PACE 410: History of Peace Movements T/TH 9:00-10:15 a.m.
Instructor: Maya Soetoro-Ng
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From the UH catalog: Examination of two centuries of U.S., European, Asian, and Hawaiian peace, thought, and action. Also surveys early Christian and secular attitudes to war.

Tentative Description: Together we will explore and reflect upon readings and activities on nonviolence, conflict transformation, war and peace. This course will encourage students to examine the history of various peace movements in order to apply their lessons to current events and situations. We will explore modern peace—both actual and ideal—in order to engage students in leadership and sustainable activism. The course will show students how to use their learning to promote empathy and peace from multiple perspectives, as well engage in thoughtful analysis, inquiry, and solution-building. This course will be project centered and will have no final exam.

Questions to consider and revisit throughout the semester.

- Will individual/personal nonviolence help to lessen societal and governmental violence?
- Can nonviolent techniques work even against violent regimes? Or terrorism?
- How do we address our military industrial complex? Is war inevitable?
- Does nonviolent resistance require a charismatic leader or religious foundation in order to succeed?
- What specific methods and resources are needed in a nonviolent struggle?
- Does nonviolence equal pacifism?
- How can we use nonviolent communication in our own daily lives.

Pedagogical Principles:

Inquiry: How can we engage in meaningful and important inquiry that will lead to greater understanding and thoughtful action?
Culturally Responsive Pedagogy: How can we use cultural referents to increase harmony and engage students in understanding the construction of peace?
Controversial Issues: How can we examine key ethical and historical controversies in a way that leads to high standards of peaceful discourse, and exposes the contested nature of disciplinary knowledge?
Thinking Like a Social Scientist: How can we reason and working with primary and secondary resources and empower ourselves to become active citizens and agents for democratic social change?
**Course Objectives:**

By successfully participating in this course you will be exposed to different theoretical foundations, philosophies, and ethical frameworks relevant to the field of peace studies.

Through critical thinking related to issues of peace and justice, you will develop your own personal philosophy.

You will develop knowledge and competence in the policies relevant to peace and conflict resolution, and will develop the strategies and skills to reach the desired outcomes of peacemaking. You will also engage with culturally relevant service through huakai, kuleana projects, and social action.

Course readings will be available online through Laulima or via handout. You are responsible for printing out assigned article(s) and bringing them to class.

**Disability Statement**

The University of Hawai‘i at Mānoa provides access or other reasonable assistance for students with recognized disabilities. If you need accommodations, please contact me during the first week of the course or contact KOKUA (Queen Lili‘uokalani Center for Students Services, Room 013, 956-7511), the UH office for students with disabilities, for assistance.

**A Note on Ethical Behavior**

Please be aware that all work you submit as yours must include proper documentation and crediting of the source. Failure to properly introduce and document paraphrased material or a borrowed idea is plagiarism. Plagiarism will result in sanctions. A discussion of Academic Dishonesty may be found in the UH General and Graduate Information Catalogue under “Student Regulations”. Also see the UH Student Conduct Code for specific guidelines.

**Course Expectations, Requirements and Procedures**

All written assignments must be typed double space with one inch margins. Adhere to standards set by acceptable Reference and Citation Format (i.e. MLA, APA). All assignments must be handed in on time. Late work will not receive full credit unless you have my prior approval or under extenuating circumstances.

Comment Folders:

Good instruction depends on feedback between instructors and learners. Each of you will be given a folder on which you may write a brief reaction or comment daily. Comments will be read every week after each class meeting. Your feedback will help me monitor and adjust my instruction accordingly. This folder will also serve as a carrier for hard copies of your assignments and a record of your attendance for each class session; please record the date, initial, and return the folder at the conclusion of each class.
Course Assignments & Grading

This is a Writing Intensive class and I will be giving you feedback on the margins and at the end of every piece of writing. We attend to process and therefore you are expected to revise work and sometimes complete multiple drafts, taking into consideration my feedback as well as that of your peers. You will receive additional feedback through your portfolio and project rubrics.

This course has a Contemporary Ethical Issues (E) Focus designation. Contemporary ethical issues are fully integrated into the main course material and will constitute at least 30% of the content. At least 8 hours of class time will be spent discussing ethical issues. Through the use of lectures, discussions and assignments, students will develop basic competency in recognizing and analyzing ethical issues; responsibly deliberating on ethical issues; and making ethically determined judgments

1. **Class attendance** is of primary importance. Your participation in class and group discussions is a critical factor in the evaluation process. You begin with the full 10 attendance points and one points will be taken off of your grade for any day missed that is not related to a family medical emergency. (10)

2. **Reading**. You are expected to keep up with all of the reading and prepare yourselves to contribute to group discussions. You must take notes on the main points and most important details. In addition to keeping up with the weekly reading, you will be expected to lead a presentation in class by summarizing a reading with multiple intelligences in mind (should include visual, kinesthetic, musical or other presentation elements in other words) (10)

3. **Peace Movement Midterm.** You will be asked to give a 6-8 minute presentation on a peace movement that you have selected and researched. You will be required to submit a 1-page outline and a 1-page bibliography to everyone in the class. You will NOT be asked to write a paper. This assignment focuses on honing both research and presentation skills. While it should include your individual analysis, the emphasis here is on condensing, assessing, and presenting the history, philosophy, and critical evaluation of other thinkers and participants in peace. (10)

4. **Daily Journal Reflections:** You will be given Prompts of the Day (POD) on topics of conflict, peace, negotiation, nonviolence, history, and current events. These one-page classroom journal entries will be evaluated together at the end of the semester and graded on the depth and quality of reflections. (10)

5. **Website exploration and oral presentation:** You will be asked to study websites related to war and peace, violence and nonviolence, service and civil rights. You will select two articles from two different sites to share with your classmates. You will evaluate the two sites you choose and describe (in 1-2 written pages as well as through oral presentation) ways they can be used to encourage empathy, critical evaluation and multifaceted visions
of the truth or of history. List of potential sites found below in course outline below but feel free to find additional websites. (5)

6. The Arts and Peace: The class will consider the impact of the “expression” of conflict through visual arts, music, film, and the media. You will be asked to find a form of expression (media sources, art museums, music and film catalogues or your own collection) and interpret commentary intended by the creator to show how peace movements have been elevated through the arts. You will present your findings in class. (5)

7. Negative Peace Mini Essay: (1-2 pages): Identify the feelings associated with negative peace and your own abilities to “live” with negative peace. Find examples of successful efforts to reach negative peace. Discuss opportunities for success in such efforts and possible limitations to such efforts. Please cite your readings. (5)

8. Positive Peace Mini Essay (1-2 pages): What are the structures and commitments most necessary for productive positive peace? Identify what aspects of your upbringing have affected how you feel about peace. Identify for yourself what basic human rights every person should enjoy in order to have positive peace. Find examples of a community and/or group building positive peace. Identify strategies. Please cite your readings. (5)

9. Kuleana Project: Identify one issue, injustice, idea about which you feel passionate. How would you get increasingly involved? How would your participation be innovative or bring something new to the issue, organization, or cause? Research, create an outline, and then orally present to the class a viable plan for doing so. (8)

10. Huakai Project/Putting Peace into Action: Find examples of local injustice or community conflict requiring attention. Identify what variables make the issue unjust or problematic. Identify strategies for “righting the wrong” peacefully. Offer a list of ways that everyone in the class can get involved. Please cite your readings. Information research and strategies will be presented to class. (8)

11. Self Assessment: (1-2 pages) You should use this assignment to evaluate your own learning in and contributions to this course as well as to name the ways in which you have come to define yourself as a peace educator. In addition, offer a brief written narrative of the discussions, events, and voices that you found most compelling during our time together. (4)

12. Peace Project (Final): You will be asked to select a social movement or conflict, recent or current, and evaluate the role of the following in the conflict: 1) national leadership 2) local leadership 3) grassroots activism 4) international diplomacy 5) economy 6) artistic expression 7) religion 8) education 8) traditional media, and 10) new media. You will share your nuanced understanding of these issues through a portfolio of three exhibit pieces that explore the movement or conflict from multiple points of view. Then you will be asked to write a 2-3 page peace or reconciliation plan that offers informed judgments and solutions. (20)
Primary Text:

Additional readings will be provided by the instructor and include the following:
• Ackerman, Peter and Jack Duvall. A Force More Powerful: A Century of Non-Violent Conflict Palgrave, Macmillan 2001
• Chappell, Paul. The Art of Waging Peace
• Gittings, John. The Glorious Art of Peace: From the Iliad to Iraq
• Kuehnast, Kathleen and Chantal de Jonge Oudraat eds Women & War: Power and Protection in the 21st Century United States Institute of Peace 2011
• Sharp, Gene. Waging Nonviolent Struggle

Grading Policy
- Attendance: 10
- Participation (Reading, classroom discussion and activities, timeliness, effort): 10 points
- Journal of Reflections: 10 points
- Midterm: 10 points
- The Arts and Peace: 5 points
- Negative Peace Essay: 5 points
- Positive Peace Essay: 5 points
- Service/Kuleana Project Plan: 8 points
- Plan to Put Peace into Action/Huakai plan: 8 points
- Website Exploration: 5 pts
- Final Peace Project: 20 points
- Self Assessment: 4 points

Total: 100 points

Tentative Course Outline (subject to change)
Week 1: Introduction and Syllabus Review
Topics—What is Peace? and The First Peace Societies (chapters 1 and 2)
Week 2: Topic 1—Toward Internationalism (Chapter 3)
Topic 2—Fascism. Negative Peace. Peace through Strength, Force, or Control (Ch. 4)
Homework: Negative Peace Mini Essay
Week 3: Topic 1—Positive Peace
Topic 2—Confucius and Peace through Relationship Building
Homework: Positive Peace Mini Essay

Week 3: Topic 1—Disarmament and the Cold War (Chapters 5 and 6)
Topic 2—Christian Nonviolence: Jesus and Turning the Other Cheek, American Quakers, Amish, and Mennonites (Chapter 9)
Homework: Complete Research for Midterm

Week 4: Topic 1—Pacifism During WWI and WWII (Chapter 8)
Topic 2—More on Refusing War (Chapter 10-A Force More Powerful)
Homework: Prepare Outline and Bibliography For Midterm

Week 5: Topic 1—Films on Conflict and Peace
film segments taken from “Gandhi”, “Death in Gaza”, “Bringing Down a Dictator”, “In a Better World”, “Why We Fight”.
Topic 2—Museums on Peace and Conflict: Holocaust Museum and Peace Memorial
Homework: Website exploration and Oral Presentation

See possible sites below:
Under “Additional Resources”

Week 6: Topic 1—Writers, Art, Music and Nonviolence
Topic 2—Truth and Reconciliation
Homework: Conduct research for Final Peace Projects

Week 7: Midterm Presentations

Week 8: Topic 1—Buddhist Nonviolence: Ahimsa
Topic 2—Alfred Nobel and Albert Einstein: Science of War, Scientists for Peace
Homework: Complete all research for Final Peace Projects

Week 9: Topic 1—Hague and Geneva Conventions
Topic 2—Gandhi
Homework: Finish Journal of Reflections

Week 10: Topic 1—King
Topic 2: Liliuokalani and an introduction to Ho’oponopono
Homework: Kuleana Project

Week 11: Topic 1—Mandela
Topic 2—Peace Begins with Us: Meditation, Reflection, and Identity in Peace Movements
Homework: Huakai Project

Week 12: Topic 1—League of Nations and UN
Topic 2—Cold War Antiwar and Anti-Nuclear Movements

Homework: Complete Final Peace Project

Week 13: Topic 1—Truth and Reconciliation

Topic 2—Final Peace Projects

Homework: Prepare Final Presentations

Week 14—Final Portfolio Presentations

Homework: Complete Self Assessments

**Academic Honesty – From the UHM Student Conduct Code**

Because UHM is an academic community with high professional standards, its teaching, research, and service purposes are seriously disrupted and subverted by academic dishonesty. Such dishonesty includes cheating and plagiarism as defined below. Ignorance of these definitions will not provide an excuse for acts of academic dishonesty.

**Plagiarism**

Plagiarism includes, but is not limited to, submitting, to satisfy an academic requirement, any document that has been copied in whole or in part from another individual's work without identifying that individual; neglecting to identify as a quotation a documented idea that has not been assimilated into the student's language and style; paraphrasing a passage so closely that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved; and “dry-labbing,” which includes (a) obtaining and using experimental data from other students without the express consent of the instructor, (b) utilizing experimental data and laboratory write-ups from other sections of the course or from previous terms during which the course was conducted, and (c) fabricating data to fit the expected results.

**Help @ UHM**

Learning Assistance Center: [http://manoa.hawaii.edu/learning/index.html](http://manoa.hawaii.edu/learning/index.html)

Student Success Center: [http://gohere.manoa.hawaii.edu/](http://gohere.manoa.hawaii.edu/)

Help for scholarly writing: [http://www.mwp.hawaii.edu/writer_help.htm](http://www.mwp.hawaii.edu/writer_help.htm)

**Campus Security (956-6911)** Campus Security should be contacted for immediate assistance. Campus Security also provides such services as crime prevention services, escort service (see below), emergency call boxes, crime prevention presentations, and others.

**Campus Escort Service (956-8211)** Campus Security provides transportation or a walking escort from dusk to dawn for anyone walking alone on campus at night. By calling 6-8211 (V/T) (on-campus phone), an escort can be summoned to your location. The escort will either transport you in a Campus Security vehicle or accompany you on foot to any University parking lot or facility.

**Women’s Center (956-8059)** The Women's Center is a safe space for students to meet and to gather. The Center also oversees the Program Against Violence to Women, which has
established a coordinated campus-community response to address issues of partner violence, sexual assault, and stalking on campus.

Advocacy Office (956-9977) The Advocacy office provides information for students, staff and faculty at UHM, conducts educational workshops for the entire campus community, and provides advocacy and informal resolutions for students specifically on issues of sexual harassment, assault, stalking, Gender Equity and Civil Rights. Their emphasis is on education, prevention and early resolution.

Counseling and Student Development Center (956-7927) The Counseling and Student Development Center (CSDC) is a University service that provides a variety of counseling and testing services for students and uses a holistic approach to promote wellness and personal success. The services are confidential and free of charge for Manoa students.

The UHM remains committed to an open and non-violent learning environment for all our students. I take this commitment very seriously.
Further Reading and Films


Ackerman, Peter and Christopher Kruegler. Strategic nonviolent Conflict: The Dynamics of People Power.

Ackerman, Peter and Peter York. A Force More Powerful.


Arnold, David. Gandhi.


Barash, David P. Approaches to Peace: A Reader in Peace Studies. 2nd Edition.


Bhagavan, Manu and Anne Feldhaus. Claiming Power from Below: Dalits and the Subaltern Question in India.

Bhagavan, Manu and Anne Feldhaus. Speaking Truth to Power: Religion, Caste and the Subaltern Question in India.

Bouvard, Marguerite Guzman. Revolutionizing Motherhood: The Mothers of the Plaza de Mayo.

Brock, Peter. Pacifism: In Europe to 1914.


Brown, Judith M. Gandhi and Civil Disobedience.

Brown, Judith M. Gandhi: Prisoner of Hope.


Burton, Sandra. Impossible Dream: The Marcoses, the Aquinos, and the Unfinished Revolution.

Cashman, Greg. What Causes War?
Chandra, Bipan. India’s Struggle for Independence.
Cooper, Sandi E. Patriotic Pacifism: Waging War on War in Europe, 1815-1914.
Cortright, David. Gandhi and Beyond: Nonviolence for a New Political Age.
Cortright, David. Soldiers in Revolt: GI Resistance during the Vietnam War.
Dellinger, Dave. More Power than We Know.
Fanon, Frantz. The Wretched of the Earth.
Fisher, Jo. Mothers of the Disappeared.
Fitz-Gibbon, Andrew. Positive Peace.
Fry, Douglas P. Beyond War: The Human Potential for Peace.
Galtung, Johan, Carl G. Jacobsen, Kai-Frithjof Brand-Jacobsen. Searching for Peace: Road to Transcend. 2nd Ed.
Galtung, Johan. Peace by Peaceful Means.
Galtung, Johan. The Fall of the U.S. Empire.
Gandhi (1982).
Gandhi, Mohandas. Hind Swaraj. [Indian Self-Rule]
Gandhi, Mohandas. Non-Violent Resistance (Satyagraha).
Gilbert, Sir Martin. The Righteous: The Unsung Heroes of the Holocaust.
Gregor, Thomas A., ed. Natural History of Peace.


Havel, Václav. The Power of the Powerless.


Holmes, Robert L. Nonviolence in Theory and Practice. 3rd Ed.

Housden, Martyn. The League of Nations and the Organization of Peace.

Jack, Homer, ed. The Gandhi Reader.


Kornbluh, Peter. The Pinochet File: A Declassified Dossier on Atrocity and Accountability.


Kyi, Aung San Suu. Freedom from Fear.

Laba, Roman. The Roots of Solidarity: A Political Sociology of Poland’s Working-Class Democratization.

Laba, Roman. The Roots of Solidarity: A Political Sociology of Poland’s Working-Class Democratization.

Lazerson, Joshua. Against the Tide: Whites in the Struggle Against Apartheid.


Minzhu, Han [pseud.]. Cries for Democracy: Writings and Speeches from the 1989 Chinese Democracy Movement.

Mufson, Steven. Fighting Years: Black Resistance and the Struggle for a New South Africa.


Nation, R. Craig. War on War.

Nepstad, Sharon Erickson. Nonviolent Revolutions: Civil Resistance in the Late 20th Century.


Raaflaub, Kurt A. War and Peace in the Ancient World.

Roberts, Adam and Garton Ash, eds. Civil Resistance and Power Politics.


Sharp, Gene. Gandhi as a Political Strategist.


Smith, David Whitten. Understanding World Religions: A Road Map for Justice and Peace.

Steger, Manfred and Nancy Lind, eds. Violence and its Alternatives.

Stearns, Peter N. Human Rights in World History.


Thomas, Claude Anshin. At Hell's Gate: Soldier's Journey from War to Peace.


Warmbrunn, Werner. The Dutch Under German Occupation, 1940-1945.


Zelizer, Craig. Building Peace: Practical Reflections from the Field.


**ADDITIONAL RESOURCES**

Ceeds.org
United States Institute for Peace Website [http://www.usip.org/](http://www.usip.org/) and click on Issue Areas
Carter Center website [http://www.cartercenter.org/index.html](http://www.cartercenter.org/index.html) and click on Peace Programs
Kids for Peace website [http://www.kidsforpeaceglobal.org/](http://www.kidsforpeaceglobal.org/) and click on news
Religions for Peace website [http://www.religionsforpeace.org](http://www.religionsforpeace.org) and click on press
Center for Global Nonkilling website [http://www.nonkilling.org](http://www.nonkilling.org) and peruse the website.
MPANZI website [http://www.mpanzi.org](http://www.mpanzi.org) and peruse.
and click on *Reflections*

**Nonviolent Organizations** [list taken from http://www.aforcemorepowerful.org/resources/websites.php]

Albert Einstein Institution [www.aeinstein.org](http://www.aeinstein.org)

Human Rights Watch [www.hrw.org](http://www.hrw.org)

International Crisis Group (ICG) [www.crisisgroup.org](http://www.crisisgroup.org)

Training For Change [www.trainingforchange.org](http://www.trainingforchange.org)

Global Nonviolent Peace Force [www.nonviolentpeaceforce.org](http://www.nonviolentpeaceforce.org)

Fellowship of Reconciliation [for@forusa.org](mailto:for@forusa.org)


Freedom House [www.freedomhouse.org](http://www.freedomhouse.org)


The United States Institute of Peace (USIP) [www.usip.org](http://www.usip.org)

National Democratic Institute (NDI) [contact@ndi.org](mailto:contact@ndi.org)

National Endowment for Democracy (NED) [www.ned.org](http://www.ned.org)

International Republican Institute (IRI) [www.iri.org](http://www.iri.org)

The Life & Peace Institute (LPI) [www.life-peace.org](http://www.life-peace.org)

Friends for a Non-Violent World [www.fnvw.org](http://www.fnvw.org)

Democracy Now! [http://www.democracynow.org](http://www.democracynow.org)

Thoreau on Civil Disobedience [www.eserver.org/thoreau/civil.html](http://www.eserver.org/thoreau/civil.html)

Nonviolence Web [www.nonviolence.org](http://www.nonviolence.org)

The National Association for the Advancement of Colored People (NAACP) [www.naacep.org](http://www.naacep.org)


The King Center [www.thekingcenter.org](http://www.thekingcenter.org)

The Southern Poverty Law Center [www.splcenter.org](http://www.splcenter.org)
The Official Mahatma Gandhi Web Site http://web.mahatma.org.in/
www.anc.org.za/ancdocs/history/solidarity
Internet Indian History Sourcebook www.fordham.edu/halsall/india/indiasbook.html
African National Congress www.anc.org.za
H-SAfrica www2.h-net.msu.edu/~sfrica/
Centre for the Study of Violence and Reconciliation www.wits.ac.za/csvr
The Simon Wiesenthal Center www.wiesenthal.com
CNN Cold War Profiles www.cnn.com/SPECIALS/cold.war/kbank/profiles/walesa/
Colby Magazine www.colby.edu/colby.mag/issues/88n1/hill/2.html
Solidarnosc www.solidarnosc.org.pl/eng1.htm
Amnesty International (on Pinochet Case) www.amnesty.org/ailib/intcam/pinochet/index.html
Oikos www.oikos.org/ecology/pinochet.htm
Human Rights Watch www.hrw.org/hrw/campaigns/chile98/index.htm
B92 (independent radio and television in Belgrade) www.b92.net/english/
The International Criminal Tribunal of the former Yugoslavia www.un.org/icty
The Center for Free Elections and Democracy (CeSID) www.cesid.org
Economic and Social Policy Institute http://www.institutespi.org/DefaultEn.aspx
G17 Plus (Serbia) www.g17plus.org.yu
The Association for Civil Rights in Israel www.acri.org.il
Bat Shalom www.batshalom.org/
B'tselem www.btselem.org
The Foundation for Middle East Peace (FMEP) www.fmep.org
The Palestinian Center for Rapprochement between People (PCR) www.rapprochement.org

Women in Black www.geocities.com/EndtheOccupation

Human Rights in China (HRIC) www.hrichina.org


www.aeinstein.org/organizations77a2.html

China Site.com: Democracy and Dissidents www.chinasite.com/dissident.html

UFW: The Official WebPage of the United Farm Workers of America www.ufw.org

Educators for Social Responsibility www.esrnational.org

Gandhi - Teaching with Movies www.teachwithmovies.org/guides/gandhi.html

Teaching Tolerance www.tolerance.org

Peace Research Institute, Oslo http://www.prio.no

Peace and Conflict Management Studies (MA program), University of Haifa, Israel

http://www.peace-and-conflict-studies.org/Home