

Semester at Sea, Course Syllabus
Colorado State University, Academic Partner

Voyage:	Spring 2017
Discipline:	International Education
Course Number and Title:	472 Education for Global Peace
Division:	Upper
Faculty Name:	Gregory Mason
Semester Credit Hours:	3
Class Meeting Hour:	A days, 15:10–16:30 (Vierjahres)

Prerequisites: Junior of senior standing

COURSE DESCRIPTION

Education for Global Peace embraces a broad interdisciplinary enquiry whose scope extends beyond trying to end warfare. The pursuit of peace seeks not just to achieve the “negative peace” of halting warfare and direct violence, but also to nurture the “positive peace,” of life-affirming policies and conditions that promote harmony and social justice. Through personal reading and group analysis and discussion, students will gain an understanding of the challenges to achieving global peace. As we voyage, students will work in teams to investigate and report on the history and current situation regarding prospects for both negative and positive peace for each of our ports of call. At the same time, through reflective writing, and role-playing, students will be called to consider their own personal roles as agents on the world stage. To make the class a success, each member should be ready to question his or her own views, and to examine accepted assumptions. The class calls for a committed participation in discussions as well as a sincere respect for the views of others. Our goal throughout will be to learn from each other and from the situations we encounter, and wherever possible to identify opportunities for positive personal or group interventions, always in a spirit of friendship and respect.

LEARNING OBJECTIVES

Examine what we mean by the term and the idea of peace and reflect on the history of the warrior culture, the role of violence and nonviolence in different religious and social traditions.

Students will also reflect on their own level of peacefulness in the light of their personal heritages, educational formations, and value systems.

Describe three domains critical to the construction of global cultures of peace, peace making, peacekeeping, and peace-building. Demonstrate an understanding of the distinctions and areas of overlap of these domains.

Develop an understanding of “negative peace,” which is the absence of direct violence, be it warfare, terrorism or any other acts of physical violence.

Develop an understanding of structural violence, which includes all those things that tend to shorten a person's life, whether it be oppression, starvation, lack of access to health care or shelter, or whatever.

Develop an understanding of "positive peace," the fruit of life-affirming policies and conditions, which embrace both the absence of direct and structural violence, and the presence of social justice.

Apply this critical understanding to analysis of case studies of global conflict. Students will work in teams to investigate the situations regarding direct and structural violence, and the prospects for bringing negative and positive peace closer at each of the ports on the voyage. Through this local application at each port of what they have been studying, they will expand their capacity to locate peace-generating alternatives for conflict mitigation and resolution.

REQUIRED TEXTBOOKS

AUTHOR: Houston Wood
TITLE: *Invitation to Peace Studies*
PUBLISHER: Oxford University Press
ISBN #: 978-0-19-021713-6
DATE/EDITION: 2016

AUTHOR: Paul Rogat Loeb, editor
TITLE: *The Impossible Will Take A Little While*
PUBLISHER: Basic Books
ISBN #: 978-0-465-0317-3
DATE/EDITION: 2014, 2nd edition

AUTHOR: John Hersey
TITLE: *Hiroshima*
PUBLISHER: Vintage
ISBN #: 978-0679721031
DATE/EDITION: 1989/ Vintage reprint edition

AUTHOR: Thich Nhat Hanh
TITLE: *Peace is Every Step*
PUBLISHER: Bantam Books
ISBN #: 978-0553351392
DATE/EDITION: 1991

TOPICAL OUTLINE OF COURSE

DEPART ENSENADA — JANUARY 5

A1 — January 7: Introduction. What is Peace Studies?

An overview and survey of the interdisciplinary scope of the field of peace studies as a value-based field of enquiry and action. Peace considered from the micro (inner peace) to the macro (global peace) levels. What are the goals of peace studies? How have these goals changed in the past decades, and how are they continuing to evolve? Students file an opening statement on their ideas on peace and their course expectations.

Reading: Wood, Ch. 1, 1-12.

A2 — January 9: Peace Concepts

Review of the principal peace concepts of direct violence, structural violence, and cultural violence. Consideration of negative peace as the absence of direct violence, but possibly with the presence of repression, set against positive peace as the presence of harmony and social justice. Peace Through Strength, Inner Peace.

Reading: Wood, Ch. 2: 15-26, 29-32.

A3 — January 11: Hawaiian Sovereignty and The History of Our 50th State

The Overthrow of the Hawaiian Monarchy and Annexation of the Nation of Hawaii's sovereignty as the United States' first foray into "regime change." An early, textbook example of state-sponsored terrorism? The continuing struggle in Hawaii today.

Reading: Kinzer, [E] "A Hell of a Time at the Palace." [E] = Electronic file

ARRIVE HONOLULU: 0800 JANUARY 12

ON-SHIP TIME HONOLULU: 2100 JANUARY 12

A4 — January 14: Trends in Violence, War, and Terrorism

How is the incidence and how are the types of violence changing in our current world? Considering trends in homicide, in the frequency of wars, numbers and types of casualties. The move to total war and the targeting of civilians. Terrorism defined and considered as a phenomenon throughout history. Roots and causes of international terrorism today. Options and appropriate responses to ongoing and future terrorist threats. Current and future warfare methods: drones, biological warfare and cyber warfare.

Reading: Wood, Ch.4, 51-70.

GROUP JOURNAL COLLECTION & DISCUSSION LEADING ASSIGNMENTS TBA

A5 — January 17: US Civil Rights Struggle and Martin Luther King

The Struggle for Social Justice in the US Civil Rights Movement. From lunch counter sit-ins to bus boycotts, to freedom marches. Reconsidering the "real" Rosa Parks and the significance of her refusal sit at the back of the bus. Reconsidering the Christian injunction to "turn the other cheek," a passive gesture, or a calculated act of shaming and defiance? Martin Luther King's leadership of the Southern Christian Leadership Council. What are the lasting gains of the Civil Rights Movement after 50 years, and how is the ongoing struggle for racial justice and harmony in the United States progressing?

Readings: King [L] 331-337; Loeb, [L] 338-342; Wink, [L] 181-191. [L] = Loeb

Film: *A Force More Powerful: Nashville, We Were Warriors*

GROUP JOURNAL COLLECTION & DISCUSSION LEADING ASSIGNMENTS TBA

NO CLASS JANUARY 19

A6 – January 20: Interstate War and Peace

Traditional causes of interstate wars: territory, prestige, respect. Shifting nature of war. Recent move from an emphasis on hard power and peace through strength to soft power and the attempt to win hearts and minds. Democracies, globalization and peace. UN interventions. Military Industrial Complex. Other political and cultural obstacles to peace.

Readings: Wood, Ch.6, 95-112. Hedges [E] *The Myth of War*.

GROUP JOURNAL COLLECTION & DISCUSSION LEADING ASSIGNMENTS TBA

A7 – January 22: The Atomic Bombing of Hiroshima and Nagasaki

The World War II events leading to the decision to drop the first atomic bomb, and the bomb's effects on its mostly civilian target. Was the dropping of the bomb justified? What were the alternatives? How did the Japanese and the rest of the world react? What have been the consequences for the world living in an ongoing nuclear age?

Readings: Hersey, *Hiroshima*; Wilson, [E] *Atomic-Bombings Justified?*; Williams, [L] 430-438. Film: *Hiroshima*

GROUP JOURNAL COLLECTION & DISCUSSION LEADING ASSIGNMENTS TBA

ARRIVE KOBE: 0800 JANUARY 24

ON-SHIP TIME KOBE: 1800 JANUARY 28

A8 – January 29: The Rise of Nonviolence and Human Rights; China, Globalization

History of Nonviolence. China's growing Economic and Military Influence.

Comparing Western and Chinese ideas of human rights, how they differ in which rights they emphasize and which they downplay or ignore? Freedom of expression and social justice issues in the political and artistic sectors of Chinese society.

Readings: Wood, Ch. 7, 113-131; Barash [E] *Human Rights*; Osnos [E] *The Cost of the Cultural Revolution*. Films: *Ai Wei Wei*, *Never Sorry*.

GROUP JOURNAL COLLECTION & DISCUSSION LEADING ASSIGNMENTS TBA

ARRIVE SHANGHAI: 0800 JANUARY 31

ON-SHIP TIME SHANGHAI: 1800 FEBRUARY 5

A9 – February 6: The Psychology of Peace

The Need to Belong. Banality of evil. Group psychology and its role in fostering "group think" and obedience to authority. Milgram's and Zimbardo's experiments. How do individuals act differently under group pressure to conform? Groupthink. The positive and negative role of nationalism: a sense of pride and belonging to homeland versus a sense of all foreigners as "others," as enemies. Post-traumatic Stress Disorder.

Suicide. Social Capital. Readings: Wood, Ch. 11.

GROUP JOURNAL COLLECTION & DISCUSSION LEADING ASSIGNMENTS TBA

A10 — February 8: Vietnam: A Defining Conflict, and Thich Nat Hanh, a Prophet of Peace

The causes and course of the Vietnam War. Why did the USA enter the war? How did the Vietnam War polarize and change America? What was a typical soldier's view of the war? What was the Vietnamese perspective on the war? A spiritual perspective on peace from the Vietnamese Buddhist monk Thich Nat Hanh

Readings: O'Brien [E] *On The Rainy River*; Thich Nat Hanh, *Peace is Every Step*
GROUP JOURNAL COLLECTION & DISCUSSION LEADING ASSIGNMENTS TBA

ARRIVE HO CHI MINH CITY: 1200 FEBRUARY 10

ON-SHIP TIME HO CHI MINH CITY: 1800 FEBRUARY 14

A11 — February 15: Religious Perspectives

Teachings of the World Religions on the subject of peace. St. Augustine's teaching of the Christian doctrine of "Just War." How has this doctrine been refined and improved since St. Augustine's time? How useful and relevant are the tenets of just war in adjudicating and solving violent conflicts in our world today? What are the peace teachings of the other major world religions?

Readings: Wood, Ch. 9: 155-174, 26-29. Huntington, [E] *Clash of Civilizations?*
GROUP JOURNAL COLLECTION & DISCUSSION LEADING ASSIGNMENTS TBA

NO CLASS — FEBRUARY 17

A12 — February 18: MIDTERM IN-CLASS WRITING AND PLANNING SESSION

and Preparation for Myanmar port stay

Readings: Sanger [E] John Kerry and Aung San Suu Kyi; Huetteman [E] *US Criticizes Myanmar Over Human Trafficking*; Walton and Hayward [E] *Contesting Buddhist Narratives*. Film: *The Lady*.

ARRIVE YANGON: 1200 FEBRUARY 20

ON-SHIP TIME YANGON 1800 FEBRUARY 24

A13 — February 25: Building Gender Security

War as a traditionally masculine obsession. Women and Gender Based Violence. Women and War. Female trafficking. To what degree is sexism systemic in our culture? The family as social microcosm. Intimate Partner violence. How can we achieve peace in the family? Who counts as family? From Homophobia to Gay Marriage and LGBT Rights.

Readings: Wood, Ch. 5; Savage, [L] 87-96; Schaeffer-Duffy [E] *Feminists weigh in on Draft Registration for Women*. Film: Malala Yousafzai, Nobel Peace Prize Acceptance Speech (26 min YouTube)

GROUP JOURNAL COLLECTION & DISCUSSION LEADING ASSIGNMENTS TBA

A14 — February 27: Gandhi and Ahimsa: Nonviolence and Passive Resistance in INDIA

Mohandas Gandhi's Background and His Role in Transforming Indian Society
Mahatma Gandhi's Teachings, inspired by Thoreau and Tolstoy
Gandhi's Historic Salt March and Other Iconic Deeds

Readings: Wood, 1-4; 117-122; 168-172.

Film: *A Force More Powerful: India– Defying the Crown; Gandhi*

GROUP JOURNAL COLLECTION & DISCUSSION LEADING ASSIGNMENTS TBA

ARRIVE COCHIN: 0800 MARCH 1

ON-SHIP TIME COCHIN: 1600 MARCH 6

A15 — March 7: Nonviolent Power: Methods and Strategies. India Today and Globalization

Intrastate Conflicts. State Monopoly of Power. Nonviolence as a Proven Strategy and Method to Achieve Political Aims. How might this apply to contemporary India? India's traditional caste system, including untouchables, honor killings, and religious strife. India's Present Situation India as an emerging industrial and nuclear power. Future Prospects.

Readings: Wood, Ch. 8; Roy [L] 299-308; Methods of Nonviolent Direct Action [E]

Film: *Slumdog Millionaire*

GROUP JOURNAL COLLECTION & DISCUSSION LEADING ASSIGNMENTS TBA

NO CLASS — MARCH 9

A16—March 10; Conflict Resolution: Theory and Practice

Review of possible means and styles of conflict resolution from conversation through mediation and arbitration to adversarial courts of law and use of force. Investigation of nonviolent initiatives to solve disputes and to end conflicts in the family, the schoolyard, the dorm room and the workplace and beyond. Role-playing exercises to address and resolve hypothetical conflicts

Readings: Wood, 231-236; 246-249; Schrupfer [E] DYNAD Self-Assessment; Kraybill [E] Mediation Process, and Effective Listening; Lederach [E] The Mediator's Cultural Assumptions.

GROUP JOURNAL COLLECTION & DISCUSSION LEADING ASSIGNMENTS TBA

ARRIVE PORT LOUIS, MAURITIUS: 0800 MARCH 12

ON-SHIP TIME PORT LOUIS, MAURITIUS: 2000 MARCH 12

A17 — March 13: Peacemaking, Peacekeeping and Peace Building

Range of Efforts to halt Violent Conflict and Foster Negative Peace Reviewed Science of Peace. Global Peace Network and Global Peace Index. International and national Peace Networks: World Court, United Nations International NGOs.

Opportunities for Positive Intervention. How should the UN be reformed? What are the achievements and limitations of International Law?

Readings: Wood, Ch. 3, 33-47.

GROUP JOURNAL COLLECTION & DISCUSSION LEADING ASSIGNMENTS TBA

NO CLASS — OLYMPICS P.M. MARCH 15

A18 — March 16 Biological Perspectives on Aggression, Violence and Culture

The myth of the Killer Ape and the Seville Statement on Violence. Primate cultures of peace; anthropological perspectives on violence in pre-modern hunter-gatherer societies; findings of neuroscience concerning the human brain structure
Reading: Wood, Ch. 10: 179-196.

GROUP JOURNAL COLLECTION & DISCUSSION LEADING ASSIGNMENTS TBA

A19 – March 18: South Africa: Historic Oppression, Forgiveness and Reconciliation

History of South Africa including Colonization and Apartheid

ANC Resistance and Internment of Dissidents, including Nelson Mandela

Worldwide Resistance and Boycotts, leading to collapse of Apartheid

Truth and Reconciliation Hearings creating historic forgiveness model. Can the example of South Africa provide a model way forward for the future?

Readings: Mandela [L] 97-105; Tutu, [L] 451-457; Kurtz [E] “Anti-Apartheid Struggle” 7 pp.; Brutus,[E] “Stubborn Hope”

Films: *A Force More Powerful: South Africa Freedom in Our Lifetime. This is My Country*

Also recommended: *Tsotsi* (South Africa, Gavin Hood, 2005); *Cry, The Beloved Country* (James E. Jones 1995, 106 mins); *Cry Freedom* (1987, 159 mins, about Steve Biko)

A Dry White Season (A Brink novel w/ Brando & Sutherland 1989, 107 mins);

Yesterday (2004, 95 mins feature on HIV in Africa); *In My Country* (2004, 103 mins);

Invictus (2009, 133 mins, Mandela supporting white SA Rugby team); *Boesman and Lena* (1999, 84 mins, based on Athol Fugard play)

Nelson Mandela (documentary, 2004, 103 mins)

GROUP JOURNAL COLLECTION & DISCUSSION LEADING ASSIGNMENTS TBA

ARRIVE CAPE TOWN: 0800 MARCH 19

ON-SHIP TIME CAPE TOWN: 1800 MARCH 24

A20 – March 26: Gaia, the Earth, and Climate Change

Considering the Earth, not just as something to be trodden on and used, but as Gaia, a total system, spiritual, material and whole. Embracing the Earth as Our Only Home; reverence versus exploitation. Facing Up to Climate Change and Its Implications for Our Future Behavior.

Readings: Hertsgaard [L] 279-288; Roberts, [L] 397-400; Golden [L] 401-402, Wood, 48-49.

Film: *An Inconvenient Truth*

GROUP JOURNAL COLLECTION & DISCUSSION LEADING ASSIGNMENTS TBA

A21 – March 28: The Sociology of Violence

Socially approved violence; violence-promoting situations. Gun violence. Encouraging audiences. Group violence: training soldiers and terrorists. Seeking peace through health. Approaching Ghana, location of our shameful Colonial Past memorialized in the Slave Fort Museums. Necessary Steps in moving from enslaving, exploitative ways to more cooperative, respectful and loving relationships worldwide. How do we make these changes?

Readings: Wood, Ch. 12: 219-231; 236-239. Film: *Elmira Castle and the Slave Trade*.

GROUP JOURNAL COLLECTION & DISCUSSION LEADING ASSIGNMENTS TBA

NO CLASS — NEPTUNE A.M. MARCH 29

ARRIVE TEMA: 0800 MARCH 31

ON-SHIP TIME TEMA: 1800 APRIL 3

A22 — April 4: Situating Oneself as a World Citizen: What Can/Should I Do?

Reviewing the markers of full and active global citizenship.

Where do I fit in this big and changing picture? What responsibilities do I bear, to whom, and what should I do with my talents? How should I organize and reconcile my short and long-term needs and goals?

Readings: Wood: Ch. 13: 241-243; 251-254; Hawken [L] 54-59; Pipher [L] 113-121; Palmer [L] 150-157; Bateson [L] 363-371; Seaquist [L] 318-321; Lord [L] 221-223; Zinn, [L] 78-86.

GROUP JOURNAL COLLECTION & DISCUSSION LEADING ASSIGNMENTS TBA

A23 — April 6: REPORTS

A24 — April 8: REPORTS

NO CLASS: STUDY DAY APRIL 10

ARRIVE CASABLANCA: 0800 APRIL 11

ON-SHIP TIME CASABLANCA: 1800 APRIL 14

A25 Final — April 15: FINAL EXAM: IN CLASS WRITING ASSIGNMENT

Looking Back and Looking Forward: Changes, Trends, and Prospects

Considering our present situation, interpersonal, ecological and global. How did we get to this moment in our history? Identifying outmoded paradigms of priorities and behavior. Considering what we need to replace them with. What are our reasons for pessimism and reasons for optimism in our Pursuit of Peace?

ARRIVE HAMBURG: 0800 APRIL 19

FIELD WORK

Semester at Sea field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries.

Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class. Field Classes constitute at least 20% of the contact hours for each course.

Field Class and Assignment

The Field Class for this course will take place on Monday, 20 March in Cape Town, South Africa.

The Ongoing Struggle for Religious and Political Freedom in South Africa

This field class will offer an intense and full day of involved participation at significant religious and political sites in and around Cape Town. We will begin with a walking tour focusing on the history and experiences of three religious faith communities: Judaism, Christianity and Islam. We will first visit the Bo-Kaap Mosque and then the Jewish Museum. After lunch we will visit St. George's Cathedral. Shifting our focus to the South African struggle for political freedom, we will next visit the District Six Museum, and then travel to Langa Township for a second walking tour. Here we will pause at the sites of the 1960 Langa March, and witness the township's ongoing social and economic progress. Led by our local expert guide, Mr. Terry Crawford-Browne, students will have opportunities to question local resource persons and to gain an understanding of, and empathy for the experiences of those involved in these complex and still evolving historic struggles.

Field Class Objectives: To gain an understanding of the historical conditions that led to apartheid and of the nature and scope of the oppression that Nelson Mandela and his fellow freedom activists had to overcome; to appreciate all the conditions, legal and physical, under which they carried out their successful struggle. To witness and assess the situation today where apartheid has gone, but social and economic disparities still exist, and to consider what is now South Africa's best way forward.

Field Class Assignment: Students will be evaluated for this field class by 1) their engaged participation in all aspects of the day's program and 2) by a written reflection on the day's events. This should be both impressionistic, conjuring the feel and texture of the day, and critical, reflecting on how the student personally feels and where he/she stands in relation to all that was seen, spoken and heard in the course of the day. This reflection must also refer to and incorporate references not just to the sites we visit, but also to the student's reading in preparation for our visit. Beyond this, each student can use a camera or sketchpad to record visual evidence to complement the written record. Minimum final length: 1500 words. Field Lab is worth 20% of course grade.

Independent Field Assignments

Beyond our required Field Class, you will be required to complete the following assignment at TWO ports of call of your choice during the voyage: conduct a personal investigation and file a brief report on some aspect of the situation you encounter there that relates to peace and justice issues. This could be a visit to a school other non-profit, or an encounter with a teacher or peace worker of some kind, or with simply with a local person or place that gives you an insight into current local conditions. Beyond this, you may use a camera or sketchpad to record visual evidence to complement the written record. These two pieces will provide you material to draw on for your reflective, synthesizing final paper, and are together worth 20% of your final grade. Required length: two-page maximum, including written copy and visuals.

FORMAL COURSE REQUIREMENTS (grade values in parentheses)

1. Attend all classes, carefully complete all reading assignments and participate in class discussions. With a partner, each student will be responsible for leading two discussions in the course of the semester. (20%)
2. Attend and participate in our course Field Class, and complete the assigned paper reporting and reflecting on the Field Class experience, required of all class members. (20%)
3. Keep an intellectual journal, including brief written responses to reading assignments and their study questions, together with personal reflections. (20%)
4. As a member of a group of four, research an issue related to a port we visit and make a 15-minute presentation to the class at the end of the semester. Pick something that interests you and that you would be excited to “teach” to your peers in the class. (10%)
5. In two ports of your choice, conduct a personal investigation and file a brief report on some aspect of the situation you encounter there that relates to peace and justice issues. This could be a visit to a school other non-profit, or an encounter with a teacher or peace worker of some kind, or with someone or somewhere that gives you an insight into local conditions. (10%)
6. Write a paper at the Final Hour time that attempts to synthesize what you have learned about violence and the possibilities for non-violence, and that surveys the prospects for peace, for you personally, and for the immediate and local, as well as the longer-term global situation. (20%)

METHODS OF EVALUATION / GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%: F
94-96%: A	84-86%: B	70-76%: C	
90-93%: A-	80-83%: B-	60-69%: D	

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea classes is mandatory, but it is at the instructor’s discretion to assign a grade to the participation and attendance requirement. Remember to include information concerning the evaluation of Field Assignments and the Field Classes, which must constitute at least 20% of the total grade in a course.

Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work, which must be accomplished under the instructor’s supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

LEARNING ACCOMMODATIONS

Semester at Sea provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation. A memo from the student's home institution verifying the accommodations received on their home campus is required before any accommodation is provided on the ship. Students must submit this verification of accommodations pre-voyage as soon as possible, but no later than November 19, 2016 to academic@isevoyages.org.

STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

RESERVE BOOKS FOR THE LIBRARY

AUTHOR: Houston Wood
TITLE: *Invitation to Peace Studies*
PUBLISHER: Oxford University Press
ISBN #: 978-0-19-021713-6
DATE/EDITION: 2016

AUTHOR: Paul Rogat Loeb, editor
TITLE: *The Impossible Will Take A Little While*
PUBLISHER: Basic Books
ISBN #: 978-0-465-0317-3
DATE/EDITION: 2014, 2nd edition

AUTHOR: John Hersey
TITLE: *Hiroshima*
PUBLISHER: Vintage
ISBN #: 978-0679721031
DATE/EDITION: 1989/ Vintage reprint edition

AUTHOR: Thich Nhat Hanh
TITLE: *Peace is Every Step*
PUBLISHER: Bantam Books

ISBN #: 978-0553351392
DATE/EDITION: 1991

AUTHOR: Tim O'Brien
TITLE: *The Things They Carried*
PUBLISHER: Broadway Books
ISBN #: 9780767902892
DATE: 1998

AUTHOR: Elise Boulding
TITLE: *Cultures of Peace*
PUBLISHER: Syracuse University Press
ISBN #: 9780815628323
DATE/EDITION: 2000

RESERVE FILMS FOR THE LIBRARY

A Force More Powerful. USA. PBS 2000, six episode series directed by Steve York
Hiroshima (docu-drama) USA/Japan. 165 mins. 1995.
Barefoot Gen (anime) Japan. 95 mins. 1983.
Gandhi. USA. 191 mins. 1982.
The Terrorist. India. 95 mins. 1998.
Slumdog Millionaire UK/India. 120 mins. 2008.
Ai Wei Wei, Never Sorry. USA. Dir. Alison Klaymans. 91 mins. 2012.
The Lady. France/UK. Dir. Luc Besson, 132 mins. 2011.
Half the Sky. 1 hour version from <www.halftheskymovement.org>
The Descendants. USA. Dir. Alexander Payne. 112 mins. 2011.
Hearts and Minds. USA. Dir. Peter Davis. 112 mins. 1974/2009.
This is My Country. USA/South Africa 105 mins. 2004.
Elmira Castle and the Slave Trade (SAS Lib #293)
Nelson Mandela (2004, 103 mins) SAS lib# 23
Tsotsi (2005, 94 mins) SAS lib# 43 & 712
Mooladé (2004, 120 mins) SAS lib #130
The World According to Monsanto (2008, 109 mins) SAS lib # 82
Cry, The Beloved Country (1995, 106 mins) SAS lib# 255
Cry Freedom (1987, 159 mins about Steve Biko) SAS lib# 337
Flow: For the Love of Water (2008, 84 mins) SAS lib# 810
Exploring Globalization (2007, 44 mins) SAS lib# 912
Edge of Heaven (2007, 116 mins) SAS lib# 923
An Inconvenient Truth. USA. 87 mins. 2004. SAS lib# 928
A Dry White Season (A Brink novel, 107 mins) SAS lib# 593
Invictus (2009, 133 mins) SAS lib# 977
Boesman and Lena (1999, 84 mins) SAS lib# 997
Nelson Mandela (documentary, 2004, 103 mins) SAS lib# 23

ELECTRONIC COURSE MATERIALS

AUTHOR: Stephen Kinzer
ARTICLE/CHAPTER TITLE: A Hell of a Time At the Palace
JOURNAL/BOOK TITLE: *Overthrow*
PUBLISHER: Times Books
ISBN #: 9780805082401
DATE: 2006
PAGES: 9-30. (for class A3)

AUTHOR: Chris Hedges
ARTICLE/CHAPTER TITLE: The Myth of War
JOURNAL/BOOK TITLE *War is a Force That Gives Us Meaning*
PUBLISHER: Random House
ISBN #: 978-1400034635
DATE/EDITION: 2013, Anchor edition
PAGES: 19-25 (for class A6)

AUTHOR: Raymond Wilson
TITLE: "Atomic-Bombings Justified?"
PAGES: 5pp. (for class A7)

AUTHOR: Evan Osnos
ARTICLE/CHAPTER TITLE: The Cost of the Cultural Revolution
JOURNAL/BOOK TITLE: *The New Yorker*
DATE: May 6, 2016
PAGES: 3 pp. (for class A8)

AUTHOR: David P. Barash
ARTICLE/CHAPTER TITLE: Human Rights
JOURNAL/BOOK TITLE *Approaches to Peace*
PUBLISHER: Oxford University Press
ISBN #: 978-0199949151
DATE/EDITION: 2013, 3rd Edition
PAGES: 230-240. (for class A8)

AUTHOR: Tim O'Brien
ARTICLE/CHAPTER TITLE: On the Rainy River
JOURNAL/BOOK TITLE: *The Things They Carried*
PUBLISHER: Broadway Books
ISBN #: 9780767902892
DATE: 1998
PAGES: 39-61 (for class A10)

AUTHOR: Viet Thanh Nyugen
ARTICLE/CHAPTER TITLE: Bob Kerrey and the 'American Tragedy'
JOURNAL/BOOK TITLE: *New York Times*
DATE: June 20, 2016
PAGES: 2 pp. (for class A10)

AUTHOR: Samuel Huntington
ARTICLE/CHAPTER TITLE: The Clash of Civilizations?
JOURNAL/BOOK TITLE *Foreign Affairs*
PUBLISHER: US Dept. of State
ISBN #:
DATE/EDITION: 72, No. 3 (Summer 1993)
PAGES: 22-49 (for class A11)

AUTHOR: David E. Sanger
ARTICLE/CHAPTER TITLE: John Kerry and Aung San Suu Kyi
JOURNAL/BOOK TITLE: *New York Times*
DATE: May 22, 2016
PAGES: 4 pp. (for class A12)

AUTHOR: Emmarie Huetteman
ARTICLE/CHAPTER TITLE: US Criticizes Myanmar over Human Trafficking
JOURNAL/BOOK TITLE: *New York Times*
DATE: June 30, 2016
PAGES: 3 pp. (for class A12)

AUTHOR: Matthew J. Walton and Susan Hayward
ARTICLE/CHAPTER TITLE: Contesting Buddhist Narratives
JOURNAL/BOOK TITLE *Policy Studies 71*
PUBLISHER: East West Center
DATE/: October 2014
PAGES: 4 pp. (for class A12)

AUTHOR: Claire Schaeffer-Duffy
ARTICLE/CHAPTER TITLE: Feminists weigh in on draft Registration for Women
JOURNAL/BOOK TITLE: *National Catholic Reporter*
DATE: June 28, 2016
PAGES: 3 pp. (for class A13)

AUTHOR: Andrea Kupfer Schneider and Jennifer Gerarda Brown
ARTICLE/CHAPTER TITLE: Dynamic Negotiating Approach Diagnostic
JOURNAL/BOOK TITLE *Legal Studies Research Paper No. 13-11*
PUBLISHER: Marquette University Law School
DATE/EDITION: April 2013
PAGES: 5 pp. (for class A16)

AUTHOR: Ron Kraybill
ARTICLE/CHAPTER TITLES: "The Mediation Process, An Overview" and "Effective Listening"
JOURNAL/BOOK TITLE *Mennonite Conciliation Services*
PUBLISHER: Eastern Mennonite University

DATE/EDITION: 1984, 1989
PAGES: 1 pp. + 6 pp. (for class A16)

AUTHOR: John Paul Lederach
ARTICLE/CHAPTER TITLE: The Mediator's Cultural Assumptions
JOURNAL/BOOK TITLE *MCS Conciliation Quarterly*
PUBLISHER: Eastern Mennonite University
DATE: Summer 1986.
PAGES: 4 pp. (for class A16)

ADDITIONAL RESOURCES

A laptop computer and a digital camera are both highly desirable, if not essential additional resources. It would be possible but difficult for students to complete all their assignments without these two devices. Students will also need a sturdy notebook to hold their journal entries, or a binder to hold their loose sheets.