SOC 4935: PEACE, CONFLICT & VIOLENCE
Spring 2008
Tu & Th, 3:30-4:45pm


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Office: Cina 213/Phone 726-7094  Office Hrs: Tu 11-12 & Th 1-3pm, or by appt.
www.d.umn.edu/~egaarder/Index.html

This course focuses on understanding the causes of violence, prevention methods, and peaceful responses to conflict at all levels—from the interpersonal to the international. The first part of the course seeks to understand interpersonal violence from both psychological and sociological perspectives, including the role of identity and shame in the cycle of violence, as well as how structural inequalities are implicated in forms of violence. The second section of the course focuses on specific techniques to resolve conflict and communicate peacefully. The last part of the class aims to understand the root causes of violent conflict such as war and genocide. In step with this, we will examine a number of "peace perspectives" that address prevention, remedies, and resolution. The overall objective of this class is to articulate the causes of violence, the many dimensions of conflict, and the possibilities of prevention and peace.

Required Texts:

- On-line readings (Selected readings from The Class of Nonviolence, a course developed by Colman McCarthy). Found at: www.salsa.net/peace/conv/index.html

Class Environment:
I invite you to join me in a commitment to actively and respectively participate to make this an interactive and dynamic space to learn. Students who bring creativity, thoughtfulness, and critical reflection to the classroom materials will do well in the class. I encourage discussions to take place within the context of critical thinking and in the spirit of understanding diverse perspectives.

It is vital that our classroom be a place where everyone feels safe to express opinions, beliefs, be themselves and explore their values. This course and this professor WILL challenge those opinions and beliefs in the spirit of critical thinking and examining life to its fullest. In order to engage in open discussion, students are asked to follow some guidelines to help create a more comfortable learning environment amidst these challenges:

1. Acknowledge that other people have experiences that we may not understand or relate to.

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1 These guidelines were developed by Lynn Weber and published in Women's Studies Quarterly 18 (Spring/Summer 1990). Some amendments have been made.
2. Agree not to blame others or ourselves for the misinformation they or we have learned. Accept responsibility for not repeating misinformation after we have learned otherwise.
3. Consider that people - both the groups we study and members of our class - are doing the best they can with the current tools they have at their disposal.
4. Agree to be aware that how we conduct ourselves in the classroom affects the learning of others. (e.g.: Am I talking more than my share? Am I unwilling to share my ideas?)
5. Agree to respect any requested in-class confidentiality.
6. Be respectful in our dialogue with others.
7. Please don't engage in private conversation during lecture or group discussion, speak while another person is speaking, read non-course materials or use any form of electronic devices (cell phones, pagers, blackberries, portable computers, etc.)

Part of promoting respect and consensus means accepting that we in this class may choose to discuss and potentially make changes to these guidelines, or to point out when our class fails to meet this agreement. All students should feel free to begin such a discussion at any time.

**Managing Your Course Participation**
The best advice I could give you on how to succeed in this course is NEVER MISS CLASS!!! It is impossible for us to learn together as a community when one or more members continually drop in and out. Missing classes or coming unprepared will compromise your grade, since the writing assignments and examinations rely on classroom materials, including lectures, discussions, guest speakers and films that are not covered in the readings!

**Attendance Policy**
Attendance will be the first business of the day and will generally be taken by a short answer quiz or in-class writing in the first few minutes of each course meeting. The quiz questions will be simple, designed to ascertain whether you have completed the reading. They will also form a portion of your grade. If you arrive after the reading quiz has been administered, the quiz points will not be available to you. If you leave a class early (unless for a University-sanctioned event), you will be noted as absent for the meeting. Use this as an opportunity to operate with 100% integrity. You know ahead of time when you need to be in class, so organize your life to meet this commitment. You are permitted excused absences for emergencies, illness, or University-sanctioned events. Excused absences require sufficient documentation. Please notify me ahead of time if possible.

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>Points Possible</th>
<th>% of Grade</th>
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<tbody>
<tr>
<td>Preventing Violence Take-home Exam</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>NVC paper</td>
<td>75</td>
<td>15%</td>
</tr>
<tr>
<td>War &amp; Peace paper</td>
<td>75</td>
<td>15%</td>
</tr>
<tr>
<td>Current Events Presentation or Reflection</td>
<td>50</td>
<td>10%</td>
</tr>
<tr>
<td>Reading Quizzes (cumulative)</td>
<td>50</td>
<td>10%</td>
</tr>
<tr>
<td>In-class Writings</td>
<td>50</td>
<td>10%</td>
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<tr>
<td>Experiential Learning Project</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>500</td>
<td>100%</td>
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</tbody>
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A 460-500  A- 450-459  B+ 440-449  B 415-439  B- 400-414  C+ 390-399  
C 360-389  C- 350-359  D+ 340-349  D 325-339  F 0-324
ASSIGNMENTS:
Late assignments will lose ½ a grade for each day they are overdue. Do not email your papers.

Attendance & Participation: In the event of borderline grades at the end of the term, I will take note of students who had regular attendance and meaningful participation in class (e.g., round an "A-") up to an "A").

Reading Quizzes (50 pts): Quizzes given at the beginning of random class meetings are designed to assess your general comprehension of the material. There are no make-up quizzes; I will drop one quiz score (your worst) from your final total.

In-class Writings (50 pts): I will randomly choose 5 days in class where you reflect on the reading, topic of the day, films, or guest speakers. Each in-class writing is worth 10 points.

Current Events Presentation OR Reflection (50 pts):
Option 1. You can sign up for a day to present current events related to conflict/violence/peace taken from The New York Times newspaper. Clip out any articles, editorials, photos, and cartoons that you find relevant. How many did you find that related to conflict/violence/war? How many discussed peace/conflict resolution? In addition to this overview, come prepared to educate us about 2 specific articles. Provide short, yet concise summaries.

Option 2. Choose any day to buy and read The New York Times newspaper. Clip out any articles, editorials, photos, and cartoons that you find relevant to peace, war, or violence. Create a unique, reflective project about those current events (written, collage, artwork, etc). If you choose this option, your reflection is due on Thursday, April 10.

Preventing Violence Take-home Exam (100 pts): This take-home exam is due on Tues, Feb 19.

Nonviolent Communication Paper (75 pts): A 3-4 paper that reflects on the philosophy and practice of nonviolent communication. How does this compare to other ideas regarding conflict/violence/peace discussed in class? Do you find the method appealing, hopeful, helpful, unhelpful, questionable...both personally and politically?

War and Peace Paper (75 pts): A 3-4 page paper that reflects on the causes of war and the possibility of peace (detailed assignment to follow). A draft of the paper is due on April 22, and a final draft is due April 24. If you do not bring a draft to exchange with another student (for a writing workshop), I will automatically deduct 5 points from your paper.

Experiential Learning Project (100 pts): The goal of experiential learning is to move beyond the classroom walls: to observe, participate, and reflect on community experiences. Write a 3-4 page paper on your experience, AND include some kind of supporting materials regarding your project (art, collage, pamphlets, etc.)

You might research something you would like to experience in the future- perhaps you've thought of joining the PeaceCorps, you're interested in jobs at the United Nations, or wonder what kind of jobs exists for experts in conflict resolution or peacemaking. How would you go about helping the
situation in Darfur? How does one become a mediator? This is your opportunity to research organizations, graduate programs, employment...interview people, use the web, use your library. You might arrange to participate in or observe a program or social group that is dedicated to issues of violence prevention, conflict resolution, and/or peace education. I can provide you with contacts or you may pursue your own. Possibilities include the Domestic Abuse Intervention Project, Loaves and Fishes (a Catholic Worker community), Northland Antiwar Coalition, Women in Black, etc. What did you learn/observe? Then evaluate the program or the group's activities in light of reading and theories discussed in class. How effective did it seem and why?

Extra Credit: Everyone has one opportunity for up to 10 points of extra credit. To do this, you can watch a film (see listings below) and write a 2 page reflection. Your reflection should include a brief one paragraph summary of the film. Then consider what the filmmaker's perspective on war and peace is. Discuss your reaction to the film, and how it relates to any class readings.

Follow this format: 12 pt font, Times New Roman, Double-spaced, 1 inch margins. In the top right corner, type (single-space) ONLY your name, SOC 4935-Prof. Gaarder, and Film Reflection. This should make only 3 lines across the top of the paper. All extra credit papers are due IN CLASS (3:30pm) on Tuesday, 5/8. You may turn them in earlier.

Film Choices:
The War Tapes       Glory
Platoon              In Country
The Killing Fields   M.A.S.H.
Three Kings          The Atomic Cafe
Apocalypse Now       Born on the 4th of July
The Deer Hunter      Testament
My Country, My Country The Ground Truth
Hotel Rwanda
Dr. Strangelove, or: How I Learned to Stop Worrying and Love the Bomb

Course Schedule:
Tu, 1/22       Class Introductions
Th, 1/24       Preventing Violence, Introduction
Tu, 1/29       PV, Chaps 1, 2
Th, 1/31       PV, Chap 3
    Film: Tough Guise: Violence, Media, and the Crisis in Masculinity
Tu, 2/5        PV, Film: Tough Guise (part 2)
Th, 2/7        PV, Chap 4
Tu, 2/12       PV, Chap 5
Th, 2/14 PV, Chaps 6, 7, 8
Tu, 2/19 * Take-Home Exams Due *
Th, 2/21 Nonviolent Communication, Foreword, Chaps 1, 2
Tu, 2/26 NVC, Chaps 3, 4, 5
Th, 2/28 NVC, Chaps 6, 7
Tu, 3/4 NVC, Chaps 8, 9
Guest speaker: Ann Harrington
Th, 3/6 NVC, Chaps 10, 11
Tu, 3/11 NVC, Chaps 12, 13
Th, 3/13 * NVC paper due *
Film: Why We Fight

3/17-3/21 Spring Break

Tu, 3/25 Atlas, Chap 1, The Causes of War (pp. 1-17), Chap 2, The Military World (pp. 18-35) & Chap 3, War & People (pp. 36-47)

Th, 3/27 Lesson 1, On-line reading: "Human Nature Isn't Inherently Violent" by Alfie Kohn
Atlas, Chap 7, Africa (pp 84-99) & Chap 5, Middle East & N. Africa (pp 60-63, 70-71)

Tu, 4/8 Lesson 2, On-line reading: "My Faith in Nonviolence" & "Love" by Mohandas Gandhi, and "Gandhi in the Postmodern Age" By Krolick & Cannon
Film: Gandhi

Th, 4/10 Film: Gandhi
* Current Events Reflection Projects Due *


Th, 4/17 On-line reading: "Letter from Birmingham Jail" by MLK, Jr. (found at www.mlkonline.net/jail.html)
Film: A Force More Powerful: A Century of Nonviolent Conflict

* Writing Workshop * (exchange papers with another student) BRING A DRAFT!
Th, 4/24  *War & Peace Paper Due*  
Film: Promises

Tu, 4/29  Atlas, Chap 5 (Israel & Palestine: pp. 64-67)  
Film: Promises

Th, 5/1  Lesson 7, On-line reading: "The Judge & the Bomb" by Judge Miles Lord, "Patriotism or Peace" by Leo Tolstoy, "What Would You Do If?" by Joan Baez

Tu, 5/8  Guest Speakers  * All extra credit due *

Wed, 5/14  *Experiential Learning Project Due* Meet from 4-5:55pm (There is no final exam.)  
Class party! Come prepared with your paper/project in hand, ready to (briefly) discuss your experience with the rest of the class.

UMD SUPPORT SERVICES

Writing: You can get free tutoring service at the Solon Campus Center for writing needs. Call 726-6246 or visit their website at (www.d.umn.edu/tutoring/) for times.

Disabilities: Students with disabilities are encouraged to contact Disability Services & Resources to discuss their needs for accommodation (www.d.umn.edu/access/), and inform me as soon as possible so I can adjust relevant course materials or assignments to meet your needs.

Counseling: Call 726-8155 for an appointment or visit (www.d.umn.edu/hlthserv/counseling)  
Consider seeking counseling if you are:...Searching for ways to cope with college life, having conflicts with roommates, co-workers, friends, feeling lonely, inadequate, or having trouble "fitting in", questioning the course of romantic relationships, concerned about your sexuality, dealing with difficult family situations, feeling tense, stressed, anxious, irritable, or uncertain, experiencing a lack of motivation or ability to concentrate, concerned about alcohol or drug use, dealing with eating problems, experiencing difficulty grieving about a loss, experiencing sexual harassment or other kinds of discrimination, dealing with a crisis such as sexual assault or rape, recovering from sexual or physical abuse or incest (excerpt from the UMD counseling website).

And Some Quotes to Ponder...

"So as a spell for peace, make peace with someone you think you can't make peace with. Notice what resistance arises even at the thought, how you build your case against your enemy, how you marshal your allies and ready your weapons. Note what it takes to give them up, what you must sacrifice and what you gain."

-Starhawk

"If you think you're too small to have an impact, try going to bed with a mosquito in the room."

-Anita Koddick