 223-225  
 Chacour: Chapters 1-7  
 Read: Tanas, Raja "The Context of the Conflict" at  
       <http://www.al-bushra.org/temp/raja.html>  
 Read: "The origin of the Palestine-Israeli conflict" at  
       <http://www.mediareviewnet.com/JewsForJustice.htm>  
 Read "Clinton: Sharon provoked Intifada" at  
       <http://www.jpost.com/Editions/2001/05/18/News/News.26488.html>  
 Visit: <http://www.cnn.com/SPECIALS/1998/israel/>  
       <http://www.deiryassin.org/>  
 Video: Palestine 1890-1990
- 10/24 Israel and the Biblical Prophecy. Bring your Bible to class  
 "How Evangelicals Became Israel's Best Friend." Pp 39-49 in  
[Christianity Today](http://www.christianitytoday.com/ct/8tb/8tb038.html), October 5, 1998; Read it at  
<http://www.christianitytoday.com/ct/8tb/8tb038.html>  
 Chacour: Chapters 8-13  
 Video: Promises
- 10/31 An evening with Rev. Naim Ateek of Sabeel (Jerusalem). Sabeel is an Arabic word that means  
 "The Way" or "Spring of Water." Sabeel works to promote international awareness regarding the identity,  
 presence, and witness of Palestinian Christians. (Details will follow) Visit Sabeel at: <http://www.sabeel.org/>
- 11/7 Library instruction class 6:00-7:00 (class meets in the library)  
 Research paper proposal is due  
 EXAM II (meet in class at 7:15)
- 11/14 The Middle East and the West: The American Connection  
 Video: The Secret Files: Israel and the Gulf  
 The Gulf Crisis  
 Spencer: Iraq (Republic of Iraq), pp 74-82  
       : Kuwait (State of Kuwait), pp 102-105  
       : Saudi Arabia (Kingdom of Saudi Arabia), pp 134-140  
       : Art. # "Why Don't They Like Us?" Pp. 183-187  
 Tanas: "A Retrospective on the Gulf Crisis: Division in Arab Opinion." (On reserve)
- 11/21 The Middle East and Oil  
 Oweiss, Ibrahim. "Strategies for Arab Economic Development."  
 Pp 31-40 in M. Hudson (ed.) *The Arab Future: Critical Issues*,  
 1979 (On reserve)  
 Barakat, Halim, "Arab Society: Prospects for Political Trans-Formation." Pp 65-80 in M. Hudson (ed.)  
*The Arab Future: Critical Issues* (On reserve)  
 Video: The Rise of OPEC
- 11/28 Thanksgiving Holiday
- 12/5 The Middle East and the Future  
 Lippman: Ch. 7, *The Islamic Community Today* (pp 166-185)  
 Spencer: Art. # 4; "The Middle East's Information Revolution." Pp. 200-204

: Art. # 7; "Iraq After Saddam." Pp 210-215

: Art. # 8; "Dreaming of Altneuland." Pp 215-217

Right of Return Movement

Iraqi sanctions

Video: The Arabs: Arabs and the West

12/12 Final exam (comprehensive)

Research paper is due

**PROFESSOR GORDON FELLMAN  
BRANDEIS UNIVERSITY**

**SOCIOLOGY 157A  
SOCIOLOGY OF THE ISRAELI-  
PALESTINIAN CONFLICT**

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Brandeis University is a research and teaching university with about 3000 undergraduates and 1000 graduate students. This course enrolls 30-40 students, taken by students in all four years (freshmen through seniors). It is a core elective in the Peace, Conflict and Coexistence Studies minor (PAX) as well as meeting sociology concentration requirements

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BRANDEIS UNIVERSITY  
Department of Sociology

Gordon Fellman  
Sociology 157a , Spring Term 2001

### SOCIOLOGY OF THE ISRAELI-PALESTINIAN CONFRONTATION

When our models of who we are fall away, we are free simply to meet and be together.

---Baba Ram Dass and Paul Gorman

A human being is a part of the whole called by us universe, a part limited in time and space. He [sic] experiences himself, his thoughts and feelings as something separated from the rest, a kind of optical delusion of his consciousness. This delusion is a kind of prison for us, restricting us to our personal desires and to affection for a few persons nearest to us. Our task must be to free ourselves from this prison by widening our circle of compassion to embrace all living creatures and the whole of nature in its beauty.

---Albert Einstein

### OVERVIEW

With the Cold War over and the desperate need to safeguard the fragile ecosystems of the planet, the time could be ripe for war to wind down. Openings to peace and restructuring—not without pain and not without violence—appear in Eastern Europe, Ireland, the former Soviet Union, and South Africa as well as in the Middle East. Yet with the collapse of the Post War ideological confrontation (between the so-called capitalist countries and the so-called socialist or communist ones), religious and ethnic strife, those archaic structures expressing identity and group affirmation and, as well, hatred, self-righteousness, and opposition, are renewing themselves.

However different their histories and present contexts, inter-ethnic conflicts in the former Yugoslavia, several parts of the former Soviet Union, Somalia, Rwanda, Lebanon, Iraq, Sri Lanka, Indonesia, Canada, China and environs, Sudan, and many other places are strikingly similar. They are all studies in national rivalries, sometimes mitigated by ideologies of democracy, inclusiveness, equality, and human rights, yet often exacerbated by ancient hatreds and associated absolutist systems of political and/or religious thought.

The conflict that for a very long time has appeared most fully loaded as a threat to the entire world is the Israeli-Palestinian antagonism, which even now, with the “peace process” in a very unclear state, could lead to further war—even, conceivably, to one final nuclear conflagration. It is, then, especially fascinating and urgent to understand the terms of the tenacity of the confrontation of Israel and the Palestinians (as well as that between Israel and its Arab neighbors).



The conflict took a major turn in September 1993, with the signing of the Declaration of Principles by both parties and the historic handshake between Rabin and Arafat on the White House lawn. In November 1995, Israeli Prime Minister Rabin was assassinated. Benjamin Netanyahu succeeded him as Prime Minister. Netanyahu gave way to Ehud Barak, who recently called for new elections. It is likely that General Arik Sharon will succeed Barak, bringing an attitude and set of convictions to his position that may work against a peaceful settlement of the conflict. Although by now Israel and the PLO recognize each people's national rights, and although a majority of Israelis accept what appears to be the eventuality of a Palestinian state, the entire peace process seems quite brittle. On both sides, rejectionists appear dedicated to destroying negotiations and returning to the prior state of undeclared war. Indeed, although for some years, it has appeared that the contest was no longer between Israel and the Palestinians so much as between advocates of compromise and peace on the one hand and people committed to a zero-sum outcome of the conflict on the other, recent events seem to have returned it to indeed to a battle between Israeli Jews and Palestinians of Israel as well as the West Bank and Gaza.

It is well to learn of both parties from their own representatives and also from authors not directly involved. Throughout, the emphasis of the course will be on sociological analysis and interpretation: what religious, ethnic, demographic, and personality characteristics define parties, the terms of conflict, and possibilities of resolutions? There will be special emphasis on the social psychology of nationalism, national identification, and adversary relationships.

Students are urged to follow the conflict in at least one daily newspaper and other periodicals and web sites and are encouraged to monitor a variety of views from both the Jewish and Palestinian perspectives. An early task of the course will be for the class to compile a listing of such publications and to apportion responsibility for following them.

### WORK IN CLASS

The course is designed to operate as a seminar. We will meet on Fridays from 9:00-12:00. There will be occasional lecturing by the professor; but for the most part, students will be asked to focus discussion by presenting problems, issues, difficulties with each week's reading. Our goal will be to learn from and with each other, not to direct all attention to the professor and his assistants or to relate primarily to them.

The course will proceed along the lines of "cooperative learning." Students will be asked to work in groups of two or three for class presentations and for most of the written work. Some weeks, we will devote part of the Friday session to meeting in four small discussion groups, each headed by one of the course teaching assistants. Each group will be asked to work out positions as Jewish and Palestinian accommodationists and rejectionists for class role-playing exercises.

There are other resources available to us, such as videos, slide shows, visiting speakers, etc. While it will be possible and desirable to schedule some of this during class time, we may find it convenient sometimes to meet in the evening for such presentations. Some of these events might as well be open to the entire Brandeis community.

### WRITTEN WORK

1. RESPONSE PAPERS: A brief 2-3 person response paper, of 3-5 pages, will be due approximately every other week. It is to cover readings and may also include class discussions, outside materials, struggles engaged in, whatever, as long as it is germane to the course and as long as it shows you are grappling with the main issues of the readings.

2. FINAL PAPER: This will be a sort of mega-response paper (approx. 10-15 pages or so), to be done individually or, if the case can be made convincingly, in groups of two or three. The paper is to show what sense you make of the readings and other course materials and how you come to terms with them. Contrast your position on the

confrontation when you entered the course with where you are at the end. What accounts for the change, or if there is no change, how do you deal with what we have studied in the course? There are no right answers to these questions, and no politically correct ones either. The emphasis here is on your authenticity in how you deal with what we have studied. The paper is meant to integrate, as best you can at this stage of your understanding, materials of the course with your thinking and feelings about them and the events and multiple interpretations of them. The final paper will be due at the Professor's office May 11.

### ASSIGNED READINGS

#### BOOKS:

Gordon Fellman, *Rambo and the Dalai Lama: The Compulsion to Win and Its Threat to Human Survival*

Wendy Orange, *Coming Home to Jerusalem*

Edward Said, *The Question of Palestine*

Mark Tessler, *A History of the Israeli-Palestinian Conflict*

#### ARTICLES, REPORTS, AND CHAPTERS OF BOOKS (available in xerox and/or on reserve in the library):

B'Tselem (The Israeli Information Center for Human Rights in the Occupied Territories), assorted reports (on reserve)

GAP (Group for the Advancement of Psychiatry), *Self-Involvement in the Middle East Conflict* (xerox, in packet below)

Yehoshafat Harkabi, ch. 3, "The Two Streams of Zionism" and ch. 5, "Nationalistic Judaism," from Harkabi, *Israel's Fateful Hour*

Meir Kahane, "Uncomfortable Questions for Comfortable Jews"

Jeffrey Michels, "National Vision and the Negotiation of Narratives: the Oslo Agreement"

Benny Morris, *Birth of the Palestinian Refugee Problem 1947-1949*, chs. 1-4.

Benjamin Netanyahu, *A Place among the Nations*, chs. 8-10

Shimon Peres, speech to the Nobel Prize Committee in Oslo

Anne Roiphe, "The Politics of Anger"

David Shipler, *Arab and Jew*, chs. 5-10

#### POEMS AND STORIES (xerox):

Collection of poems and stories by Israelis and Palestinians

DOCUMENTS (on Web-CT page for Soc 157a):

Collection of documents central to the conflict

RECOMMENDED BUT NOT ASSIGNED:

Emile Habiby, *The Secret Life of Saeed, the Ill-Fated Pessoptimist*

Mark Heller, *A Palestinian State, the Implications for Israel*

Deena Hurwitz, ed., *Walking the Red Line, Israelis in Search of Justice for Palestine*

Shaul Mishal and Reuben Aharoni, *Speaking Stone: Communiqués from the Intifada Underground*

Shimon Peres, *The New Middle East*

Conversations with Penny Rosenwasser, *Voices from a Promised Land: Palestinian and Israeli Peace Activists Speak Their Hearts*

#### SCHEDULE OF READINGS

##### LITERARY REPRESENTATIONS

Wk 1, 1/16 & 19 Yehoshua and Habiby (in Poems and Stories)

Wk 2, 1/23 & 26 Poems and Kanafani and Yizhar (in P & S); Roiphe

\*\*response paper on your thoughts and feelings upon reading the stories and poems.

##### HISTORICAL PERSPECTIVES

Wk 3, 1/30 & 2/2. Wendy Orange, chs. TBA

Wk 4, 2/6 & 9. Orange, chs. TBA

\*\*response paper on your thoughts and feelings upon reading this reportorial, analytic, and personal account of the situation.

##### A HISTORY OF THE ISRAELI-PALESTINIAN CONFLICT

Wk 5, 2/13 & 16. Tessler, chs. 1 and 2

##### **VACATION: 2/19-2/23**

Wk 6, 2/27 & 3/2. Tessler, chs. 10 and 11

\*\* response paper on what is new to you, troubling to you, etc. in the Tessler reading.

##### STEREOTYPING, NATIONALISM, PARADIGM SHIFT, AND NARRATIVE

Wk 7, 3/6 & 3/9. Shipler, chs. 5-10 (in readings packet); Intifada leaflets (Documents, on Web-CT page for this course)

Wk 8, 3/13 & 16. GAP Report

\*\*response paper on the social psychological issues raised in the previous two weeks' readings.

Wk 9, 3/20 & 23. Fellman, Foreward and chs. 1-10

Wk 10, 3/27 & 30. Fellman, chs. 11-17; Michels

\*\*response paper on self-involvement analysis, paradigm shift analysis, and narrative analysis. Briefly, how do they fit together?

#### SOME ISRAELI AND PALESTINIAN POSITIONS

Wk 11, 4/3 and 6. Morris; B'Tselem reports (on reserve)

#### VACATION 4/9-13.

Wk 12, 4/17 & 20. Netanyahu, chs. 8-10, Harkabi, Kahane

Week 13, 4/24 & 27 Said, Parts 1 and 2

\*\*response paper on your thoughts and feelings about these varied Israeli and Palestinian views and analyses of the conflict

#### Response Papers

One of our goals in this course is to have a conversation going among all of us---students, TA, and professor. One way to do this is through written responses to readings and other course materials. Toward that end, we will ask you to work together in groups or two or three (not to be rigid about this, occasionally four work together well) in writing very short papers approximately every other week. Here is what we have in mind:

1. It is well to learn to write very succinctly. Practice getting to the point quickly and saying what you mean. The papers should be held to two to four pages.

2. If you find the reading difficult, then summarizing it in order to get a hold of it can be useful. The point of this kind of response paper is to ask if your interpretation of what the author said makes sense to the reader. *Do not restate* what the author said in the author's terms. Quotations may be used to illustrate a point or ask a question, and we urge you to work directly from the texts, but do not just repeat the author without using your own words.

3. Remember that all reading is interpretation. We never focus on it all, we never comprehend it all, and we do not know exactly what the author had in mind. Nor does that matter. What matters is what the reader makes of what is read.

4. If you are pretty comfortable with your understanding of the reading, then go into your own questions about it, your own critical reactions to it, your own hesitations, reservations, etc. *And most important: your own insights about it.* Strive to make connections within the reading that the author may not have made. Strive to connect the reading with other reading, with central ideas and issues as they develop in the course, with your own understanding of the world, your reactions to what you see in society and your own life.

5. The premium in these papers is on showing the reader that you are grappling with the course materials and have opened yourself up to the possibility that there is something in them for you, and that you can think

creatively with what we are studying. The premium also is on integrating what may seem like disparate materials, and struggling to make sense of them in your thinking, your reality as a citizen and as a thinking, feeling, viable actor in society.

6. In the response papers, you may work with class discussions, professors' and TAs' views, world events, whatever, but *always in the context of the readings*. I.e., no riffing from the top of your head on interesting things that may be relevant to the course. That is, of course, easy to do in sociology classes but is not helpful. We are looking for *real struggle* with reading and other course materials.

### Grading

Our standards for grading are these:

The course assumes serious interest in its topic and does not assume any background in the subject, sociology, or social psychology. The premium is on understanding and working with the concepts and readings of the course and on thinking creatively with them. It is assumed that real learning involves risk and re-thinking assumptions and familiar paradigms (with no preordained or "right" outcome of this process) as well as learning new information. We will pay attention to such matters as involvement, keeping up with the reading, attendance, and particularly in discussion sections, participation. All students are encouraged to take active part in the larger class, but we respect that some people are reluctant to do so.

A--mastery of readings, concepts, and exercises; full participation, engagement, *risk-taking, and growth*; grappling with the course and coming to your own insights about its issues, its implications, its relation to yourself.

B--clear understanding of course materials and conscientious participation but little evidence of risk-taking and growth or grappling with the course toward one's own insights. Not full or steady participation.

C--fuzzy, incomplete, lethargic relationship with course materials, minimal involvement of self in course, little risk-taking and growth, no insights of one's own, sporadic participation.

D—same as C but more so.

E—trying to wing it by leaning too much on others' understanding, not writing papers fully germane to the readings and central concepts of the course, rare participation, etc.

### Students with special needs

**If you are a student with a documented disability on record at Brandeis University and wish to have a reasonable accommodation made for you in this class, please see the professor immediately.**

The United States Military Academy has 4,000 students. This course is an elective meant primarily for students majoring in one of the disciplines of the Social Sciences Department (International Relations, Political Science, Economics). The students are juniors and seniors. This semester, the course will be a multidisciplinary colloquium with five students, although the research presentations and the talks by the guest speakers will be open to the entire corps of cadets and the West Point faculty. The course is meant to provide future military officers with a background in the South Asian region.

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**POLITICS AND DEVELOPMENT IN SOUTH ASIA**

USMA, SS 490B, Fall AY 01/02

Jon P. Dorschner

Office: 212 Lincoln Hall, West Point, NY

Tel: 938-3482 (office), 446-2803 (home), Email: [jj4081@usma.edu](mailto:jj4081@usma.edu)

**I. SCOPE**

Recent events have shown that the United States must be deeply involved in the South Asia region and will likely remain so for the foreseeable future. Cadets now studying at USMA will likely return to the region more than once over the course of their military careers. The United States Army has been given the mission of building a national Army for Afghanistan. Secretary of Defense Rumsfeld has proposed to India and Pakistan that American troops be used to monitor the Line of Control in the disputed region of Kashmir. The United States is likely to have permanent military bases in Pakistan, and perhaps in Afghanistan. India and the US have initialed a number of military cooperation agreements covering joint military exercises, joint operations in the Indian ocean and cooperation against terrorism. The Army of Nepal is involved in an ongoing war against Maoist insurgents and has requested training and assistance from the United States. The Army of Sri Lanka is deeply embroiled in a war against the Liberation Tigers of Tamil Eelam (LTTE), a group on the State Department list of terrorist organizations, and has requested American arms and training. The Army of Bangladesh is involved in more UN peacekeeping missions than any army in the world, and is switching from a British to an American model. US Army officers will likely be working closely with South Asian officers on a wide variety of missions from counterterrorism, to counterinsurgency, to peacekeeping, to democracy building to disaster relief. US Army officers will also attend service schools with growing numbers of South Asian military officers. It is imperative that USMA graduate cadets with an understanding of this region that they will be intimately involved with. They need to understand the area's history, political organization, and culture, and the thought processes, culture, and traditions of the South Asian officers and enlisted men they will work with.

This course will prepare future Army officers to function effectively in the South Asian region through a systematic exploration of regional politics and governments. It will closely examine the impact of British colonialism in an attempt to determine how imported colonial institutions were integrated and changed in post independence South Asia. Readings and discussions will focus on important cultural variables, political developments, and the impact of key personalities. Developments to be addressed will include: the partition of India into two and then three states, the failure of India and Pakistan to resolve their conflict, Islamic fundamentalism, terrorism, and the prospects for regional integration, economic development, and non-proliferation initiatives to address longstanding environmental, demographic, economic, and political problems. The role of the military in South Asian political systems will be a special interest.

LESSONS: 20 @ 55 min

One Field Trip to Washington DC. We will travel to Washington to visit think tanks and meet people working on South Asia policy issues. We will also tour the South Asia section of the Smithsonian, which has one of the largest collections of South Asian art in the world.

### **GUEST SPEAKERS**

Two of the guest speakers will be the Ambassadors of India and Pakistan. Their presentations will take place at night and will be open to the public. There will also be a number of social events associated with their visits. You will be required to attend their lectures and the associated events and help take care of them and their aides. There is a possibility that Benazir Bhutto, the former Prime Minister of Pakistan may also come to address the student body. I will try to arrange one guest speaker to talk to us during class time, most likely Steve Cohen, a senior fellow at the Brookings Institution.

### **SPECIAL REQUIREMENTS**

One oral presentation of research paper, periodic reports on current events in country of choice.

CLASS HOUR: 2-DAY, K HOUR (1350 - 1445). Since this is a colloquium, we will be meeting only one day per week. We will meet every 2-2 day throughout the semester.

ROOM: Lincoln Hall LHB203

## **II. COURSE GOALS AND OBJECTIVES**

### **GOALS:**

- \*Prepare aspiring officers facing the challenges of officer ship in a world of diverse and changing political, economic, and social processes to better understand their role on the ground, including the ability to articulate their understanding of our changing world to their soldiers.
- \*Develop an understanding of political and economic phenomena in South Asia through the use of theory, concepts, and historical analysis.
- \*Utilize complementary and contrasting theoretical perspectives, such as those examined in SS201 (Economics), SS202 (American Politics), SS307 (International Relations), SS366 (Comparative Politics), and elective courses.
- \*Develop a firmer grasp of how to perform critical analysis, both written and oral, of the issues examined in the course.

**OBJECTIVES:** Cadets completing this course should acquire knowledge of the following:

- \*The methodology and logic of conducting comparative social science research, including the use of political culture, social structure, political economy, and political institutions as variables, which influence regime stability, political orientation, and economic development.
- \*Environmental and social challenges hindering South Asia's economic and political development, including climate, agricultural production, natural resource sustainability, disease, population growth, education, outmoded political and social institutions, and urbanization.

- \*The successes and failures of South Asian economic development strategies, including state-led industrialization, commodity export-led growth, structural adjustment, and market-oriented reform.
- \*The historical origins of modern South Asian states and political/social institutions, South Asian concepts of political legitimacy, political regime structures found in South Asia, the scope for political participation and interest representation in South Asian polities, the causes of political instability, and prospects for transition to more democratic political arrangements.
- \*The causes of regional conflict and ethnic/communal violence in South Asia.
- \*The impact of the international environment on South Asia, including U.S. national interests and foreign policy priorities.

### III TEXTS AND OTHER COURSE MATERIALS

REQUIRED TEXTS (MUST be purchased from Book Issue):

I very much like to teach a text-based class, using the textbooks as a guide to study the material in an organized fashion. As such, you are expected to read all of the four textbooks. Please feel free to read as quickly as you like. Please make notes of your questions and anything that you are confused about as you read. Bring these notes to class, and we will, as a group, answer your questions and clear-up your confusion.

Lawrence James, *Raj – The Making and Unmaking of British India*, 1997

Paul R. Brass, *The Politics of India Since Independence*, 2001

M. Rafique Afzal, *Pakistan – History and Politics – 1947-1971*, 2001

Sugata Bose and Ayesha Jalal, *Modern South Asia (History, Culture, Political Economy)*, 2002

ADDITIONAL RESOURCES (To be placed on reserve at the USMA Library or held by instructor):

These books are all in my personal library and I have read many of them. You can use them as a basis to start your research, or just to read for fun, if any of the subjects we have discussed in class intrigue you and you would like to delve deeper into the material.

Stephen P. Cohen, *India – Emerging Power*, 2001

Stephen P. Cohen, *The Pakistan Army*, 1998

Stephen P. Cohen, *South Asia After the Cold War*, 1993

Stephen P. Cohen, *Nuclear Proliferation in South Asia*, 1991

Stephen P. Cohen, *Arms and Politics in Bangladesh, India and Pakistan*

Stephen P. Cohen, *The Indian Army*, 2002

John Keay, *The Honourable Company: A History of the English East India Company*, 1991

John Keay; *India (A History)*, 2000

Christopher Hibbert, *The Great Mutiny (India 1857)*, 1978

Sashi Tharoor, *India (From Midnight to the Millennium)*, 1997

Stanley Wolpert., *A New History of India*, 1989

Stanley Wolpert, *Jinnah of Pakistan*, 1984

Hermann Kulke and Dietmar Rothermund, *A History of India*, 1986

Dennis Kux, *The United States and Pakistan (1947-2000)*, 2001

Dennis Kux, *Estranged Democracies – India and the United States*, 1994



Dennis Kux, Selig S. Harrison, Paul H. Kreisberg, eds., *India and Pakistan (The First Fifty Years)*, 1995  
 Peter Ward Fay, *The Forgotten Army (India's Armed Struggle for Independence – 1942-1945)*, 1999  
 Mala Sen, *Death by Fire ( Sati, Dowry Death, and Female Infanticide in Modern India)*, 2002  
 Larry Collins and Dominique LaPierre, *Freedom at Midnight*, 1975.  
 Jim Masselos, *Indian Nationalism: A History*, 1972  
 V.S. Naipaul, *Among the Believers*, 1981  
 V.S. Naipaul, *India (A Wounded Civilization)*, 1977  
 V.S. Naipaul, *India (A Million Mutinies Now)*, 1990  
 V.S. Naipaul, *An Area of Darkness*, 1964  
 Ved Mehta, *Rajiv Gandhi and Rama's Kingdom*, 1983  
 Ved Mehta, *Portrait of India*, 1993  
 Edward Rice, *Captain Sir Richard Francis Burton*, 1990.  
 Charles Allen, *Plain Tales From the Raj*, 1975  
 Charles Allen, *Soldier Sahibs: (The Daring Adventurers Who Tamed India's Northwest Frontier)*, 2001  
 Bryon Farwell, *Queen Victoria's Little Wars*, 1972  
 Bryon Farwell, *Armies of the Raj*, 1989  
 Bryon Farwell, *Mr. Kipling's Army*, 1987  
 Benazir Bhutto, *Daughter of Destiny (An Autobiography)*, 1989  
 James M. Freeman, *Untouchable (An Indian Life History)*, 1979  
 Mary S. Lovell, *A Rage to Live (A Biography of Richard and Isabel Burton)*, 2000  
 Bapsi Sidhwa, *Ice Candy Man*, 1988  
 Tariq Ali, *The Nehrus and the Gandhis (An Indian Dynasty)*, 1985  
 Anees Jung, *Unveiling India (A Woman's Journey)*, 1987  
 Elisabeth Bumiller, *May You Be the Mother of a Hundred Sons (A Journey Among the Women of India)*, 1990  
 Katherine Mayo, *Mother India*, 1927  
 Raghavan Iyer, *The Moral and Political Thought of Mahatma Gandhi*, 1973  
 Geoffrey Moorhouse, *India Britannica*, 1983  
 Michael Barthorp, *The North-West Frontier (British India and Afghanistan)*, 1982  
 E.M. Forster, *The Hill of Devi*, 1953  
 E.M. Forster, *A Passage to India*, 1924  
 Bisham Sahni, *Tamas*, 1988  
 Nirad C. Chaudhuri, *The Autobiography of an Unknown Indian*, 1951  
 Bamber Gascoigne, *The Great Moghuls*, 1971  
 J.R. Ackerley, *Hindoo Holiday (An Indian Journal)*, 1932  
 Mark Tully, *No Full Stops in India*, 1991  
 Richard Reeves, *Passage to Peshawar*, 1984  
 Sunil Khilnani, *The Idea of India*, 1997  
 Salman Rushdie, *Shame*, 2000  
 Salman Rushdie, *Midnight's Children*, 2000  
 Bernard Cornwell, *Sharpe's Triumph, (India 1803)*, 1998  
 Bernard Cornwell, *Sharpe's Tiger*, 1999  
 Bernard Cornwell, *Sharpe's, Fortress*, 2000  
 Raleigh Trevelyan, *The Golden Oriole*, 1987  
 Percival Spear, *A History of India*, 1965  
 Percival Spear, *The Nabobs*, 1963  
 Percival Spear, *Twilight of the Mughuls*, 1951  
 Percival Spear, *Cultural Heritage of Pakistan*, 1955  
 Khushwant Singh, *Train to Pakistan*, 1956  
 Captain Albert Hervey, *A Soldier of the Company*, 1988  
 Rajesh Kadian, *India and its Army*, 1990  
 Alan Warren, *Waziristan (The Faqir of Ipi and the Indian Army)*, 2000

## News Media

Available on the web

BBC News  
New York Times  
India Today  
The Friday Times (Pakistan)  
The Times of India  
The News (Pakistan)  
Dawn (Pakistan)  
The Hindu (India)  
The Statesman (India)  
The Pioneer (India)  
Washington Post

## **IV. GRADED REQUIREMENTS**

Current Events, Country Focus and Class Participation  
News Presentations  
Presentation of Research  
Final Term Paper  
Final TEE

### **Current Events, Country Focus, and Class Participation (40 points/10%):**

Following current events in South Asia will be an integral part of this course. You must select a focus country to follow and inform the instructor of your choice by email.

Countries that need to be covered include Pakistan and India. You must follow the press on the Internet and be prepared to use examples from your region to contribute to topical class discussions.

The BBC web site is the most complete, concise, and easily searchable news source, although the Indian and Pakistani newspapers offer concise coverage of the region. The New York Times provides coverage that molds what informed Americans know about South Asian events. You should also watch web sites from your focus country.

### **News Presentations (40 points/10%)**

Twice during the term, you will present a recent news story of relevance to the lesson topic of the day. You should email the story to the rest of the class and the instructor the day before class and lead a short discussion during class. Since this is a text-based course, it will not be completely up to date in a fast-changing African environment. The purpose of your presentations will be to bring the class up to date on what is happening in your country.

### **Research Paper (100 points 25%)**

Your research paper must include a thesis statement or topic question, the country of focus, and the primary field of investigation (political, economic, social, or environmental). You should briefly identify what approach or theoretical framework you plan to use. Possibilities include an investigation that generates a thesis regarding a historical or current issue, the formal testing of a social science theory in a South Asian context, or a policy

prescription about what the United States should do regarding a South Asian problem. In any case, you must be explicit about the theories and models you will be using. You are encouraged to choose a topic and field that matches your areas of expertise .

The grade will be primarily determined by how well you prove your thesis or answer your topic question. As in SS307 and SS366, full documentation, using the Turabian footnote/bibliography format, will be required. The paper must be at least 2500 words in length and not more than 3500 words (not counting footnotes, bibliography, or annexes). Quantitative studies must include a statistical annex to support the text.

**Oral Presentation of Research (100 points/25%):** You will prepare a 20 minute presentation of your research paper. The presentation should include visual aides. Following the presentation, you will answer questions from the audience about your research. The presentations will be open to the public.

**Term End Exam (160 points/30%):** The TEE will consist of a choice of essay and/or short answer questions.

**Grades:** The total points possible is 400. An end-of-term average of 67% (268 points) will be required to pass this course with a D. Grades will be based on the following averages:

A+	97.0-100%	388-400 points
A	93.0-96.9%	372-387 points
A-	90.0-92.9%	360-371 points
B+	87.0-89.9%	348-359 points
B	83.0-86.9%	332-347 points
B-	80.0-82.9%	320-331 points
C+	77.0-79.9%	308-319 points
C	73.0-76.9%	292-307 points
C-	70.0-72.9%	280-291 points
D	67.0-69.9%	268-279 points
F	<67.0%	<268 points

## V. COURSE OUTLINE

(See full syllabus for reading assignments)

### *BLOCK I: THE BRITISH COLONIAL HERITAGE*

LESSON 1 (Thursday, August 22)

Course Administration and Methodology/Geography

LESSON 2 (Wednesday, August 28)

The Company Ascendant/The Conquest of India

LESSON 3 (Wednesday, September 4)

The Raj Consolidated/The Mutiny

LESSON 4 (Tuesday, September 10)

Triumphs and Tremors/Disturbance and Departures

### *BLOCK II: INDIA*

LESSON 5 (Monday, September 16)

Political Change/Pluralism and National Integration

LESSON 6 (Friday, September 20)

Pluralism and National Integration/Political Economy

*BLOCK III: PAKISTAN*

LESSON 7 (Thursday, September 26)

1947 to 1958

LESSON 8 (Wednesday, October 2)

1958 to 1971

*BLOCK IV: MODERN SOUTH ASIA*

LESSON 9 (Tuesday, October 8)

Post Colonial South Asia – 1947-1971

LESSON 10 (Tuesday, October 15)

The Problems of South Asia

*BLOCK VI: PRESENTATION OF RESEARCH – DR. DORSCHNER*

LESSON 11 (Monday, October 21)

Afghanistan

LESSON 12 (Friday, October 25)

Bangladesh and Kashmir

LESSON 13 (Thursday, October 31)

India and the Region

LESSON 14 (Wednesday, November 6)

Pakistan

*BLOCK VI: PRESENTATION OF RESEARCH – THE STUDENTS*

LESSON 15 (Wednesday, November 13)

Student Presentations

LESSON 16 (Tuesday, November 19)

Student Presentations

*BLOCK VII WRAP-UP/Guest Speaker)*

LESSON 17 (Monday, November 25)

Review and Wrap-up

LESSON 18 (Tuesday, December 3)

Review and Wrap-up

LESSON 19 (Monday, December 9)

Review and Wrap-up

LESSON 20 (Friday, December 13)

Guest Speaker

## SYLLABUS

### **BLOCK I:- THE BRITISH COLONIAL HERITAGE**

#### LESSON 1

##### Course Administration and Methodology

In this course, we will seek to understand modern South Asia using a multidisciplinary approach to the diverse and complex issues facing the subcontinent. We will identify the “perennial” issues that have plagued the region since the end of the colonial period, examine their historical roots, and attempt to determine possible solutions. While the challenges of poverty and economic development are first and foremost, the South Asian subcontinent also faces severe ecological despoliation, overpopulation, deep-seated communal animosity, unresolved border disputes, a myriad of insurgencies, terrorism, AIDS, human rights abuse, and the threat of nuclear war. As members of a military institution, we will closely examine South Asian military developments.

We will look at three distinct phases of South Asian historical development, starting with the immediate pre-colonial era, characterized by the rule of the Mughul Dynasty. We will examine India’s sophisticated pre-colonial institutions. Although South Asia had a complex and highly developed civilization, how was it that Great Britain, a small country in Europe, was able to conquer and colonize almost the entire subcontinent and retain this supremacy for almost 200 years? We will then look at the oppression and transformations of the colonial experience. While the British colonized most of the world not all colonized areas reacted the same as South Asia. The South Asians have demonstrated a unique ability to adopt and transform British institutions and ideas. Finally we will ask whether South Asians will be able to apply both Western and South Asian ideas to devise appropriate strategies to deal with the seemingly overwhelming problems they face.

##### South Asian Geography

We will look at the geography of the South Asian Subcontinent. We will identify the principal geographic features of the region, including: rivers, mountain ranges, ports, climate, crops, principal cities, languages, cultures and political borders. We will discuss how these features have effected life in the Subcontinent, and how political boundaries, and demography have changed since the Mughul era. The region is dominated by one country, India. The only country that can entertain the possibility of challenging Indian dominance is Pakistan. Their rivalry has been the principal political problem of the subcontinent since the two countries were split off from British India.

## LESSON 2

### The Company Ascendant, The Conquest of India

When the British arrived on the subcontinent they initially came as supplicants. The British East India Company begged the Mughul emperors for trading rights and the British were fearful that they could be crushed or expelled at any time. We will examine the Mughul empire, and the arrival of the British and the other Europeans to the subcontinent. As the Europeans pursued their commercial rivalry in South Asia, two powers came to predominate, Great Britain and France. Due to a combination of exceptional leadership, and a set of unforeseen but fortuitous circumstances, the British were able to first defeat France and then the Indian rulers to emerge supreme, and transform themselves from traders to colonialists. We will look at the Mughul empire and describe the historic circumstances in India prior to the arrival of the Europeans. We will then look at the characteristics of the colonial powers to determine the unique qualities of the English the enabled them to prevail. We will identify the key events, and the key European and Indian personalities. We will discuss the inherent weaknesses of Indian pre-colonial institutions, and the unique qualities of the British East India Company, a commercial company that became the masters of an entire subcontinent. We will look at the Company's leaders and the institutions (including one of the world's largest armies) that it introduced to South Asia.

#### READINGS:

*Raj – The Making and Unmaking of British India* – by Lawrence James– Part I and Part II – pages 3 through 150

*Modern South Asia – History, Culture, Political Economy* by Sugata Bose and Ayesha Jalal – Chapters 4, 5, and 6 – pages 35 through 66

## LESSON 3)

### The Raj Consolidated, The Mutiny

The British were far more successful in South Asia than they ever anticipated. They went from triumph to triumph. As their successes continued, they consolidated their rule which came to take on more and more imperial trappings. The initial hesitancy was gradually replaced by arrogance and complacency. The British came to see their culture as the supreme in the world, and themselves as a people meant to rule. Their insensitivity towards South Asian culture set off a bloody backlash as the Company's Army turned on its British officers and set-off a bloody conflict. This failure resulted in the end of Company rule as India was absorbed into the British Empire. We will examine the genesis of the this setback and how the British recovered and established new institutions that would become thoroughly integrated into South Asia.

#### READINGS

*RAJ*– Part II and Part IV – pages 151 through 233

*Modern South Asia* – Chapters 7, 8, and 9 – pages 57 through 96

## LESSON 4 (Wed., Jan. 26)

## Triumphs and Tremors, Disturbance and Departures

We will examine the mechanics of British imperial rule. How the Empire dealt with India's princely states, the changing attitudes of the Indian imperial subjects, the role of India in British global politics, British efforts to counter perceived Russian expansion into the subcontinent, misadventures in Afghanistan, absorption of Burma and Sri Lanka into the empire, and the subjugation of Nepal, and the unique role of the Indian Army on the Northwest Frontier. The rapid growth of Indian nationalism in the twentieth century caught the British by surprise. They failed to appreciate the South Asian's longstanding desire for self-rule and consistently downplayed South Asian's ability to administer their own affairs. When the end came, it came quickly and the British departure remains the subject of considerable speculation and controversy. We will examine the partition of British India into two states, a secular India and an Islamic Pakistan, how it came about and why, and the painful legacy it has left the region.

### READINGS

*RAJ* – Part V and Part VI – pages 301 through 608

*Modern South Asia* – Chapters 10, 11, 12, 13, 14, and 15 – pages 97 through 164

## **BLOCK TWO – INDIA**

### LESSON 5

#### Political Change, Pluralism and National Integration

In the post colonial era India emerged as the dominant country in the region, and is therefore deserving of its own block. We will examine India's transformation from a colony to an Independent state, emphasizing the continuity between the rule of the British and the rule of India's own political leaders. Great Britain left behind a number of legacies when it departed from India, including modern communications systems, the world's largest railroad, a civil justice system, a civil service, a fully functional education system, the English language, and a modern army. Most important, it bequeathed to India a political class that was schooled in English thinking, with a modern and progressive outlook. While it was anxious to assert Indian pride and Indian Culture, the Indian political class had no desire to turn back the clock or totally disavow the British legacy. The break with the British Empire was largely nonviolent, and there were few hard feelings. The two countries continued to cooperate and interact. India's rulers, initially encapsulated within the Congress Party, were not adverse to maintaining and expanding the institutions the British established on the Subcontinent.

We will examine the political structure of post-independence India, its government, political parties and politics and introduce some of the “perennial” problems that seem to escape resolution, such as separatism, insurgency, and communal and caste conflict.

### READING:

*The Politics of India Since Independence* –The New Cambridge History of India – Volume IV - Introduction, Part I, Part II – page 1 through page 228

*Modern South Asia* – Chapters 16 and 17, pages 165 through 189

### LESSON 6

## Pluralism and National Integration, Political Economy

Although once among the wealthiest countries on Earth, at the time of its independence India was among the world's poorest countries. Its new leaders were determined to quickly raise the standard of living and educate and modernize the Indian population, most of which consisted of rural peasants. We will examine the rapid pace of social change as India's seemingly timeless social institutions came under increasing attack. Initially, India had to devise a way to feed, educate, employ and clothe its rapidly growing population. It first embarked on a socialist course, which resulted in a "Hindu rate of growth" which barely kept pace with population growth. In recent decades India has changed course and opened its markets and adopted much of the liberal economic system. We will determine how successful the Indian path to economic development has been and how it will fare in the future. We will attempt to document the rapid pace of social change and ascertain what Indian society will look like in the years and decades ahead.

### READING:

*The Politics of India* – page 150 through 367

## **BLOCK THREE - PAKISTAN**

### LESSON 7

#### 1947-1958

Initially established as a homeland for the Muslims of South Asia, Pakistan has been plagued with problems from the outset. Pakistan's founder, Muhammad ali Jinnah, died before he could establish the modern secular state that he envisioned. His successors were quickly overthrown by the military, setting off a precedent of military rule, which Pakistan has been unable to shake-off. Unlike India, Pakistan failed to eradicate its feudal social and economic institutions. Its rivalry with India and its perceived insecurity came to dominate political developments. As a result, Pakistan established one of the largest per-capita military establishments in the world. This drained previous resources from development and left Pakistan with an almost dysfunctional education and medical infrastructure. While the military could provide a modicum of security, it could not pursue economic and social development or eradicate endemic corruption.

### READING

*Pakistan – History and Politics* – Part I and Part II – page 2 through page 221

### LESSON 8

#### 1958 – 1971

The failure of civilian rule and Pakistan's inability to establish democracy led to the institution of martial law. The first martial law regime initially established order and under General Ayub Khan the country began to make strides towards democracy and economic development. We will examine why the first martial law regime failed to meet its ambitious goals and ultimately collapsed. The second martial law regime under Yahya Khan proved to be a failure from the outset. The military's inability to deal with the dissatisfaction of the population of East Pakistan and its adoption of a genocidal response to Bengali calls for autonomy led to a disastrous war with India, Pakistan's worst military defeat and the break up of the country. Bangladesh attained its independence, and Zulfikar Ali Bhutto, a charismatic civilian politician took over the reins of a truncated Pakistan. Successive civilian and military rulers, including Zulfikar's daughter Benazir Bhutto, have failed to deal with Pakistan's growing economic and social problems.



Pakistan's current military ruler, Parvez Musharraf is attempting yet again to deal with corruption, economic decay and decline, Islamic fundamentalism, terrorism, and confrontation with India. Many are now saying that this could be Pakistan's last chance to put its house in order.

#### READING

*Pakistan – History and Politics* – Part III and Part IV – page 222 through 458

### **BLOCK FOUR – MODERN SOUTH ASIA**

#### LESSON 9 – Post Colonial South Asia – 1947-1971

In this lesson we will look at the South Asian states and their economies from the departure of the British in 1947 until the emergence of Bangladesh in 1971. We will thus have reviewed events on the subcontinent from the decline of the Mughul Dynasty (end of the 17<sup>th</sup> Century) through the break-up of Pakistan (1971). This will provide us with the historical background to discuss the perennial issues that are facing the countries of South Asia.

#### READINGS

*Modern South Asia* – Chapters 18, 19, and 20, pages 220 – 244

A selection of readings (to be determined) from the South Asian regional press, American think tanks and American and European publications.

#### LESSON 10 – The Problems of South Asia

One of the poorest and most over-populated regions of the world, South Asia faces myriads of problems that will require quick solutions, as time is running out and disaster always looms on the horizon. The demographic imperative is running headlong into ecological devastation. The region has failed to devise a systematic plan aimed at combating endemic poverty and overcoming the huge class divides that separate the poverty stricken and often illiterate masses from the ruling elites. If these problems are not addressed systematically and quickly, the region could face an ecological/demographic crisis that could result in massive death, as the environment proves unable to sustain the rapidly growing population. India and Pakistan have failed to normalize their relations and resolve their sputtering dispute over Kashmir in the 55 years since independence and have now openly acquired nuclear weapons. The nations of the region have yet to establish secure national identities and remain under assault from separatist tendencies, driven by caste, communal, and ethnic divisions. The independence generation of political leaders was blessed by greatness, but the region has suffered from a dearth of statesmanship and leadership since the first generation of post-colonial leaders passed from the scene.

#### READINGS:

A selection of readings (to be determined) from the South Asian regional press, American think tanks and American and European publications.

### **BLOCK 5 – PRESENTATION OF RESEARCH – DR. DORSCHNER**

#### LESSON 11 - Afghanistan

I am constantly writing papers to present at conferences and submit for publication. In addition, I have a grant to conduct research on the Pakistan Army, which I hope will result in a book. To date, I have completed papers on Afghanistan, Bangladesh, and India/Pakistan.

Background For US Troops Deploying to Afghanistan

Postwar Afghanistan

The Afghan Army

READING

“A Flawed Masterpiece” by Michael E. O’Hanlon – FOREIGN AFFAIRS – March/April 2002

LESSON 12 - Bangladesh and Kashmir

Bangladeshi Strategies to Deal With Marginalization

A New Response to the Kashmir Dispute

READINGS

“Kashmir – The Road Ahead” – by Stephen P. Cohen – from *South Asia Approaches the Millennium: Reexamining National Security*

“Pre-Partition Bengali Society” – by Tathagata Roy – from *My People Uprooted*

LESSON 13 India and The Region

An Indian Assault on Terrorism

The Shape of Postwar South Asia

READING

“Why Did India ‘Go Nuclear’?” – by Stephen P. Cohen – from *India’s Nuclear Security*

LESSON 14 – Pakistan

The Pakistan Army

READING

“The Role of the Military in Politics in Pakistan” – by Armughan Javaid

**BLOCK 6: - PRESENTATION OF RESEARCH – THE STUDENTS**

LESSON 15

You will write a paper on South Asia. This will be your chance to present your research to USMA.

LESSON 16

Student Presentations

**BLOCK 7: - WRAP-UP**

LESSON 17

I saving the last classes for review and wrap-up. This will be your chance to ask any questions and clarify anything that you are confused about.

LESSON 18

LESSON 19

LESSON 20

Guest Speaker

**PROFESSOR GIOVANNI ARRIGHI  
JOHNS HOPKINS UNIVERSITY**

**SOCIOLOGY 230-351  
THE HISTORICAL SOCIOLOGY  
OF EAST ASIA**

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The Johns Hopkins University (Homewood Campus) has about 5,000 students. The Historical Sociology of East Asia course is an elective course open to both graduate and advanced undergraduate students. Its main purpose is to provide a long-term, comparative, and relational perspective of East Asian regional development

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Sociology 230-351  
Spring 2003  
Tuesdays 3-5 p.m.  
526 Mergenthaler

Professor Arrighi  
Office hours:  
Tuesdays 12:30-2:30 p.m.  
529 Mergenthaler  
(410) 516-7051

### **The Historical Sociology of East Asia**

#### COURSE DESCRIPTION

The East Asian region from early modern times to the present. East Asian and European dynamics compared. Connections between “the rise of the West” and “the decline of the East.” Imperialism, war and revolutions. The reorganization of the region under US hegemony. The East Asian economic renaissance and the East Asian crisis in world-historical perspective.

#### READINGS

All readings are on reserve in the library. Most articles and book chapters are on electronic reserve. Books marked with an asterisk are available for purchase in the university bookstore.

#### SCHEDULE

1/28 Introduction

2/4 The Global Economy in the Asian Age (I)

\*Frank, Andre Gunder. *ReOrient: Global Economy in the Asian Age*, 1-164

2/11 The Global Economy in the Asian Age (II)

\*Frank, Andre Gunder. *ReOrient: Global Economy in the Asian Age*, 165-225, 258-327, 352-59

Arrighi, Giovanni. “The World According to Andre Gunder Frank.” Review (Fernand Braudel Center), XXII, 3, 327-354

2/18 The East Asian World System

\*Hamashita, Takeshi. “The Intra-regional System in Modern Times,” in Katzenstein and Shiraishi, eds., *Network Power. Japan and Asia*, pp. 113-35.

Ikeda, Sato. “The History of the Capitalist World-System vs. The History of East-Southeast Asia.” Review, XIX, 1, 49-76.

Lee, John. “Trade and Economy in Preindustrial East Asia, c. 1500-c. 1800: East Asia in the Age of Global Integration.” *The Journal of Asian Studies*, LVIII, 1, 2-26.

Rowe, William. “Modern Chinese Social History in Comparative Perspective.” In Ropp, ed., *Heritage of*

*China: Contemporary Perspectives on Chinese Civilization*, pp.242-62.

Palat, Ravi A. "Historical Transformations in Agrarian Systems Based on Wet-Rice Cultivation: Toward an Alternative Model of Social Change." In McMichael, ed., *Food and Agrarian Orders in the World-Economy*, 55-77.

2/25 Social Change and State Formation in Early Modern Times (I)

\*Wong, R. Bin. *China Transformed. Historical Change and the Limits of European Experience*, pp. 13-152

\*Pomeranz, Kenneth. *The Great Divergence. China, Europe, and the Making of the Modern World Economy*, pp. 31-107

3/4 Social Change and State Formation in Early Modern Times (II)

\*Pomeranz, Kenneth. *The Great Divergence. China, Europe, and the Making of the Modern World Economy*, pp. 111-297

3/11 Spring Break

FIRST TAKE-HOME TEST DUE ON 3/18

3/18 Imperialism, War and Revolution

So, Alvin Y., and Stephen W.K. Chiu. *East Asia and the World-Economy*, pp. 37-135.

\*Wong, R. Bin. *China Transformed*, pp.154-177, 207-275

Nathan, Andrew J. "Imperialism's Effects on China." *Bulletin of Concerned Asian Scholars* IV, 4: 3-8.

Esherick, Joseph. "Harvard on China: The Apologetics of Imperialism." *Bulletin of Concerned Asian Scholars* IV, 4: 9-16.

Peattie, Mark. "Japanese Attitudes Toward Colonialism, 1895-1945." In Myers and Peattie, eds., *The Japanese Colonial Empire, 1895-1945*, pp. 80-127.

3/25 East Asia and the US World Order (I)

Cumings, Bruce. "The Origins and Development of the Northeast Asian Political Economy." In Deyo, ed., *The Political Economy of the New Asian Industrialism*, pp.44-83.

\*Katzenstein, Peter. "Introduction." In Katzenstein and Shiraishi, eds., *Network Power. Japan and Asia*, pp. 1-44

\*Shiraishi, Takashi. "Japan and Southeast Asia." In Katzenstein and Shiraishi, eds., *Network Power. Japan and Asia*, pp.169-194.

\*Doner, Richard. "Japan in East Asia." In Katzenstein and Shiraishi, eds., *Network Power. Japan and Asia*, pp. 197-233.

\*Katzenstein, Peter and Takashi Shiraishi. "Conclusions." In Katzenstein and Shiraishi, eds., *Network Power. Japan and Asia*, pp. 341-381.

4/1 East Asia and the US World Order (II)

Arrighi, Giovanni. "The Rise of East Asia: World Systemic and Regional Aspects," *International Journal of Sociology and Social Policy*, XVI, 7, 1996, 6-44.

\*Wong, R. Bin. *China Transformed*. pp. 179-206, 277-94

\*Selden, Mark. "China, Japan and the Regional Political Economy of East Asia." In Katzenstein and Shiraishi, eds., *Network Power. Japan and Asia*, pp. 306-40.

Haggard, Stephan and Tun-jen Cheng. "State and Foreign Capital in the East Asian NICs." In Deyo, ed., *The Political Economy of the New Asian Industrialism*, pp.84-136.

Koo, Hagen. "The Interplay of State, Social Class, and World System in East Asian Development." In Deyo, ed., *The Political Economy of the New Asian Industrialism*, pp. 165-181.

Deyo, Frederic. "State and Labor." In Deyo, ed., *The Political Economy of the New Asian Industrialism*, pp.182-202

4/8 Origins and Consequences of the East Asian Crisis (I)

\*Gao, Bai. *Japan's Economic Dilemma*, pp.1-19, 29-202

4/15 Origins and Consequences of the East Asian Crisis (II)

\*Gao, Bai. *Japan's Economic Dilemma*, pp. 203-274

\*Pempel, T.J. ed. *The Politics of the Asian Economic Crisis*, pp. 1-78, 116-142, 224-238

Bowles, Paul. "Asia's Post-Crisis Regionalism." *Review of International Political Economy* IX, 2, pp. 230-256

4/22 The Resurgence of East Asia in World-Historical Perspective

Arrighi, Giovanni, Po-Keung Hui, Ho-Fung Hung, and Mark Selden. "Historical Capitalism East and West." Xerox

4/29 FINAL TAKE-HOME TEST DUE

Grade Evaluation:

take-home tests: 40% each

class participation: 20%

The strength of the university depends on academic and personal integrity. In this course, you must be honest and truthful. Ethical violations include cheating on exams, plagiarism, reuse of assignments, improper use of the Internet and electronic devices, unauthorized collaboration, alteration of graded assignments, forgery and falsification, lying, facilitating academic dishonesty, and unfair competition.

Report any violations you witness to the instructor. You may consult the associate dean of students and/or the chairman of the Ethics Board beforehand. See the guide on "Academic Ethics for Undergraduates" and the Ethics Board web site (<http://ethics.jhu.edu>) for more information.

**PROFESSOR JEFFERY BROADBENT  
UNIVERSITY OF MINNESTOTA**

**SOCIOLOGY / EAST ASIAN STUDIES 3661  
JAPANESE SOCIETY: RACE, CLASS  
AND GENDER**

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The University of Minnesota Twin Cities campus is an urban campus, in the twin cities of Minneapolis and St. Paul, and is a traditional land grant institution with four UM campuses located throughout Minnesota. Some 60,000 students comprise the four campuses. All campuses show 6,862 people of color including Asian or Pacific Islanders, African Americans, American Indians or Alaskans, and Hispanics. UM Twin Cities is consistently ranked among the top 20 public universities in the nation and is a classic Big 10 campus. Founded in 1851, UM Twin Cities has over 2,500 faculty and has a top ranked sociology program offering B.A., B.S., M.A., and Ph.D. degrees. Undergraduates in the sociology program must complete at least 120 credits to graduate, including at least 31 credits in the major. Two areas of specialization are offered: General Sociology and Law, Criminology, and Deviance. With over 75 course offerings, *Japanese Society Today* is cross-listed with East Asian Studies.

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JAPANESE SOCIETY:  
Race, Class and Gender

Sociology/East Asian Studies 3661  
TuTh 12:45 to 2:00. Blegen Hall 125

Professor Jeffrey Broadbent  
Department of Sociology, University of Minnesota  
University of Minnesota, Fall Semester, 2001

### **Syllabus**

While Americans use Japanese products all the time, Japanese customs and behavior still seem unfamiliar and strange to most. How can we still be so “distant” from our largest trading partner? What makes Japan “tick?” The Japanese themselves argue about the nature of their society. Anthropologist Nakane Chie says that Japanese society is organized very differently than US society. Japan, she says, operates in small groups through vertical loyalties to immediate leaders. This situation, she argues, breeds extreme conformism and adherence to group norms. On the other hand, taking a very different view of Japanese society, sociologist Sugimoto Yoshio says Japan exhibits much more exploitation, as well as individualism, resistance and diversity, than Nakane would recognize.

The course is organized around investigating Japanese society and culture. It is intended to give you, the student, the information and “thinking tools” you need to begin making your own judgments about the Nakane/Sugimoto debate. We will focus on Japan after World War Two, especially the last few decades. We will start with some of the international outcomes of cultural and social differences -- how they may have influenced US-Japan relationships. Then we will delve into what it means to be Japanese, trying to see it from the Japanese point of view. First we will get the big picture: broad historical and religious framework of traditional Japan. Though now evolving away from their own history, many Japanese still take historical and religious traditions as their point of reference and national identity. Then we will look at how one becomes Japanese, following the growing child, tracing the interaction between personality and social roles through the life course. First we will examine basic personality formation in childhood, through parental, peer and teacher influence, setting basic values about the self and others, gender identity, principles of group behavior, and moral questions. Then we will examine how personality articulates with contemporary Japanese institutions: family, community, education, work, popular culture, politics, stratification, discrimination, deviance, religion, movements, crime and policing, and international relations. We will pay close attention to how the sociological factors of race, class and gender operate in the Japan.

In Japan, these terms indicate the status of majority and minority groups, the divisions of power and ownership, and the distinctions between men and women, including issues of romance, sexuality and relationships.

### Requirements

**Grades:** The course grade will be based as follows:

<i>Undergraduates</i>	<i>Graduate students</i>
Video Essays .....50%	Video Essays .....50%
Participation .....10%	Term Paper. ....50%
Term Paper.....40%	

**Class preparation:** The required readings for each class are noted in the syllabus below. Please read them before each class, as assigned. Required reading will range from 60 to 80 pages per week, depending on difficulty. Class format will be about 60 per cent lecture and 40 per cent discussion, and will include some videos. The lecture will amplify upon the theme of the readings, giving more information and explanation. In addition to the required readings, I have also noted recommended readings for those who wish to go into a topic in more depth. The class will have occasional guest speakers, and use some films and other media.

### **Exams:**

The mid-course exams will consist of four “video essays.” The four video essays will require watching the four videos. These videos are noted in the syllabus and will be shown in class. They are also on reserve in the Department of Sociology, where you may view them individually or as a group at any time. The point of this essay exam style is to help the student think like an anthropologist doing field work. In writing your essay, you should describe scenes from the videos and use them to “test” and comment critically upon ideas and generalizations about Japan presented in class and readings. If this works well, you might even come up with your own, new and better idea about how Japan works.

- Each of the (4) video essays should be 3 to 4 pages in length (typed, double-spaced).
- You may discuss any of your essays with your classmates or other people, but must in the end write your own original essay. Place any quotations from sources within quotation marks (“”).
- Each essay you write should address two purposes simultaneously:
- 1) Show that you have done the readings and attended class by raising (and properly citing – see below) the main points from all points that pertain to the question made in class materials (readings, visual media, discussions, handouts, and lecture contents).
- 2) Demonstrate your capacity for critical analysis; in the video essays, use the video scenes, and in the final exam essays, use the video scenes and any other class material, to critically reflect upon the ideas and generalizations presented in class materials. State your own analysis and point of view, defending it by reference to the class materials, scenes in the video, etc.
- When referencing class materials, cite your sources simply, such (Fukutake, 1982) or (class lecture, Nov. 12) or (movie, Oct. 20). If you also use other sources, provide a full bibliography.

**Term Paper:** For undergraduates, the term paper will be a 12-15 page (double spaced) research paper on a topic about contemporary (post-World War Two) Japanese society and/or culture (for graduate students, 18- 20 pages). Choose or think up a term paper topic that you are genuinely interested in, a topic about which you would like to know more, or maybe one on which you disagree with an author or the instructor. I am very open-minded. I will also give you a list of possible interesting topics that you can choose from, if you wish. You will need instructor approval to proceed with a topic. Once you decide upon a topic, give the instructor a half-page statement describing the topic and why it interests you. I will give you feedback.

**Readings:** are listed under each lecture and date. We will read five books in full or in part, plus a few articles and chapters. The required readings will average about 60 pages per week. Books can be purchased at Smith Bookstore or on-line at [www.varsitybooks.com](http://www.varsitybooks.com). They are also on reserve in Wilson Library, reserve desk. Required (**Req.**)



readings should be read **before** coming to class, in preparation for the lecture and discussion. Readings noted with a \* are on reserve at the reserve desk in the basement of Wilson library. Recommended (**Recc.**) readings provide basic explanation, background, history and detail. Supplementary (**Supp.**) materials, noted in brief citation form, indicate sources for further research on a topic. Check the attached bibliography for full citation.

### **Readings:**

CK: Hamabata, Matthews Masayuki. 1990. *Crested Kimono: Power and Love in the Japanese Business Family*. Ithaca: Cornell University Press.

IJS: Sugimoto, Yoshio. 1996. *An Introduction to Japanese Society*. Cambridge U. Press

JS: Nakane, Chie. 1970. *Japanese Society*. Berkeley: University of California Press.

NT: Bestor, Theodore. 1989. *Neighborhood Tokyo*. Stanford: Stanford University Press.

UJS: Hendry, Joy. 1995. *Understanding Japanese Society*. New York: Routledge

I recommend buying Hendry, Nakane and Sugimoto, which we will read in entirety. We will read more than 50% of the other books, so you can buy those if you wish. All books will be on reserve by the end of the second week of classes.

\*Readings in the syllabus marked with an \* (including books, journal articles, chapters in edited books, etc.) will be on reserve at the reserve desk in Wilson Library.

### **Class Schedule, Topics, Assignments**

#### **Week 1: Introduction**

**Tuesday, September 4.** "Japan and the US – friendship and tensions." Lecture One

**Topic:** Why study Japan? Cross-cultural pointers. Economic competition and social/cultural challenge. Overview of course topics and requirements.

**Req(quired Readings):** \*Broadbent, 1993. The "Melting Pot" versus the "Pressure Cooker."

**Handout:** Japanese History.

**Thursday, September 6.** "Introduction to Japanese Culture and Society." Lecture Two

**Topic:** The "social construction" of race, class, gender and other qualities of a society. The Nakane--Sugimoto Debate about Japanese "groupism."

**Req:** JS: Introduction, Chp. 1 (pp. vii –22).

IJS: Preface and Chp. 1 (pp. ix to 32).

#### **Week 2: The "Groupism Model" – Essence of Japan?**

**Tuesday, September 11.** "The Groupism Model" Lecture Three

**Req:** JS: Chp. 2 (pp. 23 – 86).

**Rec(ommended Readings):** (Markus and Kitayama, 1994)

**Supp(lementary Readings):** The groupism model has generated a huge and contentious literature: (Barnlund, 1975; Benedict, 1946; DeVos, 1985; Doi, 1973; Doi, 1986; Hofstede, 1984; Lipset, 1994; Mathews, 1996; Roland, 1988; Rosenberger, 1992; Smith, 1992; Smith, 1983). For the contrary viewpoint: (Dale, 1986; Ishida, 1984; Mouer and Sugimoto, 1986).

**Thursday, September 13.** "The Groupism Model II."

**Req.:** JS: Chp. 3 (pp. 87 to 103).

**Supp.:** (Hamaguchi, 1985; Fukutake, 1989, Preface, Chp. 1 through 8 (pp. 3-73); Befu, 1974; Befu, 1990; Befu, 1993; Garon, 1997; Gluck, 1985; Hamilton and Sanders, 1992; Lebra, 1976; Lebra, 1992; Lebra and Lebra, 1990; Murakami, 1984; Wakabayashi, 1998; Yamagishi, 1988)

### **Week 3: “Constructing” Male and Female in Japan**

**Tuesday, September 18.** “Japanese masculinity: the samurai ideal.”

**Topic:** Japanese gender “ideals” and stereotypes.

**Req.:** JS: Chp. 4 and concluding remarks (pp. 104-151).

**Handout:** "The Traditional Male Value and Identity Complex"

**\*Hand In:** Explain your chosen term paper theme: what you want to write about, why it interests you, your major questions, your hunches about the answers (one page).

**Thursday, September 20.** “The Japanese Woman – good wife, wise mother, office flower”

**Req.:** \* (Iwao, 1993, 1-58)

**Supp.:** (Bernstein, 1991; Brinton, 1992; Brinton, 1994; Brinton, 1988; Condon, 1985; Imamura, 1987; Lebra, 1984; Pharr, 1981; Pharr, 1984; Robins-Mowry, 1983)

### **Week 4: Cultural Change**

**Tuesday, September 25.** American Cultural Imports

**Req.:** no reading required.

**Video:** “The Japanese Version”

**Task:** Take notes on the movie for your writing of Video Essay #3.

**Thursday, September 27.** Discussion on Japanese youth culture

**Req.:** Find an article on Japanese youth culture on the web.

**Task:** Fill out comment sheets for your group.

### **Week 5: A Case Study of Traditional Values: The Seven Samurai**

**Tuesday, October 2.** “The Seven Samurai”

**Req.:** \* (Yoshikawa, 1995, ix-xii, 499-516, 521-531).

**Video:** View first part of “Seven Samurai.”

**Task:** Take notes on the movie for your writing of Video Essay #1.

**Thursday, October 4.** “The Seven Samurai (continued).”

**Req.:** \* (Ikegami, 1995, Chp 11 & 14, pp. 223-240, 278-298).

**Video:** View second part of “Seven Samurai.”

**Task:** Continue taking notes for Video Essay # 1.

### **Week 6: Gender and Family in Japan**

**Tuesday, October 9.** “Gendered work, sex roles and identities.”

**Req:** IJS, Chp. 6 (first part, pp. 136-60); \* (Kondo, 1990, Chp. 8, 258-299).

**Hand In:** Video Essay # 1.

**Recc.:** Fukutake, Chs. 6, 7 and 8.

**Supp.:** (Allison, 1994; Bernstein, 1991; Lebra, 1984; Pharr, 1981; Pharr, 1984).

**Thursday, October 11.** “The Japanese Family”

**Req.:** IJS, Chp. 6 (last part, pp. 160-169); UJS, Chps. 2 and 3 (pp. 22-56).

**Recc.:** \* (Brinton, 1992; Fukutake, 1989, Chps. 3 and 15).

**Supp.:** (Hendry, 1986)

### **Week 7: Rural and Urban Life**

**Tuesday, October 16.** "The traditional village."

**Req:** UJS, Chp. 4 (pp. 57-75); \* (Dore, 1978, 266-311).

**Recc.:** (Fukutake, 1989, Chps. 4 and 16).

**Supp:** (Beardsley, et al., 1959; Dore, 1978; Smith, 1978)

**Media:** Slides and video from field work of instructor.

**Hand in:** Detailed outline of term paper, three pages long.

**Thursday, October 18.** "City life."

**Req:** Bestor, Chps. 1 and 6 (pp. 12-45, 193-223).

**Supp:** (Broadbent, 1994; Kuroda, 1974; Whiting, 1989)

### **Week 8: Community and Society**

**Tuesday, October 23.**

**Video:** View "Neighborhood Tokyo." Take notes for Video Essay # 2.

**Affinity Group discussions:** "Judging from your readings, the video and the lectures, would you say that Japan's city neighborhoods preserved the social organization of traditional rural villages?"

**Req.:** Prepare your answer to the discussion question using your notes on the video.

**Thursday, October 25.** "Class and status in Japan"

**Req.:** UJS, Chp. 5 (pp. 76-95); IJS, Chp. 2 & 3 (pp. 33-78).

**Recc.:** (Fukutake, 1989)

**Work on term paper draft over weekend.**

### **Week 9: Schools and Status**

**Tuesday, October 30.** "The Education System"

**Req.:** UJS, Chp. 6 (pp. 96-114).

**Supp:** (Cummings, 1980; Rohlen, 1983; Rohlen, 1992; Schodt, 1983; Stevenson, et al., 1986; White, 1987; White, 1993)

**Hand in:** Video Essay # 2, on "Neighborhood Tokyo."

**Light reading -- Work on term paper draft.**

**Thursday, November 1.** "The Results of Education: Gender, Skills and Jobs"

**Req.:** IJS, Chp. 5 (pp. 107-135); \* (Brinton, 2000, 289-306).

**Video:** "Polished Stones" (not for video essay).

**Discussion group question:** Is the Japanese education system better than the US'?

### **Week 10: Work and Class**

**Tuesday, November 6.** "The big company 'family': its rise, tensions and decay"

**Req.:** \* (Rohlen, 1974, 93-134)

**Recc.:** (Abegglen and Stalk, 1985; Clark, 1979; Fruin, 1992; McMillan, 1985)

**Hand In:** Rough draft of term paper, at least 8 pages long.

**Thursday, November 8.** "Gender, class and work"

**Req.:** \*Brinton, Chps. 4 & 5 (109-160).

**Rec.** \*Brinton Chp. (pp.160-188).

**Video:** "The Culture of Commerce" (not for Video Essay)

**Discussion group question:** How accurate is the image of the Japanese firm as a “big family” that takes care of all the workers’ needs?

### Week 11: Nationalism, Race and Ethnicity

**Discussion Question:** Does nationalism cause discrimination in Japan?

**Tuesday, November 13.** “We Japanese,” “outsiders (*gaijin*)” and xenophobia.

**Req:** IJS, Chp. 7 (169-192);

**Recc.:** (Buruma, 1994, Chapters on Japan)

**Supp.:** (Devos and Lee, 1981)

**Thursday, November 15.** “Racism and ethnic discrimination in Japan: Burakumin, Koreans, Ainu and other ‘untouchables’ and ‘gaijin.’”

**Req:** \* (Fukuoka, 2000, xxvii-xxxviii, 3-82).

**Recc.:** (Fukuoka, 2000, rest of book).

**Supp.:** (Devos and Lee, 1981)

**Discussion Group Question:** Why are there no “Japanese-Koreans” in Japan?

### Week 12: “Youth Culture Rebellion”

**Tuesday, November 20:** “Youth and popular culture”

**Req.:** IJS, Chp. 9 (pp. 220-244); \* (White, 1993, Chps. 6 & 7, pp. 141-195).

**Recc.:** (Oyama, 1990; Greenfeld, 1994; Schodt, 1983; Schodt, 1996; Tsurumi, 1997, 46-55). On traditional Japanese culture, see UJS, Chp. 10, and (Suzuki, 1973).

**Discussion group question:** “Does Japanese youth culture challenge the existing gender roles and identities?”

**Thursday, November 22: Thanksgiving, No Class. Work on term paper.**

### Week 13 “Deviance and Social Control”

**Tuesday, November 27 .**

**Req:** Hendry Chp. 10 (pp. 204-221)

**Video:** “A Taxing Woman” (Video Essay # 3, take notes)

**Thursday, November 29,** “Police, criminals, gangs and deviance”

**Req.:** UJS, Chp. 12 (pp. 204-219); \* (Kaplan and Dubro, 1986, Chp. 5) (pp. 127-155); \* (Sato, 1991, Chp. 1) (pp. 13-36).

**Recc.:** (Steinhoff, 1992); (Kaplan and Dubro, 1986)

**Supp.:** (Ames, 1981; Bayley, 1991; Miyazawa, 1992; Thornton, 1992; Westermann and Burfeind, 1991)

**Discussion group question:** Why is the gangster image so popular in Japan?”

### Week 14 Politics and Protest

**Tuesday, December 4.** “Government and power”

**Req.** Hendry, Chp. 11 (pp. 187-202); IJS, Chp. 8 (pp. 193-218) & Chp. 10 (p. 245-58).

**Hand In:** Video Essay # 3.

**Thursday, December 6.** “Protest and social control: The mobilization of environmental protest.”

**Req.:** \* (Broadbent, 1998, Chps. 4, 5 and 6., pp. 134-153, 154-184).

**Media:** Slide show on protest movements in Oita Prefecture

**Recc.:** \* (Iwao, 1993, Chp. 9 & 10, pp. 242-282; Pharr, 1981; Pharr, 1984; Kanegae, 1993)

**Video or regular essay # 4:** TBA

**Discussion group question:** “Does the Japanese bureaucracy exercise “soft authoritarianism” over the society, or is Japan fairly democratic and open to popular participation and preferences?”

### **Week 15: “Dilemmas of ‘Xenophobic Internationalization’”**

**Tuesday, December 11.** “Why won’t Japan fully apologize for its World War Two atrocities and labor and sexual slavery, or pay reparations to the victims?”

**Req.:** \* (Buruma, 1994, pages tba)

**Thursday, December 13. FINAL CLASS.** “Nationalism versus internationalism : the textbook controversy over portraying the history of World War Two.”

**Req.:** \* (Nozaki and Inokuchi, 1998, 37-45; McCormack, 1998, 16-22)

**Recc.:**

**Term paper:** due by 4 p.m. on Wednesday, December 19, in Sociology Department office, 909 SSB

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**DR. CHRISTINE RACK  
MARIAN COLLEGE**

**SOC 342  
PEACE AND JUSTICE IN  
LATIN AMERICA**

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SOC342 is a regional-focused (Latin America) course I created and taught at Marian College to juniors and seniors with approximately 20 students in the class. The course needed to meet three requirements (cross cultural, sociology, and social justice). They thought it was too much work but they learned a lot. I changed the format every year.

Marian College is a small liberal arts college in the midwest (Indianapolis) situated in the Franciscan tradition attracting mostly lower middle class rural students (total ~2000)

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MARIAN COLLEGE  
DEPARTMENT OF SOCIOLOGY  
FALL 1999

**COURSE:** SOC 342 Peace & Justice in Latin America  
**INSTRUCTOR:** Dr. Christine Rack  
Office: 212 Marian Hall  
955-6054  
Hours: Mon. & Wed. 3:45-4:30; Tues. & Thurs. 2:30 - 4:30  
or by appointment  
**MEETS:** Mon. & Wed. 2:30 - 3:45  
**WHERE:** Marian Hall, Room 215

**DESCRIPTION & OBJECTIVES**

This course introduces students to Latin America through an understanding of the legacies that influence contemporary patterns. We will focus on economic and political patterns, and the corresponding justice issues of inequality and human rights. The course satisfies requirements in three areas: cultural awareness, sociology, and social justice. Thus, the objectives in the course are for students to 1) develop an awareness of the Latino culture born of Indigenous, African, Spanish and European influences, 2) appreciate the sociopolitical legacies affecting Latin America and U.S. - Latin American relations, and 3) consider the justice issues that pervade economic and human development, historical violence, and current conflicts. These objectives are intended to sensitize students to North-South issues in our hemisphere so that they can contribute meaningfully to public policy discussions and civic decisionmaking, and to introduce students to the ideas and practices of peacemaking.

**REQUIREMENTS:**

1. Read the assigned material in the two primary texts before the class during which it is scheduled for discussion. Reading ahead means that we can more intelligently discuss the material in class. Pop quizzes may be used to encourage this practice.
2. Attendance is required. Participation grades will reflect your attendance. Students should remember that Marian College policy considers excused OR unexcused absence in more than 20% of the class meetings (6 classes) a failure to complete the course.
3. There will be five Quizzes covering the texts. These quizzes are primarily objective. Students will be excused from a quiz ONLY for extraordinary reasons. Make-up quizzes must be scheduled within 1 week of the scheduled quiz. The final exam (comprehensive) may be substituted for one of the quizzes. Students who are satisfied with their grades may opt out of the final exam.



4. Students are responsible for five separate 2-5 page Country-Specific Reports on their focal country (chosen or assigned early in the semester).
5. Students are required to file 2 open-ended reports. This may be an interview with a Latin American immigrant, an observation of a Latin American program or participation in a social justice event. For example, you may report on the CNN television special, or Dr. Clark's lecture on Just War, or attend the Peace with Justice Conference in Henderson, or the Hispanic Festival in Indianapolis, the School of the Americas civil disobedience. Other possibilities must be cleared with me first. Students are responsible for writing two observational or reflective reports that are about 3 pages long.

#### GRADING for REPORTS

You may use any of a variety of learning modalities to acquire the country-specific information sought, including interviews with nationals from your focal country, internet resources, historically-based novels (see list below), or reference materials at Marian, IUPUI, or Marion County libraries. All reports should include accurate attributions to substantiate your information. In the case of information acquired from non-published sources or the internet, raw data should be appended. Further information will be provided.

The five country-specific and two open-ended reports are due according to the calendar. Each report will be qualitatively graded as “√+”, “√VG” (very good), “√”, “√NG” (not good), or “√-” (unsatisfactory). Late reports will never receive a “√+”. An unacceptable mark (√-) means that the information or attribution was inaccurate or inadequate, the report appeared to be a duplicate of your classmate's (both will receive an unacceptable mark), it made no sense, or was mediocre AND late. **NO REPORT WILL BE ACCEPTED AFTER ONE WEEK FROM THE DUE DATE.**

#### REQUIRED TEXTS

Hansis, Randall (1997). *The Latin Americans: Understanding Their Legacy*. New York: McGraw Hill.

Thompson, J. Milburn (1997). *Justice & Peace: A Christian Primer*. Maryknoll NY: Orbis Books

ONE of the following is required:

Boulding, Elise & Randall Forsberg (1998). *Abolishing War: Cultures & Institutions*. Cambridge MA: Boston Research Center for the 21st Century.

Hanh, Thich Nhat (1987). *Being Peace*. Berkeley CA: Parallax Press.

#### ASSESSMENT

50%	5 objective quizzes (or four quizzes and the final).
40%	7 reports (5 reports on focal country and two open-ended reports).
10%	class attendance & participation.

**DR. BERNARD BRADY  
DR. MEG WILKES KARRAKER  
UNIVERSITY OF ST. THOMAS**

**IDSC 480.01, 480.02  
ROME, ITALY: SOCIETY AT THE  
CROSSROADS**

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The University of St. Thomas enrolls approximately 5000 undergraduate students and has a vigorous honors program. The Aquinas Scholars Honors Program offers students an opportunity to learn from two faculty members from different disciplines in a seminar format. This first offering in this program involving study abroad enrolled 17 juniors and seniors. The course presents social problems in Italian society from a sociological perspective through the lens of Catholic social teaching.

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**Rome: Society at the Crossroads**

January Term 2004

Aquinas Scholars Honors Seminars, IDSC 480.01 & IDSC 480.02  
University of St. Thomas, St. Paul, Minnesota, USA

**COURSE**

Roma, Italia is the archetype of a society at the crossroads. Many of the social concerns and conflicts this part of Italia faces mirror those in other societies at the start of the 21<sup>st</sup> century. In this short-term study abroad we will study the Roman experience concerning conflicts surrounding the places of (1) immigrants and ethnic groups, (2) women, and (3) children and families in this part of Italian society. In addition to conversations with practitioners and scholars with expertise in each of these areas, we will learn from individuals and organizations that address these problems from the perspective of justice and peace and Catholic social thought.

**Program Structure**

The course will emphasize active observation and vigorous discussion, informed by reading and conversations with in-country practitioners and scholars. Evaluation will be based on daily assignments, weekly discussion leadership, and a final collaborative project.

**Course Instructors**

Bernard Brady, Ph.D.

Dr. Brady is Professor of Theology and Director of the Aquinas Scholars Honors Program at the University of St. Thomas. He has led three groups of learners to Northern Ireland. This will be his second journey to Italia.

Meg Wilkes Karraker, Ph.D.

Dr. Karraker is Professor of Sociology and Chair of the Sociology Department at the University of St. Thomas. This will be her fifth journey to Italia, her second with undergraduate learners.

**Required Reading**

Center for Social Studies and Policies (CENSIS). 2002. *Italy Today 2001: Social Picture and Trends*. Milan: FrancoAngeli.

Reading packet (distributed through campus mail during exam week)

**Course Requirements**

All students will attend all group functions, read the required texts assigned for particular sessions, participate in class discussions, and be actively involved in the success of the course and the well being of the learning community. Students will write a "Brief," six essays (2-3 pages) and participate in a small group, collaborative oral final exam.

The first essay (“The Stranger”) is due at departure from MSP. The second (“Description of Roma”), third (“Description of People of Roma”), and fourth (“Reflection”) essays are due 1/15. The fifth (an analysis based on readings) and sixth (a synthesis based on speakers, tours, sites) essays are due 1/25. More detailed instructions for the 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> essays will be discussed during class time in Roma. All essays will be written in notebook.

**Grades**

Participation and attendance 35%, brief 3%, each essay 8% (total 48%), group final 14%.

## 7. Nonviolence and Popular Movements

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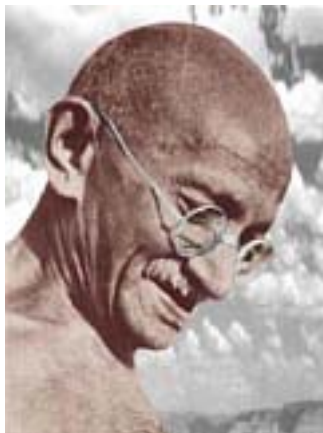
The University of Colorado-Boulder is a large public university (20,000 undergraduate, 5,000 graduate). Thirty-five students enrolled in the course. The course counted as a sociology elective and general elective for most majors. Most students were not sociology majors. I taught the course in an interdisciplinary manner--incorporating philosophy (especially ethics), international relations, and sociology. Many readings were written by practitioners and advocates of nonviolent social action.

TOPIC: PHILOSOPHY OF NONVIOLENCE-- students read philosophical statements advocating nonviolence (e.g. King, Gandhi) and a radical critique of nonviolence (Churchill). They then wrote a paper on the strengths and weaknesses of nonviolence.

TOPIC: NONVIOLENCE AND FOREIGN POLICY--students learned about the United Nations, competing international relations (IR) paradigms (realism vs. idealism), blowback, and un/just war. The section coincided with the Lead-up to the 2003 U.S.-Iraq War. In this light, much of class discussion pertained to that conflict (and less on terrorism like 9-11 as I originally planned). Students wrote a paper on what the U.S. should do in its conflict in Iraq while illustrating their understanding of IR paradigms.

TOPIC: NONVIOLENT STRUGGLE--students learned about various nonviolent tactics (e.g. strikes, boycott, sit-ins, tree spiking, property destruction). Much of class discussion focused on the ethics and effectiveness of various tactics. I showed many videos during this section portraying nonviolent action (e.g. "Occupation" about the 2001 Harvard Living Wage campaign, clips of anti-abortion clinic blockades, tree-sits and road blockades by environmentalists, Gandhian campaigns from "A Force More Powerful"). students wrote a paper that constructed a nonviolent campaign to address an injustice that they personally cared about.

TOPIC: EVERYDAY NONVIOLENCE--focused on interpersonal conflict resolution, and issues of ethical livelihood and daily action for peace and justice (e.g. creating loving relationships, cultivating mindfulness and compassion, voluntary simplicity, living lightly on the planet, ethical spending). Students wrote the following paper: "Gain awareness of your own daily existence and values; and create concrete actions you are willing to take to make your life more meaningful and contribute to the creation of a more just, compassionate, and ecologically healthy world."



**Nonviolence and the Ethics of Social Action SOCY 2025 Fall 2002**  
Tuesdays and Thursdays 5:00-6:15pm Ketchum 301

"Justice is the great work of [human-beings] on Earth." Daniel Webster  
"You must be the change you wish to see in the world." Mohatma Gandhi  
"The deadliest form of violence is poverty." Mohatma Gandhi  
"You must unlearn what you have learned." Yoda, jedi master

**\*\* Only 1% of the world has the opportunity to attend college. Take advantage of this opportunity by becoming the director of your education. This syllabus is only a guide. To request changes talk to me on an individual basis and we will co-create a more valuable process for you.** Students with

disabilities who may need academic accommodations should discuss options with me during the beginning of the semester.

A powerful education allows us to experience new ways of thinking about the world and live more consciously as we choose the life that we want to live and the world we want to live in. **Consider that you are taking this class not only for yourself but that YOU ARE TAKING IT FOR THE BETTERMENT OF THE WORLD.** A well-functioning society needs educated passionate citizens that have the ability and the desire to actively engage the world.

My Purposes and Goals for myself, individual students, and our class as a whole:

Humane capacities:

- To fuel the love of learning.
- To embrace possibilities for global peace and justice.
- To realize our power to shape society with our every action.
- To engage the world with passion and determination.
- To nurture our desires to make a contribution to the world.
- To more clearly identify our values.
- To wrestle with issues of how we can live more humanely.

Intellectual Skills:

- To actively engage ideas and construct our own responses.
- To clearly express ourselves orally and in writing.
- To think independently and question authority (e.g. politicians, corporations, teachers).
- To develop confidence regarding our ability to analyze social issues.
- To actively contribute to a learning community.

Knowledge:

- To learn the philosophy and tactics of nonviolence.
- To understand how power and influence function in society.
- To learn specific examples of how nonviolent action has been used to counter social injustice.
- To understand how nonviolence can illuminate some of today's most pressing issues.
- To understand how U.S. foreign policy affects our country and the world.
- To consider concrete actions you can take to make your life more meaningful and contribute to the creation of a more just, compassionate, and ecologically healthy world.

Readings: *Core readings* are the required readings for the course. *Recommended readings* are extra readings that you should complete when you are especially intrigued by a course topic.

Core: ***SOCY 2025 Reading Packet*** (available at CU Book Store and Norlin)  
***Pacifism as Pathology*** by Ward Churchill (available at Left Hand Books)  
***The Sword That Heals*** by George Lakey (available at Left Hand Books)  
***The Better World Handbook*** by Jones, Haenfler, & Johnson (available at Left Hand

Books and Norlin)

**LEFT HAND BOOKS** is located on the Pearl Street Mall, just east of Broadway, underneath The Body Shop, 10am-9pm Mon-Sat, noon-6pm Sun, call ahead to be sure they are open (303) 443-8252, **only accepts cash or check, no credit cards.** Easy access from the Skip and Hop bus routes.

Recommended (located at Norlin reserve desk by article title, or at listed web address):

EDUCATION: "Teaching", "Exposing the Hidden Curriculum", "Changing Schools for the Better"  
 SOCIOLOGY: "The Promise" and "Invitation to Sociology"  
 CRITICAL THINKING: "What are the Value Conflicts?" and "Epilogue"  
 MARTIN LUTHER KING JR.: "I See the Promised Land", "First Trombone" (Montgomery Bus Boycott), "Nonviolence and Social Change", and "A Christmas Sermon on Peace"  
 HENRY DAVID THOREAU: "Civil Disobedience"  
 IRAQ: "Myths and Realities: Iraq and Economic Sanctions" [www.nonviolence.org/vitw/mythsandrealities4.html](http://www.nonviolence.org/vitw/mythsandrealities4.html)  
 "Alternatives to War with Iraq" <[www.fcni.org/issues/int/sup/iraq\\_alterntves.htm](http://www.fcni.org/issues/int/sup/iraq_alterntves.htm)>  
 9-11: "Qaeda's New Links Increase Threats From Global Sites"  
 On-line interviews with social critics: <[www.mediaed.org/btf](http://www.mediaed.org/btf)>  
 SCHOOL OF THE AMERICAS: "The Killing Fields"  
 MASCULINITY: "The Construction of Masculinity and the Triad of Men's Violence," "More Power Than We Want: Masculine Sexuality and Violence," "Macho Obstacles to Peace," and "The Army Will Make a Man Out of You"  
 SOCIAL MOVEMENTS: "Four Movements to Join"  
 VOLUNTARY SIMPLICITY: "Living More Voluntarily, Living More Simply"  
 ABORTION: "Abortion: a Woman's Right to Live" and "A World Where Abortion is Unthinkable"  
 DEATH PENALTY: "Dead Man Walking"

Tips on maximizing learning: Adequate preparation for each class period is essential. Here are some tips for "deep" reading:

- I read the guiding questions in the syllabus for each reading and answer them after you read
- II you may need to read an article or sections more than once to fully comprehend it
- III don't get caught up in details; read for main points, evidence, and notice where you agree or disagree
- IV FULLY ENGAGE each reading (e.g. comment in the margins, write a summary, bring questions to class, complain to your roommate, relate them to movies you have seen or experiences you have had)
- V review readings and notes before class

I understand that there are many pressures to be a grade oriented student: demanding parents, college culture, identity issues regarding getting good grades, graduate school aspirations, the current economic system. I encourage you to move toward the learning oriented student model because your educational experience will be more rewarding and our society will reap the immense benefits of an educated person.

Grade Oriented Students tend to:

- feel relieved when class is cancelled
- forget class material the second after a test is taken
- put the least amount of effort into a class to receive a desired grade
- want the teacher to give them the answers
- be physically and emotionally drained by going to school

Learning Oriented Students tend to:

- enjoy classes where the teacher relates the material to concerns outside of the classroom
- get annoyed when lectures are just rehashes of the reading assignments
- appreciate honest and detailed feedback from the teacher (although it isn't always pleasant to hear)
- seek out suggestions for other readings related to course topics
- think about the application of classroom ideas to their lives and the world
- be excited about sharing with friends and family new ideas related to their course work
- see the teacher as a resource to challenge them to find their own answer

**Grading:** Your grade in this class will be based on five criteria: (1) two papers; (2) two reflection assignments, (3) preparation/ course engagement; and (4) extra credit.

**Papers :** There are four paper assignments and you will be expected to complete **two** of them. Each of these papers will require you to integrate the readings and other class material for one section of the course. I will distribute details later in the semester. Approximate page length for each paper: three single-spaced pages (12 point Times font, one inch margins, double-sided)—about 1500 words.

**Reflection Assignments.** There will be three reflection assignments but you will be expected to complete **two** of them. They consist of an research activity, experiment, or creative think piece and a one page single-spaced (12 point Times font, one inch margins) write up (about 500 words).

**Class Preparation and Course Engagement:** entails quality preparation (e.g. completion of readings and daily assignments), engaged participation in class, and attendance. Frequent short homework assignments will accompany daily reading assignments. Each attendance and completed readings/ homework assignment will earn you points for this grading criterion. Students that make positive contributions to class discussions and group work will also have this reflected in this part of their grade.

**Extra credit** can be earned by writing a one page single-spaced (12 point Times font, one inch margins, double sided) analysis of a recommended reading, event, or movie. The purpose of these analyses is to gain an in-depth understanding of the reading or experience through writing. Analyses should summarize the main ideas of the author (or presenter/film), and share *your* thoughts about the topic. Your analysis should consist of both critical and positive comments in regards to the content. Most analyses add 1% onto your final grade (total extra credit will not exceed 10%). Clear all topics (other than recommended readings, see page 2 of syllabus for list) with me. Other extra credit options include searching out volunteer opportunities in the community that correspond to issues addressed in class.

Papers (2)	40%
Assignments (2)	20%
Preparation/Course Engagement	40%

Extra Credit due at the final exam

- "A" you can apply in-depth concepts, integrate different information sources, and create valuable knowledge on your own
- "B" you can apply in-depth concepts, and integrate readings with classroom material and videos
- "C" you get the main points of the course
- "D" inconsistent effort and performance
- "F" missed the boat

**"To wash one's hands of the conflict between the powerful and the powerless, is to side with the powerful, not to be neutral." Paulo Freire**



COURSE LAYOUT (readings are listed on the day that they are due)

<u>TOPICS:</u>	<u>READINGS/ ASSIGNMENTS:</u>
<b>TOPIC 1: INTRODUCTION TO COURSE</b>	
<b>Week1</b>	
Tues Aug 27: What is this class?	
Thurs Aug 29: What kind of world do we want?	"Building a Better World" ( <i>Better World Handbook</i> ) "The Seven Foundations of a Better World" ( <i>BWH</i> )
<b>TOPIC 2: PHILOSOPHY OF NONVIOLENCE</b>	
<b>Week2</b>	
Tues Sept 3: History and evolution of Nonviolence	"An Introduction to Nonviolence" (packet) "Introduction" from <i>Nonviolence in America</i> (packet)
Thurs Sept 5: Gandhi: Part I	"How Nonviolence Works" (Packet)
<b>Week3</b>	
Tues Sept 10: Gandhi: Part II Chief Seattle	"The Vikom Temple Road Satyagraha" (Packet) "Chief Seattle's Message" (Packet)
Thurs Sept 12: King: Part I	"Pilgrimage to Nonviolence" (Packet) "SNCC, Statement of Purpose" (Packet)
<b>Week4</b>	
Tues Sept 17: King: Part II	"Letter from a Birmingham Jail" (Packet)
Thurs Sept 19: Criticisms of Nonviolence: Part I	<i>Pacifism as Pathology</i> (BOOK) pp. 29-103
<b>Week5</b>	
Tues Sept 24: Criticisms of Nonviolence: Part II	<i>Pacifism as Pathology</i> (BOOK) pp. 131-165 <i>The Sword That Heals</i> (Booklet)
<b>TOPIC 3: NONVIOLENCE &amp; FOREIGN POLICY</b>	
Thurs Sept 26: Human Rights/ Peace Monitors	
<b>Week6</b>	
Tues Oct 1: United Nations/ Earth Charter	<b>PAPER #1 DUE</b> <i>Unarmed Bodyguards</i> (Packet) "Blessed Are the Peacemakers" (Packet) "Amnesty International" (Packet)
Thurs Oct 3: Foreign Policy I: Problems with Realist Paradigm	<i>Universal Declaration of Human Rights</i> (Packet) "The UN in Brief" (Packet) <i>The Earth Charter</i> (Packet) "The Earth Charter: questions and answers" (Packet)
<b>Week7</b>	
Tues Oct 8: Foreign Policy II:	"War in Space" (Packet) "Blowback" (Packet) "Where Your Income Tax Money Really Goes" (Packet)
Oct 10-11: FALL BREAK	"Just and Unjust Wars" (Packet)
<b>Week8</b>	

Tues Oct 15:	Foreign Policy III: 9-11 & Iraq
<b>TOPIC 4: NONVIOLENT STRUGGLE</b>	
Thurs Oct 17:	Tactical nonviolence
<b>Week9</b>	
Tues Oct 22:	Nonviolent tactics
Thurs Oct 24:	Nonviolent noncooperation
<b>Week10</b>	
Tues Oct 29:	Nonviolent intervention
Thurs Oct 31:	Nonviolent intervention: students vs. university
<b>Week11</b>	
Tues Nov 5:	Monkeywrenching
Thurs Nov 7:	Property destruction
<b>TOPIC 5: EVERYDAY NONVIOLENCE</b>	
<b>Week12</b>	
Tues Nov 12:	Living intentionally, mindfulness, awareness
Thurs Nov 14:	Loving relationships, loving communication
<b>Week13</b>	
Tues Nov 19:	Interpersonal conflict resolution: Part I
Thurs Nov 21:	Interpersonal conflict resolution: Part II
<b>Week14</b>	
Tues Nov 26:	Money and Simplicity
Thurs Nov 28-29 :	THANKSGIVING BREAK
<b>Week15</b>	

"Defining A Just War" (Packet) excerpts from <i>War and Terrorism</i> (Handout)
"The Global Spread of Active Nonviolence" (Packet) "The Power of Peaceful Protest" (Packet) "How We Shut Down the WTO" (Packet) "CORE Rules for Action" (Packet) (after MLK's Pilgrimage article)
<b>PAPER #2 DUE</b> "198 Methods of Nonviolent Action" (Packet) "Target for Testing Nuclear Bombs" (Packet) "School of the Americas" (Packet)
"Sit-Down" (Packet) "Toronto Set to Dig Itself Out" (Packet)
"Singing Across Dark Spaces" (Packet)
"The New Student Movement" (Packet) "Sitting-in at Harvard" (Packet)
"Principles of Monkeywrenching" (Packet) "In Defense of Monkeywrenching" (Packet) "Is Tree Spiking Necessary?" (Packet) excerpts from <i>Ecodefense</i> (Packet)
"Raid on Reykjavik", "Tora! Tora! Tora!", "Hearts, Minds and Property Destruction", "The Power of Nonviolence" (Packet)
<b>PAPER #3 DUE</b> "Taking Heart" (Packet) "Being Peace" (Packet) "Saying No to Death" (Packet) "Personal" ( <i>Better World Handbook</i> )
"Friends and Family" ( <i>Better World Handbook</i> ) go to < <a href="http://www.nonviolentcommunication.com">www.nonviolentcommunication.com</a> > (read "Chapter One" and "NVC Model")
"Separating the People from the Problem" (Packet)
"The Violence in Ourselves" (Packet)
"Money" and "Shopping" ( <i>Better World Handbook</i> )
"Food", "Home", and "Transportation" ( <i>BWH</i> )

<p><b>Week16</b>  Tues Dec 10:    Becoming a Nonviolent Warrior   Thurs Dec 12:   Wrapping Up   <b>Final Exam: Tues Dec 17 4:30-7pm</b>  <b>(note change! from 7:30am!)</b></p>	<p>"Media", "Politics", and "Organizations" (<i>BWH</i>)   " Tilting At Tree Bags" (Handout)   <b>PAPER #4 DUE, have food, and watch a movie</b></p>
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Guiding Questions for Each Reading:

Building a Better World: What are the cycles of cynicism and hope? What are the traps that keep people from being more involved in social action? What makes you hopeful or cynical about the future?

The Seven Foundations: How could inequality be lessened in a just manner? In your opinion, what would be the most effective strategy to reduce worldwide violence? What would it mean for our society to live in harmony with our natural environment? what would it mean to make our society "more democratic"? what would it mean to live in a society built upon social justice? what benefits and costs do you see to a culture of simplicity? How could we revitalize our sense of community?

Introduction from *Nonviolence in America*: Has nonviolence been conceived of similarly and differently over the last 200 years in the US? How has the philosophy of nonviolence evolved over time?

An Introduction to Nonviolence: How does the author describe the philosophy, practice, and lifestyle of nonviolence? Give some examples of how these aspects are related to and distinct from each other.

How Nonviolence Works: What is ahimsa? How does "satyagraha" relate to Gandhi's vision for a more just world? What is Gandhi's reasoning for including self-sacrifice and trying to transform (as opposed to conquer) one's opponent in his conception of satyagraha? Would Gandhi agree with the statement "the ends justify the means"? why or why not?

The Vikom Temple Road Satyagraha: Using the previous reading, analyze to what extent Gandhi's concept of satyagraha was implemented in this campaign?

Chief Seattle's Message: How does the author's philosophy relate to Gandhi's?

Pilgrimage to Nonviolence: How did King come to the philosophy of nonviolence? What are King's 6 principles of nonviolence?

SNCC, Statement of Purpose: How does this statement of nonviolence relate to Gandhi's and King's previous statements?

Letter from a Birmingham Jail: Who is MLK writing to and why? Why does he argue that civil disobedience and direct action is necessary to the civil rights struggle? If MLK was alive today, what issue do you think he would be making the same argument about today? Who would he be writing his letter to this time?

Pacifism as Pathology: What are the author's complaints about pacifists and pacifism? Compare his illustration of "pacifism" to Gandhi's and King's models of nonviolence. How are they similar/different? On what issues would Gandhi, King, and Churchill agree? Why is Churchill critical of "the politics of the comfort zone"?

The Sword that Heals: Where do Churchill and Lakey agree? Disagree? How does Churchill's use of the term "pacifism" relate to Lakey's use of the term "nonviolent action"?

Unarmed Bodyguards: Upon which principles are nonviolent accompaniment based? To what extent do you think "unarmed bodyguards" are effective in protecting individual lives and helping end human rights abuses?

Blessed Are the Peacemakers: What is the potential usefulness of a global "peace army"?

Amnesty International: What work does AI do? To what extent is it effective?

Universal Declaration of Human Rights: Which of these rights do you agree with? Disagree with? What are some of the most effective methods society could take to achieve these rights? What could be done on a global basis to bring this UN declaration into reality?

The UN in Brief: What are the main objectives of the UN? What role do you think the UN should play in international affairs? Why?

*The Earth Charter*: Which parts of the Earth Charter are you passionate about? What are some examples of progress the world has made on some of these issues? Which issues are closest/farthest from realization?

The Earth Charter: questions and answers: Who wrote the Earth Charter? What was the process through which it was written?

War in Space: Why do the authors think that there should no weapons in space? Why do some want weapons in space? What steps (in any) are the US government taking to arm space?

Blowback: What is blowback? To what extent do you think the terrorist events of 9-11 are related to blowback?

Where Your Income Tax Money Really Goes: How were these figures determined? How do they compare to U.S. federal government figures? Which do you think is more accurate? Why?

Just and Unjust Wars: Why does the author argue that any U.S. war in the foreseeable future would be "unjust" wars? How does Zinn's summary of US history differ from the mainstream version learned in most classrooms? What does the author argue is the defining motive for US foreign policy?

Defining A Just War: According to the author, what are the pacifist, legalist, and militarist approaches? Do you agree with the author's assertion: "The perpetrators of the September 11 attack cannot be reliably neutralized by nonviolent or diplomatic means"? why or why not? Explain the author's assertion: "Unlike pacifism and legalism, militarism poses a practical danger of immense proportions". What do you think should be done in the "war on terrorism"?

excerpts from *War and Terrorism* (Handout): How does Zinn respond to those who desire a military solution to 9-11? Why does Zinn think the US was the target of terrorism on 9-11?

The Global Spread of Active Nonviolence: Why do you think active nonviolence has spread quickly in the past couple of decades? What do you think determines if nonviolence will be effective?

CORE Rules for Action: How do these rules reflect the philosophy of nonviolence? Why do you think rules for action are so common and important for nonviolent activists?

The Power of Peaceful Protest: Why was this protest (also a direct action) effective? What type of power do the protesters have?

How We Shut Down the WTO: What is an affinity group? How did these protestors arrive at group decisions? How does this portrayal of activists compare to your impression of the Seattle anti- WTO demonstrations in Seattle in 1999 (if you have any impressions)?

198 Methods of Nonviolent Action: What are the distinctions between methods of: (1) persuasion, (2) noncooperation, and (3) nonviolent intention? What do think are the strengths and weaknesses of each? Which of these tactics were illustrated in the previous articles “The Global Spread of Active NV” and “The Power of Peaceful Protest”?

Target for Testing Nuclear Bombs: Which of the 198 methods of nonviolent action have been used in this struggle? To what extent has each method been effective?

School of the Americas: Which of the 198 methods of nonviolent action are used in the struggle to close the School of Americas? To what extent has each method been effective in this protest?

Sit-Down: Which nonviolent tactics did activists use? Which were effective? Why were they effective?

Toronto Set to Dig Itself Out: Why are the garbage workers on strike? What power do the workers have? Do you think the strike was effective for the workers?

Singing Across Dark Spaces: What were the goals of the protest? Why did the workers choose to take over the coal mine (instead of a normal strike)? To you think the action was effective?

The New Student Movement: What are the goals of the “anti-sweatshop” movement? Why did the student activists focus on clothing sporting university logos? To what extent have the activists been effective?

Sitting-in at Harvard: What were the objectives of the activists? To what extent have they been effective? What role did unions play in this struggle?

Excerpts from *Confessions of an Eco-warrior*: What is monkeywrenching? Why does the author argue that “monkeywrenching” is nonviolent? Do you agree?

excerpts from *Ecodefense*: In you opinion, do the specific tactics outlined in these excerpts adequately protect innocent people? In what situation would you be willing to monkeywrench?

Raid on Reykjavik, Tora! Tora! Tora!: Were the activists effective in their quest to protect whales? Do you think they were justified?

Hearts, Minds and Property Destruction: why is the author opposed to property destruction during protests?

The Power of Nonviolence: Why does the author argue against property destruction in the “Movement for Global Justice”?

Taking Heart: Take a few minutes to reflect on these meditational exercises—breath deeply. What effect did they have on you?

Being Peace: How could you more fully embody peace on a daily basis? Where does the author find daily fulfillment?

Saying No to Death: How would life be better or worse if we, as a society, did not judge each other (as the author encourages)? How would it impact the prevalence of violence?

Personal: what changes could you make to your life to produce more fulfillment? what actions could you take to live a more balanced life? To what extent are these actions dis/encouraged in modern society?

Friends & Family: which of the actions in this chapter would you be interested in implementing in your life (now or in the future)? why? what, if anything, do you currently do to create meaningful relationships? do you feel that holidays have become too materialistic? if so, how can you create a more meaningful experience for your loved ones during the holidays?

Website on Nonviolent Communication: What is the nonviolent communication (NVC) model? In your opinion, what are the strengths and weaknesses of NVC? To what extent do you plan to integrate NVC into your daily life? Why?

Separating the People from the Problem: How could you use this article to improve relations with your friends and family? To talk to a professor about an “unfair” grade?

The Violence in Ourselves: Explain the constructive and destructive potential of anger.

Money: In what ways does our use of money shape the world? How would life be different if each person used each dollar as a vote for the kind of world they want to live in? What actions can you take with your money to make the world more just? how does this mentality differ from the consumer mentality toward money?

Shopping: How could you more consciously spend your time and money so that your shopping was more in-line with your values? to what extent do you already consider how your purchases affect the people and the environment around you?

Food: what is the most environmentally friendly diet? why? how has the desire for speed impact the eating habits of Americans? in your opinion, what are some positive changes that Americans' could make to their eating habits?

Home: which actions would you consider doing to create a more environmentally friendly home? which actions do you think would have the most profound impacts upon the environment if everyone in the U.S. did them?

Transportation: in what ways could you change your transit habits to improve your impact upon the environment? what benefits and costs are there to choosing a slower form of transit in your daily life? in what situations would you be willing to walk, bike, or use another non-polluting form of transit to your destination? how does the layout of a community impact people's transit choices?

Work: what jobs and/or careers are you considering? why? if money was no option, what job/jobs would you most like to participate in? why? how could you combine your interest in a certain career with contributing to your community?

Community: in what ways are you interested in giving back to your community? in what ways have you contributed to your community in the past? do you know your neighbors? why or why not?

Travel: in what ways could you combine the desires to travel and to positively contribute to others? if you were to consider studying abroad, where would you want to go and why?

Media: How does the mainstream media differ from alternative media? In what ways do the news media impact our daily lives? What impact does television have upon our society? What media do you choose? why?

Politics: Who are your U.S. senators? U.S. reps? State senator and representatives? What do the different political parties stand for? What is the most effective way you could contact a politician? If the election was today, what would you have to do to get a ballot based on your address? Where would you vote?

Organizations: what social causes do you believe the most in? what organizations are advocating for the issues you care about? in what ways would you be willing to support/participate in an organization that you believe in? what might you gain personally from your involvement in that organization?

Tilting at Tree Bags: what are small ways you could improve the places where you spend your time? how would the world be changed if everyone spent a few minutes everyday and went out of their way to better their surroundings? what are some ways, you have made improvements to your neighborhood or community in your life?

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**PROFESSOR BARBARA J. WEIN  
COLUMBIA UNIVERSITY**

**BUILDING CULTURES OF PEACE:  
NONVIOLENCE STRATEGIES AND  
CONFLICT RESOLUTION**

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This is an intensive summer session graduate seminar for 21 students, ranging in age from 22 to 50 years old. Although it was based in Teachers College at Columbia University and I thought they all would be preparing to become classroom teachers, I was wrong. Most of them came from Wall Street and corporations. This course was a huge success. They absolutely loved the film series "A Force More Powerful." I received one of the highest student ratings at Columbia ever.

Teachers College, Columbia University is located in the heart of New York City, New York. The website boasts that "Teachers College was founded in 1887 by the philanthropist Grace Hoadley Dodge and philosopher Nicholas Murray Butler to provide a new kind of schooling for the teachers of the poor children of New York, one that combined a humanitarian concern to help others with a scientific approach to human development." More information can be obtained from the campus website: <http://www.tc.edu/>.

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**Building Cultures of Peace: Nonviolence Strategies & Conflict Transformation**

Columbia University  
Instructor: Barbara J. Wien  
Dates: May 29 - 31 and June 3 - 5, 2002

Teachers College  
Time: 9:30 AM - 3:30 PM  
Graduate Credits: 3

*Course Description*

The course focuses on efforts to establish deeply rooted networks and communities of peace by upholding human rights and the dignity of all persons, resisting inequality, injustice or war, and protecting the environment. Students will study theories of power, struggle, peacemaking and the nonviolent transformation of conflict from a cross-cultural, historical and contemporary perspective. Skills to analyze the roots and sources of conflicts will be emphasized. A continuum of philosophies and methods practiced in different societies and social orders to build cultures of peace will be featured, such as nonviolent direct action campaigns, civil disobedience, mediation, negotiation, reconciliation, gendered approaches/women's roles, peace teams/third party interventions, and peace education. Students are expected to choose a case of a local, national or international conflict for an out-of-class project and investigate how the parties have attempted to wage peace or resolve their differences. Students will be challenged to suggest creative, alternative approaches for resolving the conflict.

*Course Methodology and Assumptions*

- Case studies, skills exercises, private study and reflection, theoretical presentations, films, simulations, and participatory action research will be the format for this class.
- It will be highly elicitive, experiential, participatory and interactive.
- We will assume there are many points of view surrounding a conflict. Course won't provide absolute solutions to conflicts, but will try to create new insights and generate alternatives.
- This is a 3-credit course requiring 30 hours with the professor; 60 hours of student preparation, and an additional 30 hours spent on a supervised out-of class project.

*Course Objectives*

1. To learn to better analyze conflicts.
2. To study a range of deliberate, strategic responses to conflict and provide a global survey of nonviolent campaigns or movements and their efforts to resist injustice and humiliation, resolve conflicts, and bring about change without bloodshed or killing.

3. To undertake research on a specific case study of peacemaking with the idea of spreading the lessons learned to educators, researchers, students, the media, policy makers and others.
4. To develop pedagogical approaches and teaching methods which will inspire and motivate people to have a sense of global responsibility, and work for the abolition of war & injustice.

### **REQUIRED TEXTS:**

Kenneth Boulding. *Three Faces of Power*. CA: Sage Publishers, 1989. ISBN: 08039-3862-4.

Ingeborg Breines, Robert Connell, and Ingrid Eide, *Male Roles, Masculinities and Violence: A Culture of Peace Perspective*. Paris, France: United Nations Educational, Scientific and Cultural Organization (UNESCO), Cultures of Peace Series, 2000. 7, place de Fontenoy, 75352 Paris 07 SP. FRANCE. ISBN 92-3-103745-5.

Yeshua Moser-Puangsuwan and Thomas Weber. *Nonviolent Intervention Across Borders: A Recurrent Vision*. Honolulu: University of Hawaii Press, 2000.

Michael Prokosch, Lara Raymond and Naomi Klein. *Change the World! An Activist's Guide to the Globalization Movement*. New York: Avalon Books, November 2001. (not available through the TC bookstore. Please buy through Amazon.com, Barnes & Noble or any retail book seller. Please read in time for our first class. )

Gene Sharp. *The Politics of Nonviolent Action, Part One: Power and Struggle*. Boston, MA: Porter Sargent Publishers, Extending Horizon Books, 1973. ISBN 0-87558-070-X.

#### *Recommended Readings*

Gertrude Bussey and Margaret Tims. *Pioneers for Peace: Women's International League for Peace and Freedom 1915-1965*. Oxford, UK: Alden Press, 1980. ISBN 0 9506968 0 3.

Stephen Kohn. *Jailed for Peace: The History of American Draft Law Violators, 1658-1985*. Westport, CT: Greenwood Press, 1986. ISBN 0-313-24586.

**In addition, a set of essays and articles has been prepared by the instructor and will be provided by the Teachers College printing shop.**

#### *May 29<sup>th</sup>: Introductions & Definitions*

##### Session Objectives:

1. To get acquainted, and learn about each other's expectations for the course.
2. To explain the underlying educational philosophy, learning objectives and goals for the class and the students' independent projects.
3. To begin to cultivate a learning community.
4. To define some basic terms and concepts.
5. To introduce conflict analysis and negotiation skills.

Defining our terminology - - What is power? Are there different types of power? What do the terms conflict resolution or nonviolence mean? What is meant by culture? How can we better analyze conflicts? What are some new emerging movements and trends which have the potential to transform or disarm violent conflict?

Discussion of the Boulding book and globalization activist guide.

Readings: Kenneth Boulding, "Three Faces of Power" (all)  
*Change the World! An Activist's Guide to the Globalization Movement* (all)

*May 30<sup>th</sup>: Cross-Cultural Sources of Conflict*

Session Objectives:

1. To identify cultural factors and differences which may affect the dynamics of a conflict.
2. To analyze the role that culture plays in defining or disputing a common understanding of a conflict and what is a just solution.
3. To study different cultural styles and theories of peacemaking from other parts of the world, such as *sulha*, the Arabic term for healing or reconciliation.

“Negotiating with the Taliban”, an interactive negotiation role-play exercise.

“Trilu” a cross-cultural nonverbal exercise. Debrief.

Discussion of assigned readings.

“Tips for Working Effectively with Intercultural Groups” (a handout)

Readings: Diane LeResche, “Native American Perspectives on Peacemaking”, a special issue of *Mediation Quarterly*, Volume 10, Number 4, Summer 1993 (on reserve at the library or to be distributed by the instructor)  
Elizabeth and Edward Hall, “How Cultures Collide”, Chapter 1, in Gary Weaver.  
Gary Weaver, “Contrasting and Comparing Cultures”, Chapter 8 in Gary Weaver.  
Paul Rohrlich, “Why Study Intercultural Communication?”, chapter 10, Weaver.  
Thomas Kochman, “Black and White Cultural Styles in Pluralistic Perspective”, chapter 37 in Gary Weaver.

*May 31<sup>st</sup>: The Theory and Practice of Nonviolence*

Session objectives

1. What is meant by nonviolence?
2. What have been the aims of nonviolent movements? Why have some failed ?
3. What have they achieved? How do we define a successful movement or a victory?
4. Have they contributed to creating cultures of peace or transforming violence?

Film: “A Force More Powerful than War”, a film documenting and chronicling nonviolent movements around the world since the 1930s (Part One).

Selection of student out-of-class projects.

Discussion of today’s readings

Readings: *Nonviolent Intervention Across Borders: A Recurrent Vision.*  
*The Politics of Nonviolent Action, Part One: Power and Struggle.*  
*Jailed for Peace: The History of American Draft Law Violators* (recommended)

*June 3rd: The Power of Nonviolence and Gender Differences*

Session Objectives:

1. To more deeply explore nonviolent movements.
2. To offer a feminist critique of masculinized systems and institutions, and examine how women struggles for justice, peace and to heal the planet differ from those led by men.
3. To examine case studies of women working for peace in war zones

Film: A Force More Powerful — film continued (Part Two)

Readings: *Pioneers for Peace: Women’s International League for Peace and Freedom* (all)  
*Male Roles, Masculinities and Violence: A Culture of Peace Perspective* (all)  
Swanee Hunt and Cristina Posa, “Women Waging Peace,” in *Foreign Policy Magazine*, May / June 2001 (from your packet of readings)

“Women, Violent Conflict and Peacebuilding: Global Perspectives”, from International Alert, London, UK: May 2000. ISBN 1-898702.

Film: “Fury Across the Sound”, a film by telltale Productions about Canadian women’s struggles to save their old growth forests in Vancouver, British Columbia

*June 4th: Practical Examples of Peace Cultures and Peace Education*

Session Objectives:

1. To visit the UN and learn about the United Nations Culture of Peace Programme.
2. To examine how to foster critical thinking in our classrooms and create a culture of peace.
3. To learn about practical examples and cases of peaceable schools and communities
4. To experiment with artistic exercises and multiple intelligences.

Handouts and curricula from the Hague Appeal Global Campaign for Peace Education and other peace education resource centers.

Discuss assigned readings for today.

Film: “Oasis of Peace”, which is about the Neve Shalom/Wahat al-Salam, An Arab-Jewish village in Israel--an intentional community--of equal numbers of Jews and Palestinian Arabs families of Israeli citizenship who live together, and educate their children bilingually together, in commuting distance from Jerusalem. They run a School for Peace and do outreach educational work for peace, through seminars, courses, curricula. <http://nswas.com/>

Readings: “The Seville Statement on Violence” and the “UN Decade for the Culture of Peace and Nonviolence for the Children of the World, 2000-2010”. Both documents can be found at the internet address: [www.unesco.org](http://www.unesco.org)  
”Sarah McCarthy, “Why Johnny Can’t Disobey:”, Chapter 33 in Gary Weaver.  
Dr. N. Vijaylakshmi Brara “The Role of Manipu Women in Conflicts”, unpublished paper, April 2002.

*June 5th: Peace Education and Pedagogies*

Session Objectives:

1. To share examples of peaceable cultures discovered through students’ research.
2. To discuss the implications of peace culture for our teaching and pedagogy in the future?
3. To finalize progress on out of class projects.
4. To evaluate the course.

Catch up on any readings we were not able to discuss in earlier sessions.

**DR. ELLEN GORSEVSKI**  
**WASHINGTON STATE UNIVERSITY**

**ENGLISH 338**  
**PEACE RHETORIC:**  
**NONVIOLENCE IN LITERATURE**  
**AND MEDIA**

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Washington State University has 18,000 students. Completion of diversity courses (designated as “D” courses) is required of all undergraduates. This “Peace Rhetoric” course fulfilled this “D” requirement, and consisted primarily of sophomores and juniors. This served as a mode course since it was awarded with and funded by an American Diversity Mini-Grant from WSU’s College of Liberal Arts. One overarching course goal was to demonstrate that a nonviolence-oriented course could serve as an excellent vehicle for teaching about diversity, which is often thought of as merely a politically correct term, through the real-world prism of human rights and historical to contemporary literary records of social movement for justice (e.g., anti-slavery, civil rights, etc.). The course also emphasizes skills in visual literacy so students can analyze/critique symbolic, media, and other televisual literary forms.

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**Peace Rhetoric: Nonviolence in Literature and Media**  
**English 338 - Spring 2002**

**Instructor:** Dr. Ellen Gorsevski **Office:** Avery 455

**Email:** elleng@mail.wsu.edu **Phone:** 335-2644

**Teaching Assistant:** Tony Zaragoza **Email:** zaragoza@wsu.edu

**Office Hours:** Mon/Wed 10:30 - 11:45 a.m. and by appointment--request via email to set up an alternate time.

**Journal:** Get a notebook for you to record all ideas about issues discussed in class as they relate to your life experiences, including critiquing pop culture and readings, film/t.v. viewing, and web interaction.

**Texts:** (1) *An Energy Field More Intense Than War: The Nonviolent Tradition & American Literature* (1995) by Michael True and (2) *Peace & Conflict Studies: An Introduction* (2001) by Ho-Won Jeong.

**Email:** You’ll need to get a WSU email account and be familiar with the internet/web for this class. Open a WSU email account if you don’t already have one.

**Course Objectives**

To gain a better understanding of how persuasion and rhetorical devices are used to resist injustices and oppression. This knowledge will come from:

- Writing film and literature critiques, learning rhetorical criticism skills, and presenting work orally.
- Learning about the theory and practice of nonviolence, especially as it relates to literature and media.
- Understanding rhetorical devices and critical thinking strategies that are vital to literary, film, and cultural criticism and understanding.
- Building writing and research skills, including content, organization, analysis, using web resources.

**Summary**

The primary objective of this course is to provide students with information and resources that will allow you to consider analyze how persuasion is used in literature and media to subvert oppression and social injustice. We will use nonviolent theory and established scholarship in rhetorical theory as well as peace and conflict studies to better understand how diverse people through history have used, and continue to use, persuasive writing, film, visual, lyrical, musical, and other media to resist oppression. This understanding will enable you to approach socio-political and cultural issues in literature and media with a more critical eye; students should be better able to explore "gray areas" and grasp the complexity of issues. A secondary objective is to familiarize students with some of the current and historical underpinnings of human rights issues of fostering social justice and a peaceful democratic society.

In short, this class will, in some respects, transform your thinking of human rights and nonviolence from mere nouns into thinking of these as *verbs*: nonviolence is something you do: you write it, read it, view it, discuss it, click on it. In this class, literature and texts (including visual texts, such as film) will be emphasized as a central part of the *doing* of upholding human rights. How did, for example, Martin Luther King, Jr.'s writings influence white Americans to reconsider segregation and its effects? Students will be challenged to explore how writing persuasively, as well as critically reading texts (and visual media), is part of the *doing* of human rights. I encourage students to perceive how and why your thinking, awareness, acting, or *not* acting, all affect harmony among diverse people in society.

**Participation and Attendance**

The format of the class will be largely discussion. Students will be responsible for the readings by the week assigned and are expected to participate fully. Attendance is required.

**Team Presentations**

Students will be responsible for reading required materials and preparing short opinion/position papers prior to class meetings. In class, teams of students will present issues and facilitate discussion/debate. Team members will need to be doubly prepared in order to keep a lively discussion going and to see that it does not get off track.

**Bridge (Online) Discussion**

All students must submit a short written post (about a page or 200 words) summarizing their understanding of the most interesting and salient points in the readings, films (and, as relevant, discussion) for that week (these will be due by Friday at 5 pm of each week). Students may also choose to discuss current issues they hear or read about in the popular media as they relate to readings and class. Logon at: <http://bridge.cltt.wsu.edu>

**Assessment**

There will be two tests during the semester, but no final exam. Oral and written work will be evaluated on the thoughtfulness and thoroughness of each contribution.

**Grading Criteria**

<u>Graded Work/Assignments</u>		<u>Total</u>	<u>Grading Scale:</u>		
<u>Possible Points</u>			Letter Grade	Percentile	Point Total
Class Participation/Collaboration	40	40	A	93-100	463-500
Position Paper #1	40	40	A-	90-92	448-462
Position Paper #2	55	55	B+	87-89	433-447
Position Paper #3	65	65	B	83-86	413-432
Tests	110	110	B-	80-82	398-412
Bridge (Online) Participation	50	50	C+	77-79	383-397
Group Paper	100	100	C	73-76	363-382
Team Oral Presentation	40	40	C-	70-72	348-362
<b>TOTAL</b>	<b>500</b>	<b>500</b>	D	63-66	313-332
			F	62	312

**Films**

Particularly in this age of "infotainment," films are a vital means to understanding representations of oppression and human rights. Some of the films that will be assigned for viewing (some in-class, some as homework) include: "Eyes on the Prize" (A documentary film history of the U.S. Civil Rights Movement); "Faces of the Enemy" (PBS documentary on hate rhetoric); "Having Our Say," "A Lesson Before Dying" "The Buffalo War"; "Smoke Signals"; "Chicken"; "Hurricane"; "Traffic"; and others.

**Written Assignments**

- Three individual position papers, 2 to 5 pages in length. Papers in this course can be used for student writing portfolios.
- One group paper, 8 to 10 pages in length, plus bibliography/list of works cited.
- Proper format: double spaced, 11 or 12 point font size, 1 inch margins, sources cited, page numbers, spell-checking.
- Written assignments, including weekly posts, will be graded on engagement with readings/films, on thoughtfulness of content, applied knowledge of theory, use of outside scholarly references, good grammar, quality of writing.

### **Presentations**

Students will do both individual and group presentations to the class on various issues we cover. Presenters will lead class discussion, use film clips, overheads, and other visual aids to help describe their analysis of readings in a way that is understood by, and encourages interaction with, classmates. Presenters will need to visit instructor during office hours prior to presenting the issue in class.

### **Schedule (Subject to Change)**

Any schedule changes will be announced in class. You are responsible for finding out about any changes in the schedule. If you are absent, email the instructor to find out what you missed.

<b>Time Frame</b>	<b>Topics Covered</b>	<b>Readings and Assignments Due</b>
Week 1, Jan. 14 - 16:	Class Introduction	<b>Handout &amp; Chapters 1 and 7</b> in True and <b>17</b> in Jeong
Week 2, Jan. 21 – 23	<b>No class Jan. 21</b> , Martin Luther King Day; Rhetoric	<b>Chap. 2</b> in True; <b>1</b> in Jeong
Week 3, Jan. 28-30	Rhetorical Analysis	<b>Chapter 3</b> - in both texts; <b>Position Paper #1 Due</b>
Week 4, Feb.4 - 6	Visual Rhetoric; Eyes on the Prize	<b>Chapters 4 &amp; 5</b> in True; <b>Chap. 2</b> in Jeong
Week 5, Feb. 11 - 13	Civil Rights Rhetoric	<b>Chap. 6</b> in True; <b>Chap. 4</b> in Jeong
Week 6, Feb. 18 - 20	<b>No Class Feb. 18;</b> President's Day Forms of Resistance	<b>Position Paper #2 Due</b>
Week 7, Feb. 25- 27	Conflict Management	<b>Chapters 5, 6, &amp; 7</b> in Jeong <b>Test #1</b>
Week 8, Mar. 4 - 6	Political Economy & Rhetoric	<b>Chap. 8 &amp; 9</b> in Jeong
Week 9, Mar. 11- 13	Human Rights Rhetoric	<b>Chapters 11 &amp; 12</b> in Jeong <b>Position Paper #3 Due</b>
	<b>Spring Break: Mar. 18 - 22</b>	
Week 10, Mar. 25 - 27	Peace Strategies; Self Determination	<b>Chapters 13 &amp; 14</b> in Jeong
Week 11, Apr. 1 - 3	Environmentalism	<b>Chapters 15 &amp; 16</b> in Jeong
Week 12, Apr.8 - 10	Global Peace Movements	<b>Chapter 18</b> in Jeong





**DR. SCOTT SERNAU  
INDIANA UNIVERSITY SOUTH BEND**

**D502  
PEACEMAKERS: NOBEL PEACE  
LAUREATES AND SOCIAL ACTION**

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Indiana University South Bend is a diverse comprehensive campus of 7,500 students. This course was offered as the social science seminar for our Master of Liberal Studies Program. As such, it needed to be both sociological and interdisciplinary, and to offer graduate-level work without expecting particular prerequisites. The 15 students in the seminar were all capable but varied greatly in their background knowledge. The use of Nobel Peace Prize winners as a focus for examining conflict and peacemaking in the 20<sup>th</sup> century gave a common focus but also allowed an interesting combination of sociology coupled with the intersection of history and biography that CW Mills described as the foundation of a sociological imagination. Students found the course intellectually stimulating as I hoped, but also many reported that it was powerful personally in challenging them to consider their own lives and life ethic.

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**D502: Social Science Seminar**

**PEACEMAKERS  
Nobel Peace Laureates and Social Action**

**Fall 1999**

Dr. Scott Sernau                      Section E636, T 7:00-9:30, DW 2260  
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Office Hours: Tues. and Thur. 2:30-4:30 pm. and by appointment.

**COURSE SUMMARY**

We will examine the lives, times, and societies of a range of Nobel Peace Prize winners along with the social movements of which they were a part. Persons studied will span the century and the globe, including Jane Addams, Martin Luther King Jr., Mikhail Gorbachev, Nelson Mandela, The 14<sup>th</sup> Dalai Lama, Rigoberta Menchu, Suu Kyi, and Mother Teresa. We will also look at several international organizations. Focus will be on understanding the unique intersections of biography and history as well as common themes of social change and peacemaking.

The use of Nobel Peace Prize winners gives the course a common theme and starting point for discussion, while the great diversity of recipients provides material that is broadly multi-cultural, international, and interdisciplinary. The course is sociological in its stress on social movements and social change, and its stress on developing what CW Mills called the sociological imagination to see the intersections of the personal and the social-historical. At the same time, understanding the people and their times requires excursions into a broad range of social sciences (and at times, humanities), including history (we will cover the century from 1901 to 1999), biography, political science, and geography, as well as philosophy and religion.

We will together study and compare several books written by laureates, discussing their ideas and their social context. Students will write short analyses and reflection papers on the assigned books. They will also present on one early lesser-known recipient, one international organization, and on a major figure not covered by the assigned books. Emphasis will be on moving beyond just summary biography to understanding both the social influences on the laureates, and in turn, their lasting influences on their society and the world.

The course assumes no prior knowledge beyond a good undergraduate general education. We will assume that all participants can benefit from a refresher on the historical, geographical, and social context of the persons we will consider.

## BOOKS

Jane Addams. 1998 (1910). *Twenty Years at Hull House*. NY: Penguin.  
Martin Luther King Jr. 1992. *I Have a Dream*. HarperSanFrancisco.  
Dalai Lama XIV 1991. *Freedom in Exile*. HarperPerennial.  
Nelson Mandela. 1995. *Long Walk to Freedom*. Boston: Back Bay.

## GRADING

		A = 185+
		A- = 180-184
Class participation	100	B+ = 175-179
Short papers	60	B = 165-174
Case Study	25	B- = 160-164
3 presentations	15	C+ = 155-159
		C = 145-154
		C- = 140-144
		D+ = 135-139
		D = 125-134
		D- = 120-124
		F = <120
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Total	200 pts.	

## AGREEMENTS AND UNDERSTANDINGS

1. We will work together to start and end on time. When necessary, however, it's better to quietly slip in late than to miss a whole class. I will be available immediately before and after class for quick questions. Feel free to make use of my office hours, to make appointments, and to call my office (the last name is pronounced "Sir-no," Scott will be fine). I will be glad to meet with you for questions, concerns and reviews of confusing material, as well as to read first drafts of written assignments, but I must also assume that silence indicates understanding. I will always try to accommodate sudden crises and calamities, but it is up to you to contact me as soon as possible.
2. Procrastination is deadly! Ancient proverb: "If you must swallow a frog, don't look at it too long; if you have several frogs to swallow, take the biggest one first." The course is designed to spread the workload throughout the semester so as to maximize on-going learning and minimize mounting stress. To make this work, however, you must commit to have reading and writing assignments done on time. If you are over-committed, it's best to find this out as early as possible. If you're feeling snowed under, see me while you can still see over the banks. In turn, I will have assigned papers back to you promptly with comments and score. You will have ample feedback throughout the course to make sure you are on the right track. Making this a steady, on-going project will help you get the most out of the course.

## CLASS PARTICIPATION

Please honestly share ideas -- and listen to others. This course is a seminar and is based around active student participation in the class sessions. Good class attendance and involvement is critical to getting the most out of the course. The conference table and name plates are intended to help you get to know each other's names and ideas, and to feel like a full participant. Each class a folder will go around with returning papers (grades on the back), and a sign-in sheet to record your presence. Note that each day's involvement is worth almost 7 points toward your final grade. While recognizing that speaking up in a group is difficult for some, and that our time is limited, active class participation is encouraged. Please do not dominate discussions, but feel free to offer questions and honest reactions. Let's work together to create an atmosphere in which all class members' comments are listened to and respected

Each week you will be asked to bring in a news item to share (from the newspaper, radio, television, Internet, magazines, newsletters, espionage leaks or wherever) about some troubled place in the world (there is no shortage). Items that focus on mediate and conciliation efforts, or otherwise closely relate to class discussions (e.g., the Dalai

Lama visiting in Indiana) are especially welcome. I will allow you to make up one missed class by writing a short (one page) synopsis of related news articles and how they fit with the reading for that day.

## SHORT PAPERS

Six papers of about two typed, double-spaced pages each are assigned. Four of them are reflective analyses of the four assigned books, the other two involve a concise bit of research.

Having the short paper completed on time will allow you to focus your thoughts on the readings, and so be a more articulate and well-prepared discussant. Papers will be returned the next class period with a score out of ten and, as needed, suggestions for clarification or improvement in future papers. Late papers will lose one point if turned in within two weeks, and two points after that up through the last day of class. It's a big help to you to stay current, but a single late paper will not devastate your grade -- just don't let them accumulate. Note to the stranded: I do accept papers by fax and email attachment.

The best papers are those that incorporate sound, original, critical thinking with good support from the readings. Avoid "book reports" that merely summarize on one hand, and "blue sky" essays that are pure unsupported opinion on the other. You don't need to answer every question in detail, but use the questions to help you begin to analyze, compare, and respond to what you have been reading. Strive for good, clear English in all your answers.

**Paper One, due Sept. 14:** Select one of the earlier lesser-known individual peace prize recipients. Why were they selected for the prize? What was the problem and what was their contribution? Was this part of a larger group, movement or political response? Would you have endorsed their selection? Has there been a lasting legacy of their ideas or actions?

**Paper Two, due Sept. 28:** Jane Addams and Hull House. What were the problems, needs and changes that led to the creation of Hull House? How did it serve these needs; was it effective? How do the ideas of Hull House fit with the broader political and social movement that became known as the Progressive Era? How did the work there fit with Addams's on-going work for international peace and human rights? Does Hull House provide a model for modern social work? What is the lasting legacy of Addams's work and ideas?

**Paper Three, due Oct. 12:** Martin Luther King, writings and speeches. How did King's thinking develop over time, and what people and events influenced this? What led him to non-violence? What was his vision of society and how did he seek to achieve this? How did his ideas fit with the overall social and political changes that we now call the Civil Rights Movement? How does his vision of American society fit with that of Jane Addams? For King, what was the connection between domestic reforms and international peace (why, for instance, did he decide to speak against the Vietnam War)? Clearly King has become an American icon, but have his ideas endured? What are his lasting contributions?

**Paper Four, due Sept. 19:** Select one of the international organizations that have received the peace prize. Why were they selected for the prize? What was the problem and what was their contribution? Were they part of a larger movement or effort? Would you have endorsed their selection? Do they continue to provide a meaningful response to human need and international conflict?

**Paper Five, due Nov. 2:** Dalai Lama and Tibet. What were the political and social changes that engulfed the Dalai Lama's domain? How did he come to develop his own unique response to these changes and challenges? How did his ideas compare with those of his citizens, and of other world leaders? Has he been effective as a leader? Are his ideas and methods a model to follow for other leaders seeking cultural, social, and political freedoms (e.g., Kurds, Palestinians, Basques, Amerindians and indigenous peoples, etc.)? If not, why not; if so, how could they be applied?

**Paper Six, due Nov. 16:** Nelson Mandela and South Africa. What led to the institution of the laws and ideology that came to be known as apartheid? How did Mandela become involved in the anti-Apartheid movement, and how did he come to his ideas on how to oppose it? How did Mandela's efforts compare to those of King (also fighting

segregation) and the Dalai Lama (also fighting for cultural survival under oppression), why do their approaches converge or differ? What were the key elements (internal or international) that helped to bring change to South Africa? Do Mandela and the ANC have a viable answer to South Africa=s problems? Are his ideas and methods a model for other leaders of multi-racial, multi-ethnic, multi-cultural societies (including our own)? If not, why not; if so, how could they be applied?

### **CASE STUDY: The Intersection of History and Biography**

**Due Nov. 23**

CW Mills described the sociological imagination as the ability to understand the intersection of history (macro forces and ideas) and biography (personal struggles and ideas). In a five to seven page paper explore this idea in regard to one of the major Peace Prize recipients of the century. This will expand on what you have done with the four assigned books:

--What was/is the great problem or need that was being addressed? What social and political changes brought this about? What led to the intensity of the conflict?

--What ideas and social movements emerged to address the conflict, either adding to the violence and suffering, or working toward reconciliation?

--How does your selected laureate fit into this social picture? What brought him or her into leadership? How did this person=s ideas compare with those of contemporaries?

--Why was this person selected for the world=s most prestigious prize? What made the contributions outstanding?

--Has this person, together with the efforts of others, been effective? In what way? Long-term or short-term success?

--What, if anything, is their lasting legacy in methods, ideas, reform, and social change? What could be applied to new conflicts and new settings?

As with the shorter papers, use these questions as a guide to structure your response. Some issues will be more pertinent than others for different people. This is not a traditional research paper nor a scholarly biography in which you would be expected to gather and analyze a wide range of sources. Instead, find one or two key books that express the person=s ideas in her or his own words. Ideally, find a couple of additional outside sources that comment on the person=s work, their social context, and/or their legacy. You will be asked to let me know of your choice of person and sources early in the semester. You will also present a short 10 to 15 minute synopsis of your work to the class on either Nov. 23 or 30, or Dec. 7, if needed. This paper is worth 25 points, and loses 2 points if turned in a week late.

A few suggestions for readings and resources:.

Albert Schweitzer, *Out of My Life and Thought*.

Dag Hammarskjold, *Markings*.

Desmond Tutu, *The Rainbow People of God*.

Elie Wiesel, *All Rivers Run to the Sea*.

Mikhail Gorbachev, *Perestroika: New Thinking for Our Country and the World; Toward a Better World*.

Rigoberta Menchu, *I, Rigoberta Menchu*.

Mother Teresa, *A Simple Path*

*Something Beautiful for God* (with Malcolm Muggeridge)

Lech Walesa, *A Way of Hope*.

*The Struggle and the Triumph*.

Suu Kyi, *Freedom from Fear*.

### **OUTLINE OF CLASSES**

Aug. 31, Week 1: Introduction and overview of the class. Concepts in conflict and peacemaking. The Nobel Peace Prize: selection process and recipients. Select your class presentations.

Sept. 7, Week 2: Hatreds ancient and modern. The nature of conflict, violence, and hatred. Conflict resolution, overcoming hate. Video: *Beyond Hate*.

**Read for today:** Hull-House, Introduction by Ruth Sidel.

Sept. 14, Week 3: Early peace laureates. Conflict and peacemaking in the early 20<sup>th</sup> century. Brief class presentations. **First paper due.**

Sept. 21, Week 4: Jane Addams and Hull-House. Video: *Women of Hull-House*. Discussion.

**Read for today:** Addams, *Twenty Years at Hull-House*.

Sept. 28, Week 5: Jane Addams and Hull-House. Discussion of papers.

**Second paper due.**

Oct. 5, Week 6: Martin Luther King, Jr. and the dream. Video: *MLK: The Legacy*. Discussion.

**Read for today:** King, *I Have a Dream*.

Oct. 12, Week 7: Martin Luther King, Jr. and the dream. Video: *I Have a Dream*. Discussion.

**Third paper due.**

Oct. 19, Week 8: Organizations for peace, reconciliation, disarmament, and relief. Brief class presentations.

**Fourth paper due.**

Oct. 26, Week 9: Dalai Lama XIV and exile. Video: *Compassion in Exile*. Discussion.

**Read for today:** Dalai Lama, *Freedom in Exile*.

Nov. 2, Week 10: Dalai Lama XIV and exile. Discussion of papers. **Fifth paper due.**

Nov. 9, Week 11: Nelson Mandela and apartheid. Video: *Free at Last*. Discussion.

**Read for today:** Mandela, *Long Walk to Freedom*.

Nov. 16, Week 12: Nelson Mandela and apartheid. Discussion of papers. **Sixth paper due.**

Nov. 23, Week 13: Peacemakers around the world. Class presentations. **Case study due.**

Have a peaceful Thanksgiving!

Nov. 30, Week 14: Peacemakers around the world. Class presentations.

Dec. 7, Week 15: Conclusions: What makes for peace and reconciliation.

## 8. Constructive Alternatives To War and Violence

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This course was taught from 1998-2002 at Wilson College. Wilson is a small liberal arts undergraduate college for women in central Pennsylvania. The course was open to all levels with the encouragement that students have completed either Introductory Sociology or Introductory Psychology before enrolling. As a 200-level course it provided a basic introduction to the field of conflict theory and to the ideas of conflict resolution and their application from the interpersonal level to the international level. The students were also introduced to mediation through a 10-hour weekend training as part of the requirement for completion of the course. The course met the core requirement for “formal thought” and was also taken by Behavioral Science majors for their required coursework.

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### **SOC 234 CONFLICT RESOLUTION**

Dr. Lynne Woehrle  
**Office: SC 261**

Phone: 264-4141 x3281  
**Email:** lwoehrle@wilson.edu

**Office hours:** If you would like to meet with me stop by my office and sign up for an appointment on the weekly schedule posted on my door. It will be easiest to find me in my office on Monday and Wednesday mornings and Tuesday and Thursday afternoons. You may also arrange an appointment via email. Students are welcome to stop by for a chat anytime my office door is open.

**Course Description:** Theories about the origins and emergence of conflicts at all levels (interpersonal through international) are the starting point of this course. Once we understand where conflict comes from and how it develops, we will focus on the possibilities for conflict resolution. Practical strategies for identifying and resolving sources of conflict are presented. Students will receive practical training at an introductory level in mediation, negotiation, facilitation and problem-solving methods. Skills-training is placed in the wider context of academic research on social conflict, mediation, conflict resolution and on group processes. Major debates over neutrality, intervention, mediation and adjudication will be explored.

**Required Readings:** (Books are on sale at the bookstore)

Bolton. 1979. *People Skills*.

Coy and Woehrle. 2000. *Social Conflicts and Collective Identities*.

Wilmot and Hocker. 2001. 6<sup>th</sup> Edition. *Interpersonal Conflict*.

### **Course Requirements**

#### **Class Participation - 200 points (20%)**

Attendance is *required* and *expected* and it is your responsibility to sign the attendance sheet. You will not absorb this material without the classroom experience and practice. Classroom discussion will be prepared on the assumption that you have completed the assigned reading before arriving in class. The following are the criteria used to grade your participation:

- Participation in class discussion
- Apparent preparation of readings prior to class
- Use of concepts in the readings in contributing to class discussion
- Showing a mindful and engaged presence in class
- Willingness to work with classmates and participate in groups
- Contributing to a positive and respectful learning environment
- Participating in initiating discussion by sharing ideas and experiences



Significant absence from the course will negatively affect your final grade and may be grounds for a failing grade. *If it becomes apparent that students are not completing the assigned reading the instructor reserves the right to give quizzes on the material as part of the participation grade.*

### **Journal - 500 points (50%)**

Your journal will consist of a total of three sections:

- **Section 1:** Weekly responses to journal assignments – you will be expected to write 2-3 pages each week in response to a topic or a question provided by me. Journal entries are due in my office or campus mailbox each Friday by noon. Late entries will lose half a grade per day.
- **Section 2:** Conflicts in the News – you will collect articles about international or community-level conflicts from reputable newspapers such as the NY Times or the Washington Post. For each entry you should write a one paragraph summary of your response or thoughts on the conflict, using the ideas and concepts you have learned in class. You should have at minimum 10 articles with commentary by the end of the semester. You may add more to improve your journal grade. Due at the end of the semester.
- **Section 3:** Self – Reflection – four times during the semester (once each month) you will write a 1-2 page piece on conflict in your own life and what you are learning from the course that is personally useful. Due at the end of the semester.

While the weekly responses should be turned in each Friday, the rest of the journal should be done over the course of the semester, but will only be collected at the end. Your grade will also reflect the quality of presentation and organization of your journal and the care you took in preparing it and keeping it up to date and the timeliness of your submissions. At the end of the semester you should turn in all three sections with a cover page.

### **Course Paper - 300 points (30%)**

You will choose a topic related to the constructive resolution of conflict for your research. You may focus on conflict at any level (interpersonal, organizational, group, community, or international) The focus of the paper may be a contemporary or historical issue. You may do research on programs designed to help people deal with conflict. You may not choose a conflict in which you are a party in the dispute. **You must use the concepts from the course readings and class lectures to develop your paper and analyze your conflict.** Your paper should have a clear thesis and pattern of organization. You are expected to discuss your topic with me to make sure it is appropriate and doable. Please use a standard Social Science method for style and citations. Papers should be 7-10 pages in length. Make sure your paper is not just a recounting of the events of the conflict or the account of the program you choose to study, it should offer some deeper analysis as well. You may choose to work in pairs to complete your paper. In that case the paper should be 13-16 pages. Both students will share the receive the same grade on the paper.

### **Other important course notes...**

- If you are having problems with the content or work for the course please make an appointment with me right away or drop by my office hours. Students who are having difficulty with writing assignments in this course (*excluding take-home essay exams*) are encouraged to make a Writing Lab appointment at the Learning Resource Center, Library main floor, x3351.
- Each student is expected to provide her/his email address to the instructor and to check email regularly for any course announcements.
- Students needing accommodations for documented disabilities should contact the Learning Resource Center (x3351) as soon as possible. Instructors should be notified of the possible need for accommodation within the first two weeks of classes.
- Late assignments will be dropped 1/2 grade per day late. Extensions should be arranged in advance. Assignments will not be accepted more than a week late unless special arrangements have been made with the instructor ahead of time.
- It is expected that work submitted for a grade is your own, original work with proper citations. Failure to do so will constitute plagiarism and an offense against the Wilson honor principle. If you have questions or concerns about this policy please refer to the Blue Book and/or make an appointment to see me.

## **COURSE SCHEDULE**

**WH – Wilmot and Hocker; CW – Coy and Woehrl; B – Bolton**

WEEK	DATE	TOPIC	READINGS	Assignments Due
1	Sept 4	Course Overview	-----	
	6	What is Conflict?	WH pp. 2-26	
2	11	Contexts of Conflict	WH pp. 26-38	
	13	Sources of Conflict	WH pp. 39-51 B chapter 1	Journal #1 due 9/14
3	18	Sources of Conflict	WH pp. 52-69	“How I respond to Conflict” due in class
	20	Interests and Goals	WH pp. 69-94	<b><u>Journal # 2 due 9/21</u></b>
4	25	Conflict and Identity	CW chapter 1	
	27	Constructing the “Other”	CW chapter 2	Journal #3 due 9/28
5	Oct 2	Strategic Escalation	CW chapters 3&9	
	4	Group Identities	CW chapter 5	Journal #4 due 10/5
6	9	Power Dynamics	WH pp. 95-118	Paper topic and preliminary bibliography
	11	More on Power	WH pp.118-128 CW chapter 4	Journal #5 due 10/12
7	16	No Class- Fall Break		
	18	Conflict Styles	WH pp. 129-156	<b><u>Journal #6 due 10/19</u></b>
8	23	More on Conflict Styles	WH pp. 156-177	
	25	Conflict in Action	Costa Rica Role Play background (handout)	Journal #7 due 10/26
9	30	Assessing Conflict	WH pp. 180-208	
	Nov. 1	Assessing Conflict	CW chapter 6	Journal #8 due 11/2
10	6	Assessing Conflict	CW chapters 7&8	
	8	Conflict in Action	Olania Role Play background (handout)	<b>Paper due by 5pm (skip Journal this week)</b>
11	13	Communication Skills – Listening	B chapters 3-6	
	16	Communication Skills – Listening & Assertion	B chapters 7-9	Journal #9 due 11/14
12	20	Communication Skills - Assertion	B chapters 10 &11	

	22	No Class – Thanksgiving Break		(No Journal entry this week)
13	27	CR Skills - Negotiation	WH pp. 209-237	
	29	CR Skills – Problem Solving	B chapter 12-end of book	Journal #10 due 11/30
14	Dec. 4	Changing Conflict	WH pp. 238-266	
	6	Third party Intervention	WH pp. 267-283	Journal #11 due 12/7
15	11	Mediation	WH pp. 283-292	
	13	Forgiveness and Reconciliation	WH pp. 293-317	<b><u>Journal #12 due 12/14</u></b>

**\*\*\*Course Journal Due By December 20<sup>th</sup> at NOON\*\*\***

### **Weekly Journal Assignments**

#### **#1**

Discuss the role that conflict plays in your own life; when and where it emerges. What are the filters in your life that shape how you respond to conflict? What would you most like to change about your experience of conflict?

#### **#2**

What are the main reasons that conflicts emerge and develop? In what ways do interests and goals impact the development of a conflict?

#### **#3**

How does one's self-identity formation contribute to the emergence and development of conflict? In what ways does the process of constructing "the other" contribute to the development of conflict? How might these effects be lessened?

#### **#4**

What impact does group formation have on the emergence and escalation of conflict? What are some of the attributes of inter-group conflict? Describe a current international conflict and how groups are interacting in that situation. Does hate or ethnocentrism play a role? Explain.

#### **#5**

Describe a conflict (other than those in the readings) where you think there was/is a clear imbalance of power. How did the power dynamics shape that conflict and its outcome(s)? Did the weaker party or a third party take any steps to try to balance the power? If yes, explain. If no discuss what steps you think could or should have been taken and by whom.

#### **#6**

Explain and compare/contrast the implications of using an avoiding versus a competing style for responding to conflict. Describe an example of someone using each style appropriately.

#### **#7**

What impact do different conflict styles, cultural experiences, and personal power have on the development of a conflict and attempts to resolve the situation?

#### **#8**

What are the steps and procedures in assessing a conflict? Compare the Wehr Conflict Map and the Wilmot-Hocker Conflict Assessment Guide. Why do you think it can be helpful to look at conflicts systematically?

**#9**

Do you perceive yourself as a good listener, average listener or poor listener most of the time? Which of the high risk responses do you tend to use? Give examples of your use of the listening skills defined by Bolton. What would you most like to change about yourself as a listener?

**#10**

What is important to remember in a negotiation? What makes it collaborative instead of competitive? What about problem-solving, what should we remember? How might these skills fit together?

**#11**

When and why should a third party be invited into a conflict situation? What can a third party add to the problem-solving process?

**#12**

What are the components of achieving forgiveness and reconciliation? What role might informal or formal mediation play in supporting forgiveness and reconciliation?

Kent State University has 24,000 students. This course is a senior-level, required course for students majoring in our Applied Conflict Management degree. It also serves as an elective for students with a minor in Applied Conflict Management or for students with majors in other areas of study. Taught in a seminar style with enrollment capped at 20, there is no prerequisite. The course is also designated by the university as a “writing-intensive” course.

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*Suffering completely fills the human soul and conscious mind, no matter whether the suffering is great or little. -  
Victor Frankl*

*The past is not dead and gone; it isn't even past. –William Faulkner*

Professor: Patrick Coy, Ph.D.

Office

Hours:

Office Phone: 672-2875

Home Phone: 342-3886

Email: [pcoy@kent.edu](mailto:pcoy@kent.edu)

Office Location: 302 Bowman -#13

Class Meeting Place and Time: Tuesdays, 1:45 – 3; Bowman, Rm. 317

**Course Description:**

We are studying one of the fastest-growing, most relevant, and fascinating developments in the arena where human rights, conflict resolution and political science intersect: “transitional justice” and the “politics of memory.” That is one reason why this course is cross-listed with Applied Conflict Management and Political Science. Another is that “transitional justice” and the “politics of memory” refer to those temporary civil, political and legal processes that both civil society and governments establish to negotiate a society’s pathway from widespread violence and tyranny to relative peace and democracy.

This is where intense suffering and partial healing coalesce, where massive political repression gives way to modest social reconciliation, and where crippled political institutions are repaired so that justice and the rule of law may be partially restored. We will critically examine apologies, forgiveness, reconciliation, national truth commissions, amnesties, reparations, commemorations, and memorials, often with reference to how these mechanisms have been used in specific conflict transformation settings.

**Course Resources for Purchase:**

1. *Mea Culpa: A Sociology of Apology and Reconciliation*, Nicholas Tavuchis, Stanford Univ. Press, 1991.
2. *Between Vengeance and Forgiveness: Facing History after Genocide and Mass Violence*, Martha Minow, Beacon Press, 1998.
3. *Course Reader*, eventually available for purchase at WordSmiths Copy Center, (330) 677-9673.
4. Hand-outs and exercises for in-class and take-home use. I will provide them, and photocopying costs (\$.05/page) will be collected the last weeks of class.

**Participation:**

Learning is not a spectator sport, nor is teaching a performance activity. Consequently, we shall aim for an interactive course, where we will all learn with and from each other. Participation is worth 10% of the grade. Successful course dynamics will require all of us to come to class sessions with readings and exercises prepared in advance and to be willing and able to discuss them meaningfully. This of course assumes regular attendance.

**Exams:**

There will be an exam around the middle of the semester and also a final, each worth 20% of your grade. They will likely include identifications, short answers, and essay questions that require you to synthesize and apply course material. Exams must be taken when scheduled. If you become ill shortly before an exam, you must notify me in advance of the exam, by phone (try me at both office and home, no emails accepted for this issue). A written doctor’s “excuse” must be provided.

**Reading Response Papers:** 20% of grade.

A 2 page, double-spaced typewritten and stapled response paper on the readings is due eight times throughout the semester, with about twice that number of opportunities for you to hand-in your response papers.

Devote a couple of paragraphs to describing what you thought were the central arguments and most significant points made in the reading(s). The remainder, and majority, of the response paper should focus on your reactions to the reading(s), including your critical analysis of the material and your personal responses to the material. Proper grammar, spelling, punctuation, etc. are all expected.

Response papers are due at class time on the day the reading is assigned, and may not be handed in after that class. This is to help ensure productive class discussions of the assigned readings. No electronic submission accepted, except if you are going to be absent that session, and then it must be sent to me before the beginning of that session’s class time. Each student will be allowed one “exception” to the above guidelines; please don’t ask for more.

Only those weeks with a “\*\*” are eligible for response papers. If there are two non-text readings assigned, respond to both of them. If there are three readings assigned, respond to at least two of them.

**Research Paper:** 30% of grade.

In order to ensure successful and meaningful completion of this assignment, you must start your research early, and stick with it throughout the semester; thus the progressive nature of the assignment due dates, outlined below. The paper should be 12-15 pages in length, excluding bibliography and notes. You will receive suggested topics, and guidelines for the stages below. Late papers will be docked according to the guidelines.

Due Dates:	9/19	One page research paper description proposal.
	10/3	Three page research paper description, with sources and research plan.
	10/31	Detailed 3-5 page outline, with bibliography. <i>(The above items are collectively worth 10% of course grade.)</i>
	11/14	Final paper due; worth 20% of grade.

**Course Grading Overview:**

Reading Responses:	20%
Paper Development:	10%
Paper:	20%
Participation/Attendance/exercises	10%
Exam #1	20%
Exam #2	20%

**Assignment Formats:** All written assignments must be typed and handed in on paper, not via Email. There is only one exception to this rule, stipulated above for the reading response papers.

**Students with Special Needs:** If you have a relevant disability, please let me know early on, demonstrating eligibility through the Student Disability Services in the M. Schwartz Center, x22972. I will be happy to work with you to provide a healthy and productive learning environment.

**Academic Honesty:** Your work must be your own. I am keenly aware that plagiarism and improper citation are on the increase. Nonetheless, they remain totally unacceptable and will invoke serious sanctions.

*History says, Don't hope on this side of the grave. But then once in a lifetime the longed-for tidal wave of justice can rise up. And hope and history rhyme.*

--Seamus Heaney

### **Course Schedule** (subject to change)

#### **8/29 The International Declaration on Human Rights**

Print out, and read, multiple times, the International Declaration on Human Rights. Bring to class.

<http://www.un.org/Overview/rights.html>

#### **9/3 Protracted Conflicts and Transitional Justice**

\*\*Chapter 1, and Chapter 2, through 2.5

[http://www.idea.int/publications/democracy\\_and\\_deep\\_rooted\\_conflict/ebook\\_contents.htm](http://www.idea.int/publications/democracy_and_deep_rooted_conflict/ebook_contents.htm)

from Peter Harris & Ben Reill, eds., *Democracy and Deep-Rooted Conflict: Options for Negotiators*, International Institute for Democracy and Electoral Assistance, 1998.

#### **9/5 The Meanings of Apology**

\*\*Reading: Tavuchis, p. 1-44.

#### **9/10 The Meanings of Apology**

\*\*Reading: same as above

#### **9/12 Third Parties and Apologies**

\*\*Reading: Tavuchis, p. 45-68.

#### **9/17 The Multiple Modes of Apologies**

\*\*Reading: Tavuchis, p. 68-124; and view video, "Beyond Tolerance,"(26 minutes).

#### **9/19 The Multiple Modes of Apologies**

\*\*Reading: Tavuchis, p. 68-124; and view video, "Beyond Tolerance,"(26 minutes).

*Due:* One page research paper description proposal.

#### **9/24 More on Apologies**

*Reading:* TBA

#### **9/26 Vengeance and Forgiveness**

\*\*Reading: Minow, Forward, Introduction, and Chapter 1, p. ix – 24;

"Politics and Forgiveness," Jean Bethke Elshtain, from *Burying the Past: Making Peace and Doing Justice after Civil Conflict*, Nigel Biggar, ed., Georgetown Univ. Press, 2001 (in reader).

#### **10/1 More on Forgiveness**

\*\*Reading:

#### **10/3 Trials and Tribunals**

\*\*Reading & Viewing: Minow, 25-51; View on your own: PBS Frontline video, "Justice and the Generals."

*Due:* Three page research paper description, with sources and research plan.

#### **10/8 Trials and Tribunals**

\*\*Reading & Viewing: Minow, 25-51; View on your own: PBS Frontline video, "Justice and the Generals."

### 10/10 **The International Criminal Court**

**\*\*Reading:** UN's Overview document on the ICC: <http://www.un.org/law/icc/general/overview.htm>

UN's FAQ about the ICC: <http://www.un.org/News/facts/iccfact.htm>

Human Rights Watch's FAQ about the ICC: <http://www.hrw.org/campaigns/icc/qna.htm>

### 10/15 **The Debate: The United States and the International Criminal Court**

**\*\*Reading:** "Myths and Facts about the ICC": <http://www.hrw.org/campaigns/icc/facts.htm>

"Q & A about the ICC and the US": <http://www.hrw.org/campaigns/icc/usqna.htm>

"US State Dept Fact Sheet on ICC": <http://www.state.gov/s/wci/rls/fs/2002/9978.htm>

"American Foreign Policy and the ICC," Mark Grossman, US State Dept: <http://www.state.gov/p/9949.htm>

"Stay Out of the Court," F. Smoler & C. May, *National Review*:

<http://www.nationalreview.com/comment/comment-may071602.asp>

"The Dangers of the ICC," S. Chapman, <http://www.townhall.com/columnists/stevechapman/printsc20020708.shtml>

"US Hague Invasion Act Becomes Law": <http://www.hrw.org/press/2002/08/aspa080302.htm>

"In Dutch with America," L. Comiteau, *Chicago Tribune*, <http://www.commondreams.org/views02/0714-03.htm>

"US Campaign for Permanent Immunity Fails": <http://www.hrw.org/press/2002/07/icc071202.htm>

"Resist Washington's Arm Twisting," Kenneth Roth, in *International Herald Tribune* at

<http://www.commondreams.org/views02/0930-02.htm>

### 10/17 **Mid-term Exam**

#### 10/22 **Comparative Perspectives on Truth Commissions**

**\*\*Reading:** Minow, p. 52-90;

"Transitional Justice and Reckoning for Past Wrongs: Truth Commissions and War Crimes Tribunals, Chapter 4.9 and 4.10, at [http://www.idea.int/publications/democracy\\_and\\_deep\\_rooted\\_conflict/ebook\\_contents.htm](http://www.idea.int/publications/democracy_and_deep_rooted_conflict/ebook_contents.htm)

#### 10/24 **South Africa's Truth and Reconciliation Commission**

**\*\*Reading:** "Same Species, Different Animal: How South Africa Compares to Truth Commissions Worldwide," Priscilla Hayner, from *Looking Back, Reaching Forward: Reflections on the Truth and Reconciliation Commission in South Africa*," Charles Villa-Vicencio & Wilhelm Verwoerd, Zed Books, 2000 (in reader);

"Getting on with Life: A Move Towards Reconciliation," Charles Villa-Vicencio, from *Looking Back, Reaching Forward: Reflections on the Truth and Reconciliation Commission in South Africa*," Charles Villa-Vicencio & Wilhelm Verwoerd, Zed Books, 2000 (in reader).

In class video: *Long Night's Journey Into Day*.

#### 10/29 **South Africa's Truth and Reconciliation Commission**

**\*\*Reading:** "Restorative Justice in Social Context: The South African Truth and Reconciliation Commission," Charles Villa-Vicencio, from *Burying the Past: Making Peace and Doing Justice after Civil Conflict*, Nigel Biggar, ed., Georgetown Univ. Press, 2001 (in reader);

"National and Community Reconciliation: Competing Agendas in the South African Truth and Reconciliation Commission," Hugo van der Merwe, from *Burying the Past: Making Peace and Doing Justice after Civil Conflict*, Nigel Biggar, ed., Georgetown Univ. Press, 2001 (in reader).

In class video: *Long Night's Journey Into Day*.

#### 10/31 **Amnesty and South Africa's Truth and Reconciliation Commission**

**\*\*Reading:** "The Trouble with Amnesty," from War Crimes: Brutality, Genocide, Terror, and the Struggle for Justice, Aryeh Neier, Times Books, 1998 (in reader);

"Justice Without Punishment: Guaranteeing Human Rights in Transitional Societies," Paul Van Zyl, from *Looking Back, Reaching Forward: Reflections on the Truth and Reconciliation Commission in South Africa*," Charles Villa-Vicencio & Wilhelm Verwoerd, Zed Books, 2000 (in reader).

*Due:* Detailed 3-5 page outline, with bibliography.



### 11/5 The Real and Symbolic Functions of Reparations

\*\*Reading: Minow, p. 91-117;

### 11/7 Japanese-American Internment and U.S. Apology and Reparations

\*\*Reading: "When People Lived in Horse Stalls," Patrick Coy, *Fellowship*, July/August, 1988 (in reader);  
"The Internment of Americans of Japanese Ancestry," Sandra Taylor, from *When Sorry Isn't Enough*, R. Brooks, ed., NYU Press, 1999 (in reader);  
"Report of the Commission on Wartime Relocation and Internment of Civilians," (in reader);  
"Relocation, Redress, and the Report," Roger Daniels, from *When Sorry Isn't Enough*, R. Brooks, ed., NYU Press, 1999 (in reader);  
"Institutions and Interests Groups," Leslie Hatamiya, from *When Sorry Isn't Enough*, R. Brooks, ed., NYU Press, 1999 (in reader);

### 11/12 Japanese-American Internment and U.S. Apology and Reparations

\*\*Reading: Same as session immediately above.

Possible guest speaker with personal experience of the internment and reparations process.

### 11/14 Reparations for Slavery in the United States

\*\*Reading: "Americans Need to Look Back at Slavery, Discuss Reparations," G. Overhoiser, *St. Paul Pioneer Press*, Nov, 6, 2000 (in reader);  
"The Commission to Study Reparations Proposals," Congressman J. Conyers, *Congressional Record* (in reader);  
"Defense of Congressional Resolution Apologizing for Slavery," Congressman T. Hall, *Congressional Record* (in reader);  
"Clinton Opposes Slavery Apology," *U.S. News and World Report*, April 6, 1998 (in reader);  
"Lincoln Was First to Apologize for Slavery," T. Geoghegan, *Cleveland Plain Dealer*, April 10, 1998 (in reader);  
"The Latest Civil Rights Disaster: Ten Reasons Why Reparations are a Bad Idea, and Racist, Too," D. Horowitz, *Solon*, <http://dir.salon.com/news/col/horo/2000/05/30/reparations/index.html>  
"Debt Wrong" Earl Ofari Hutchison, *Salon*, <http://dir.salon.com/news/feature/2000/06/05/reparations/index.html>  
"Reparations Wouldn't Cover the Whole Debt," L. Pitts, Jr., *Detroit Free Press*, [http://www.freep.com/voices/columnists/pitts18\\_20010418.htm](http://www.freep.com/voices/columnists/pitts18_20010418.htm)  
"David Horowitz and Reparations," C. Krauthammer, *Washington Post*, <http://www.townhall.com/columnists/charleskrauthammer/printck20010408.shtml>

*Due:* Research Paper

### 11/19 Truth and Reparations for Violent Race Crimes in the United States: Rosewood and Tulsa

\*\*Reading: "Rosewood," K. Nunn, from *When Sorry Isn't Enough*, R. Brooks, ed., NYU Press, 1999 (in reader);  
"Tulsa Panel Seeks Truth from 1921 Race Riot," *CNN* (in reader);  
"Panel Recommends Reparations in Long-Ignored Tulsa Race Riots," J. Yardley, (in reader);  
"Panel Recommends Reparations for Victims of 1921 Tulsa Race Riot," R. Ruble, *Detroit News* (in reader).

### 11/21 Indigenous Claims and Reparations

\*\*Reading: "Native American Reparations," Lawrence Armand French; "The Massacre at Wounded Knee," Turning Hawk and American Horse; "How the Indians Are Victimized by Government Agents and Soldiers," Palaneapope; "The Distribution of Wealth, Sovereignty, and Culture Through Indian Gaming," Naomi Mezey; all from *When Sorry Isn't Enough*, R. Brooks, ed., NYU Press, 1999, and all in reader;  
"Why It's Time for Ottawa to Apologize," R. Howard, *Toronto Globe* (in reader);  
"Natives Finally Get Ottawa's Apology," E. Anderssen, *Toronto Globe* (in reader);  
"Canada Apologizes for Abuse of Aboriginal People," C. Wilson, *Reuters* (in reader);

“Australia Says Will Not Apologize to Aborigines,” *Reuters* (in reader).

### **11/26 Trauma and Recovery**

**\*\*Reading:** “Coping with Trauma, Hugo van der Merwe & Tracy Nienings, from *Peacebuilding: A Field Guide*, Luc Rychler and Thania Paffernholz, eds., Lynne Rienner Publishers, 2001 (in reader);

“Healing, Reconciliation, and Forgiving After Genocide and other Collective Violence,” E. Straub and L.A. Perlman, from *Forgiveness and Reconciliation: Religion, Public Policy and Conflict Transformation*, R. G. Helmick, S. J. and R. Petersen, eds., Templeton, 2001 (in reader);

“Facilitators Summary from Leader’s Seminar of Rwanda National Unity and Reconciliation Commission,” E. Straub and L.A. Perlman, 2001, (in reader).

### **12/3 Facing History with Commemorations, Monuments, and Memorials**

**\*\*Reading:** Minow, p. 118-147; Others TBA.

### **12/5 May 4, 1970: The Politics of Memory and Memorials at Kent State**

**Reading:** TBA and/or campus tour.

### **12/11 Final Exam, 12:45 - 3 p.m.**

## ***Appendix***

### **Internet Resources on Transitional Justice:**

The amount of information on the Internet on transitional justice is little short of staggering. Here are just a few of the more important and useful websites, for starters:

International Center for Transitional Justice: <http://www.ictj.org/default.asp>

U. S. Institute of Peace, Rule of Law Program: <http://www.usip.org/rol.html>

U. S. Institute of Peace, Truth Commissions, [http://www.usip.org/library/tc/tc\\_coi.html](http://www.usip.org/library/tc/tc_coi.html)

U. S. Institute of Peace, Trauma and Conflict Web Links: <http://www.usip.org/library/topics/trauma.html>

United Nations, International Law: <http://www.un.org/law/index.html>

South Africa’s Truth and Reconciliation Commission: <http://www.doj.gov.za/trc/index.html>

Coalition for an International Criminal Court: <http://www.iccnw.org/>

### **Bibliographies on Transitional Justice:**

Much of the best information is NOT available on-line; much has been published in journals and books, and is easily available in our library, or via Ohio-Link, provided you work on your research in a timely fashion.

Here are three online bibliographies that will direct you to both online and paper resources:

- The Institute for Justice and Reconciliation (located in South Africa) has an incredible 100-page bibliography on-line, with a search engine that allows you to refine your research queries: <http://www.ijr.org.za/research.html>
- Gunnar Theissen at the Transitional Justice Project in Berlin has published a useful bibliography on transitional justice, which includes both on-line documents and library documents: <http://userpage.fu-berlin.de/~theissen/biblio/>
- Catherine Morris has a smaller bibliographic listing at: <http://www.peacemakers.ca/bibliography/bib26reconciliation.html>

*Acts of injustice done  
Between the setting and the rising sun  
In history lie like bones  
each one*

--W.H. Auden and Christopher Isherwood

# Section C

## Other Resources

# 1. STUDENT ASSIGNMENTS

## INTRODUCTORY COMMENTS

In nearly all the syllabi in this volume, there are details of written assignments. However there are especially rich details in the following.

### *Overviews:*

- Gordon Fellman, “War the Possibilities of Peace”
- Barbara Chasin, “The Sociology of Conflict and Violence”

### *Military Institutions and War:*

- Juanita Firestone, “Gender and Society”
- Morten Ender, “Cinematic Images of War and the Military”

### *Terrorism and Genocide:*

- John Dale, “Sociology of Terrorism”

### *Inequality and Conflict*

- Vincent Parillo, “Ethnic and Racial Conflict Resolution”

### *Particular Geographic Regions:*

- Gordon Fellman, “Sociology of the Israeli-Palestinian Confrontation”

### *Nonviolence and Peace Movements:*

- Scott Sernau, “Peacemakers”

### *Constructive Alternatives to War and Violence:*

- Lynne Woehrle, “Conflict Resolution”

In the materials placed in summer 2003 on the website (<http://www.la.utexas.edu/research/pwasa/index.htm>) of the ASA Section on Peace, War and Social Conflict, the following syllabi on war and military institutions contain written assignments.

- \*Mady Segal, “The Military and Society”
- Morten Ender, “Armed Forces and Society”
- \*Morten Ender, “Cinematic Images of War and the Military”
- Paul Reese, “History of the Military Art.

\*these are longer versions of syllabi that also appear in this guide

## MINI-INTERNSHIP

JOHN MACDOUGALL,  
University of Massachusetts Lowell

### **OFF-CAMPUS PROJECT OPTION 1--MINI-INTERNSHIP**

Note: An earlier version of this assignment appeared in Kathleen Maas Weigert and Robin J. Crews eds., *Teaching for Justice: Concepts and Models for Service Learning in Peace Studies* (Washington DC: American Association for Higher Education, 1999)

DUE DATE OF REPORT--12 APRIL--max. 150 points.

The primary goal is for you to do a little *volunteer work* in a peacemaking organization (where "peacemaking" is defined broadly), to *carefully reflect* on that work, & to write it up--details of the required report are given below. Another goal is to help you figure out how *key teachers* in this (and other?) courses can be not only faculty, but people outside the classroom who are poor or otherwise deprived; and people in agencies working with the deprived.

Specifically, you must:

- a) volunteer 10-12 hours in an organization to be arranged with me. It's OK for groups of 2 or more students to work together: they can write a joint project report provided they check with me.
- b) Write your report--see below.

You can work in an organization opposed to war or pollution, or seeking disarmament/women's rights/interracial harmony/low-income housing; or some other kind of promote organization, PROVIDED the organization does not use or endorse violence. You can look for possible organizations to work in, or you can pick an organization from a list of ones I've contacted--that list will be distributed in class.

It's very unlikely that a business or law-enforcement organization will be an acceptable place for your mini-internship. Your work CANNOT be just social service. Rather, it must be at least primarily **ADVOCACY**. That means that either you help promote some kind of cause or public policy, or you actively work to help disadvantaged people **BE EMPOWERED IN THEIR DEALINGS WITH THE OUTSIDE WORLD**.

Note: if you are using this course for the minor in technology, society & values, there are some additional restrictions as to where you volunteer.

A strong recommendation about contacting people in groups or agencies you want to work with: if you try to call them by phone, **BE PERSISTENT**, also give them as many times as possible when they can call you back. These people are often busy, but they will appreciate your help as a mini-intern.

Your assignment might be setting up logistics for a meeting or other event; getting out a big mailing, etc., etc. The work may, to a considerable extent, be just routine labor, but it should not be entirely routine.

For the agencies where I know staff members, I have asked your "supervisor" to let you participate as much as possible in the total life of the organization -- e.g. to invite you to join other staff for meals/parties, to attend staff meetings etc. I also urge you to talk to your supervisor, other staff and volunteers at the organization about **THE BROADER CONTEXT** of your work—especially about the topics covered in questions b) and c) in your paper, described below.

TO SET UP A MINI-INTERNSHIP, you must see me **by 3/8** --preferably you should see me much earlier.

**YOU MUST ALSO MEET WITH ME** at least once after you start the mini-internship, at a time TBA. If you don't meet me, your grade on your final report will suffer.

YOU MUST WRITE A REPORT, 3-5 pages typed double-spaced--5-7 pages if you do a joint paper with another student who did a mini-internship at the same place as you. Your paper must cover the following--**CLEARLY LABEL EACH PART AS a, b, c, etc., and MARK PAGE NUMBERS AND STAPLE YOUR PAGES TOGETHER.**

a) the work you did--the main project(s) you completed, a typical day at your workplace etc. This should include **STORIES** of any interesting, difficult, inspiring or otherwise memorable experiences you had. **CLEARLY IDENTIFY** the organization you worked at, & give the name of your supervisor. Take 1-2 pages for this section of your report.

b) briefly describe the organization you worked for--its goals, activities, history etc.--in 1-2 pages.

c) about half a page on EITHER c-i) or c-ii):

EITHER (i) To what extent does the organization you worked at have what might be called an alternative peacemaking culture/structure. E. g. does the organization deliberately avoid militaristic/competitive language and talk of peacemaking, non-violence etc.? is its internal structure democratic & participatory? do staff and/or volunteers practice lifestyles that are nurturing, non-racist, non-sexist, ecological, personally supportive etc.? do they turn to other "alternative" organizations/individuals as their primary sources of political information/organizational advice, and for emotional or spiritual support? **GIVE EXAMPLES** of the presence/absence of a peacemaking culture/structure.

OR (ii) In what way does the organization address overt AND/OR structural violence? Give 1-2 examples of this.

d) what are the similarities and differences between your work and that of ONE person or organization described in True's book? Take 2-4 sentences to answer this and **CITE** the page(s) in True\*\*

\*e) **OPTIONAL**--discuss the relationship between the organization's formal goals & its actual activities, & **CITE** one or two of your own experiences with the organization.

\*f) **OPTIONAL**--has this experience changed your goals for school and/or your career? has it changed your views on peacemaking? if it changed either or both of these, how?

g) **REQUIRED APPENDIX**-- literature of the organization--as much as possible please! This does not count towards the maximum length requirement. If literature on the organization is not available, get at least one newspaper article on the organization.

\*you can take up to 2 extra pages for parts e) & f) combined

**NOTE:** Two students can work together on their papers if they work in the same organization. In that case part a) of their paper should be twice as long, i.e. 2-4 pages; and the whole paper should be 5-7 pages.

**GRADING OF THE PAPER.** a) Spelling, grammar, punctuation--be careful about this! If I find more than 10 mistakes in this area, I will take points off your final grade. b) I'm also likely to take off points for answers that are **IRRELEVANT, UNCLEAR OR INCOHERENT.**

**SUGGESTIONS ABOUT GOOD WRITING**--these apply to ALL the major papers you write in college.  
a) Give yourself at least 3 days for the entire process of writing this paper--if you rush to do the first and only draft the night before the paper is due, your grade will very likely suffer.  
b) When you do the actual writing, give yourself plenty of uninterrupted time, and time when you are **FRESH AND ENERGETIC.**

- c) write MORE THAN ONE DRAFT of this paper,
- d) Before rewriting your draft(s) show them to friends, roommates, tutors at CLASS etc.
- e) use a dictionary if necessary.
- f) remember that spelling and grammar checks on a computer are no substitute for careful editing.

...AND GOOD LUCK!

\*\*this refers to Michael True, *To Construct Peace* (Mystic CT: Twenty-Third Publications, 1992). This book, a required reading in the course, profiles prominent activists from different countries and historical periods.



## 2. BIBLIOGRAPHIES

### Syllabi in this guide with extensive bibliographies

Many syllabi in this guide contain up to about twelve books and articles in their section on recommended readings. In addition, more extensive bibliographies are to be found in the following syllabi in this guide:

*In the subsection on particular geographic regions:*

- Gordon Fellman, "Sociology of the Israeli-Palestinian Confrontation"
- Jon Dorschner, "Politics and Development in South Asia"
- Jeffrey Broadbent, "Japanese Society"

*In the subsection on nonviolence and peace movements:*

- Brett Johnson, "Nonviolence and the Ethics of Social Change."

In the material placed in summer 2003 on the website of the ASA Section on Peace, War and Social Conflict, there are additional bibliographies (the URL for the website is: <http://www.la.utexas.edu/research/pwasa/index.htm>). Specifically, these are:

*On military institutions and war:*

- Morten Ender, "Armed Forces and Society"
- Morten Ender, "Cinematic Images of War and the Military"

*On nonviolence and peace movements, also on constructive alternatives:*

- Mark Ginsburg, "Peace Movements and Peace Education."

### Books on selected topics—a brief list

In the list below, we focus on a) very recent books on topics that are most likely to be of general interest; and b) some of the topics that are hardly covered in the materials in this guide, specifically service learning, weapons of mass destruction, and economic/social globalization. None of the books that follow are listed as required readings in any of the syllabi in this guide.

*Overviews:*

- Barash, David and Webel, Charles, eds., 2003. *Peace and Conflict Studies* (Newbury Park CA: Sage).

*Explaining War and Conflict*

- Maalouf, Amin, 2002. *In the Name of Identity: Violence and the Need to Belong* (New York: Penguin).
- Prins, Gwin, 2002. *The Heart of War: on Power, Conflict and Obligation in the Twenty-First Century* (New York: Routledge).

*Service Learning and studying Peace, War and Social Conflict*

- Weigert, Kathleen M. and Crews, Robin J., eds., 1999. *Teaching for Justice: Concepts and Models for Service Learning in Peace Studies* (Washington, DC: American Association for Higher Education).

*Weapons of Mass Destruction*

- Cirincione, Joseph, et al., 2002. *Deadly Arsenals: Tracking Weapons of Mass Destruction* (Washington, DC: Carnegie Endowment for International Peace).
- Schram, Martin, 2003. *Avoiding Armageddon: Our Future, Our Choice* (New York: Basic Books).
- Powaski, Ronald E., 2000. *Return to Armageddon: the US and the Nuclear Arms Race, 1981-99* (New York, Oxford University Press).

### *Socioeconomic globalization and the movement against corporate globalization*

A few syllabi in this guide mention readings on this topic, for instance one by Christine Rack (“Peace and Conflict” in the subsection on Explaining War and Conflict) the syllabus by Giovanni Arrighi (in the subsection on Particular Geographic Regions), and the one by Brett Johnson (in the subsection on Nonviolence and Popular Movements). In addition, the following are useful:

- Friedman, Thomas C., 2000. *The Lexus and the Olive Tree: Understanding Globalization* (revised ed., New York: Farrar Strauss & Giroux).
- William Greider, 1997. *One World, Ready or Not: the Manic Logic of Global Capitalism* (New York: Simon & Schuster).
- Korten, David C., 1998. *The Post-Corporate World: Life after Capitalism* (San Francisco: Berrett-Koehler).
- Smith, Jackie, and Johnston, Hank, eds., 2002. *Globalization and Resistance: Transnational Dimensions of Social Movements* (Lanham MD: Rowman & Littlefield).
- Starhawk, 2002. *Webs of Power: Notes from the Global Uprising* (Gabriola Island, BC: New Society Publishers).

### Journals

Several of these are listed in the 1998 version of this guide (MacDougall, John et al., eds. *Teaching the Sociology of Peace and War* [Washington DC: American Sociological Association]), p. 191. The following are just a few of those journals:

*Armed Forces and Society: An Interdisciplinary Journal*  
<http://www.bsos.umd.edu/ius/>

*Journal of Peace Research*  
<http://www.prio.no/>

*Journal of Political and Military Society*  
<http://www.jpms.niu.edu/>

*Peace and Change: a Journal of Peace Research*  
<http://webs.cmich.edu/peaceandchange/>

*Peace Review*  
<http://www.usfca.edu/peacereview/PRHome.html>

*Peace Work: Global Thought and Local Action for Nonviolent Social Change*  
<http://www.afsc.org/peacework>

### 3. WEBSITES

#### INTRODUCTORY COMMENTS

##### Lists of websites elsewhere in this guide

Several syllabi in this guide refer to websites on peace, war and social conflict. There are especially detailed lists in the following syllabi.

##### *Military Institutions and War*

Juanita Firestone “Gender and Society”

##### *Terrorism and Genocide*

Michael Smith, “Sociology of Terrorism and Genocide”

##### *Particular Geographic Regions*

Raja Tanas, “Sociology of Middle Eastern Society”

##### *Constructive Alternatives to War and Violence*

Patrick Coy, “Reconciliation and Revenge”

In the supplementary syllabi posted in summer 2003 on the website of the ASA Section on Peace, War and Social Conflict (<http://www.la.utexas.edu/research/pwasa/index.htm>) there is a list of websites in the longer version of Morten Ender’s syllabus “Cinematic Images of War and the Military” (of which the shorter version is in this volume).

In the Essays section of this guide, Diana O’Bryan’s article lists many websites, mainly covering pedagogical issues.

##### Professional Associations

Outside the ASA, there are a number of organizations that specialize in teaching, research and practice in the areas of peace, war and social conflict. The following is a brief selection.

- International Studies Association (<http://csf.colorado.edu/isa/menu.html>)
- Inter-University Seminar on Armed Forces and Society (<http://www.bsos.umd.edu/ius>)
- National Conference on Peacemaking and Conflict Resolution ([www.apeace-maker.net](http://www.apeace-maker.net))
- Peace and Justice Studies Association (resulting from the merger of the Consortium on Peace Research, Education and Development, and the Peace Studies Association. [www.evergreen.edu/pjsa](http://www.evergreen.edu/pjsa)).
- Society for the Study of Social Problems (<http://www.sssp1.org>)
- Peace Resources (<http://www.qozi.com/peace>)

**CRINFO AND UNIVERSITY CURRICULUMS:**  
**PEACE AND CONFLICT INFORMATION MADE EASY AND ACCESSIBLE**

ROBERT GARDNER AND SANDRA MARKER  
University of Colorado

Far from being just another Website, CRInfo ([www.crinfo.org](http://www.crinfo.org)) is a free Internet dispute and conflict resolution, prevention, and transformation clearinghouse. Funded by the William and Flora Hewlett Foundation, CRInfo has a database of over 20,000 handpicked and hand-coded, annotated web and print resources relevant to the fields of peace, conflict and violence prevention. It also has the capabilities, options and powerful tools necessary to perform broad base and highly succinct user specific inquiries. Because of these features CRInfo can provide those engaged in sociological research, teaching, or education an expansive stock of information from topics ranging from domestic violence and civil rights to terrorism and globalization.

The all encompassing search tools allow the user to access highly advanced search options to yield relevant and precise information on conflict resolution and peace processes. This information includes conflict resolution processes and techniques, educational programs and curriculum materials, domestic and international projects, and current world news. This integrative-resource site also has links to a broad base of academic, professional, and lay information about ongoing social conflicts (including cultural and historical background page), grants and funding resources, hard copy document acquisition, print and electronic resources, peace and conflict career opportunities, website translation services, and links to numerous national library collections on peace and conflict.

CRInfo's commanding search system can be used to examine every word on every CRInfo web-indexed page, or, its power options can be utilized to refine searches to specific geographic locations, general types of conflicts, specific conflict resolution, transformation, and prevention processes, key concepts, reports and case studies, teaching guides and manuals, book reviews, and legal cases. In addition, CRInfo has quick links to basic conflict resolution information, FAQ's, and a glossary of related terms for those new to the field. These resources are well suited to introduce students to the wealth of information on and off the web and include search processes including detailed search guides and troubleshooter information links that give precise and easy instructions on how to get desired search results.

CRInfo's sophisticated search options are complemented by equally impressive browse options that use a nested keyword directory-subdirectory model. Browsing main category headings produces a list of secondary-level options that elicit more specific information about that particular topic which can be further refined to accommodate users who may not know exactly what they are looking for. Browse options include a choice of either examining the entire database of CRInfo resources, by clicking on the main browse button, or, looking at specialized editions. These specialized editions organize the database information by conflict and conflict resolution user groups (i.e., adversaries, bystanders, students, educators, practitioners, and researchers), types of conflict (i.e., business, Intergroup, international, interpersonal, legal ADR, public policy and terrorism), and conflict processes (i.e., arbitration, democratization, mediation, negotiation, peace, and reconciliation). To help users keep track of where they are, and where they have been in the browse system, a level-by-level diagram is produced at the top of the page that shows the users starting point and subsequent moves within the site.

CRInfo further encourages and promotes the spread of conflict resolution and peace information by providing the technology and giving easy-to-use instructions that allow other websites to incorporate CRInfo onto their own web pages. This feature allows the instructor or student to build their own version of CRInfo based on their particular research or teaching needs. For example, instructors who have existing course web-pages will find invaluable that CRInfo's system allows them to link directly to documents found on the site as well as incorporate search results, lists of articles or resources, full text content, or other features found on the website. Furthermore, CRInfo encourages users to participate in the clearinghouse project by promoting and inviting users to fill-out submission forms with relevant conflict resolution and peace information (e.g., articles, events, organizations). This

allows students, instructors, or researchers the opportunity to interact with the site and add their own content to the site and make recommendations for information or perspectives we may currently be lacking.

CRInfo primarily focuses on non-commercial information and providers that provide substantial, no-cost information to the peace and conflict resolution field. With the exception of publication announcements, CRInfo does not catalog or advertise commercial information. This allows the site to collect and provide access to the most accurate, objective, and faithful information available to the public regarding peace and conflict studies that represent a diverse range of political and cultural perspectives. Each and every teacher, student, or researcher in the field of peace and conflict studies will find tremendous worth in the various features and resources this site has to offer.

## SOCIAL SCIENCE RESEARCH COUNCIL WEBSITE

DAVID WILEY  
Michigan State University

Even though it is not a "curriculum" there is a valuable curricular resource on the Social Science Research Council website that our African center helped to assemble.

The main website is "After 9/11: Perspectives from the Social Sciences" and is at: <http://www.ssrc.org/sept11/> and contains essays from Craig Calhoun, Wallerstein, Mamdani, and many other US and international social scientists.

This is linked to a sub-site: "Teaching Resource for High School and College Classrooms: Using the SSRC's "After September 11" Essay Collection" at

[http://www.ssrc.org/sept11/essays/teaching\\_resource/tr\\_intro.htm](http://www.ssrc.org/sept11/essays/teaching_resource/tr_intro.htm)

This sub-site contains sections that we did here at MSU on on Teaching Guides, Globalization, New World Order, Terrorism and Democratic Virtues, New War, Building Peace, Fundamentalism(s), Lesson Plans, Curriculum Standards, and Other Websites.

The main website is described: "The Social Science Research Council has edited two volumes, *Understanding September 11 and Critical Views of September 11*, which seek to address these questions. They are intended as resources for anyone seeking knowledge about the conditions and implications of September 11 that goes beyond what can be found in the news media. They are also meant for teachers -- especially college and university instructors -- who want to address the September 11 events in their courses. For more about these books, and for on-line ordering information, [please click here](#) or on the titles above."

Many of the essays in the two volumes are based on shorter versions carried originally on this website. These versions, as well as other contributions, are still available via our [After September 11 Archive](#). Written under quick deadlines, we believe these web-essays still hold remarkable value for the insights they provide on September 11 and its aftermath, especially in the days and weeks immediately following. The Council will continue this website later in the year with essays on a number of contemporary conflicts.

## 4. VIDEOS AND MOVIES

Morten Ender's syllabus "Cinematic Images of War and the Military" in this volume (in the Military Institutions and War subsection) not only cites many assigned videos and movies but also contains instructions to students on how to view them.

Videos and movies that are shown in class are listed in several other syllabi in this guide, usually in the schedule of readings and classes. The specific syllabi are the following.

### *Overviews*

- ♦ Barbara Chasin "Sociology of Conflict and Violence"

### *Explaining War and Violence*

- ♦ James Vela-McConnell "Cultures of Violence"

### *Military Institutions and War*

- ♦ Laura Miller "Military and Society"
- ♦ Kevin Clark and Samuel Watson "History of Revolutionary Warfare"

### *Terrorism and Genocide*

- ♦ Michael Smith "Sociology of Terrorism and Genocide"
- ♦ John Dale "Sociology of Terrorism"

### *Particular Geographic Regions*

- ♦ Raja Tanas "Sociology of Middle Eastern Society"
- ♦ Jeffrey Broadbent "Japanese Society"

### *Nonviolence and Popular Movements*

- ♦ Barbara Wien "Building Cultures of Peace"
- ♦ Ellen Gorsevski "Nonviolence in Literature and the Media"

### *Constructive Alternatives to War and Violence*

- ♦ Patrick Coy "Reconciliation vs. Revenge"

### *Role of films in understanding and portraying war and violence*

- ♦ Dittmar, Linda and Gene Michaud (Eds.). (1991). *From Hanoi to Hollywood: The Vietnam War in American Film*. New Brunswick, NJ: Rutgers University Press. Has a breadth of articles.
- ♦ Lovell, John P. (Ed.). (1998). *Insights from Film into Violence and Oppression: Shattered Dreams of the Good Life*. Westport, CT: Praeger. Great teaching perspective but limited in terms of scope.

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