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

Pre-requisites: None

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: David P. Barash, editor
TITLE: *Approaches to Peace*
PUBLISHER: Oxford University Press
ISBN #: 978-0199949151
DATE/EDITION: 2013, 3<sup>rd</sup> Edition

AUTHOR: Paul Rogat Loeb, editor
TITLE: *The Impossible Will Take A Little While*
PUBLISHER: Basic Books
DATE/EDITION: 2014, 2<sup>nd</sup> edition

AUTHOR: John Hersey
TITLE: *Hiroshima*
PUBLISHER: Vintage
ISBN #: 978-0679721031

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?
Overview and survey of the interdisciplinary scope of the field of peace studies
Peace considered from the micro (inner peace) to the macro (global peace) levels.
Introduction of the concepts of direct violence and cultural violence, negative peace and positive peace. How are these concepts related? How do they differ? What are the goals of peace studies? Students file an opening statement on their ideas on peace and their course expectations.

A2—January 9: Warrior Cultures, and the Lure and Glamor of War
The place of violence in the evolutionary history of humankind. Considering force and warfare as means of deciding conflicts versus the gradual rise of civilization and the rule of law. Role of warrior cultures through history, and their relationship to institutionalized religions. The perennial appeal of warfare as a rite of passage and crucible of manhood. History of warfare from local skirmishes, to total warfare, disregarding distinctions between soldiers and civilians.
Readings: E. Boulding, 13-28; Freud, B 9-13; Hedges, B 24-26

A3—January 11: Hawaiian Sovereignty, and Conflicting Theories of Warfare
The Overthrow of the Hawaiian Monarchy and Annexation of the Nation. Hawaii’s sovereignty as the United States’ first foray into “regime change.” The continuing struggle in Hawaii today. Contrasting theories of aggression and warfare: inevitable or avoidable? The causes of war: political, social, psychological, and economic. Which cause or causes are dominant?
Readings: Kinzer, 9-30; Lorenz B 14-19; Mead, B 20-23; Howard, B 37-41

HONOLULU—JANUARY 12

A4—January 14: Religious Perspectives on War and Peace
Ideas on War and Peace in the major religious traditions. Each major religion has both a peace-loving and a bellicose side. 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? Reconsidering the Christian injunction to “turn the other cheek.” Is this a passive gesture, or a calculated act of shaming and defiance?
Readings: Keefe, 77-87; “Just War Doctrine,” B 138-142; Wink, L 181-191

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. Martin Luther King’s leadership of the Southern Christian Leadership Council, and his emergence as the American Gandhi.
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; West, L 343-346

GROUP JOURNAL COLLECTION & DISCUSSION LEADING ASSIGNMENTS TBA

NO CLASS JANUARY 19

A6—January 20: Nationalism and The Dynamics of Group Power
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. Group psychology and its role in fostering “group think” and obedience to authority. Do individuals act differently under group pressure to confirm? How has this affected political events? Are we currently experiencing a deep-seated “clash of civilizations?”
Readings: K. Boulding, B 44-47; Janis, B 30-36; Huntington, B 48-54; Film: Obedience

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
Film: Hiroshima

GROUP JOURNAL COLLECTION & DISCUSSION LEADING ASSIGNMENTS TBA

YOKOHAMA – JANUARY 24-25
TRANSIT – JANUARY 26
KOBE – JANUARY 27-28

A8—January 29: China, Globalization, and Human Rights
The Rise of China and its 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. Mainland China and Hong Kong as “one country, two systems.” How well is this working?
Readings: Wei Wei, Never Sorry (film); Barash, B 230-240; TBA

GROUP JOURNAL COLLECTION & DISCUSSION LEADING ASSIGNMENTS TBA

SHANGHAI – JANUARY 31 – FEBRUARY 1
TRANSIT – FEBRUARY 2 – 3
HONG KONG – FEBRUARY 4-5

A9—February 6: Vietnam: A Defining Conflict, and 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


GROUP JOURNAL COLLECTION & DISCUSSION LEADING ASSIGNMENTS TBA

HO CHI MINH CITY – FEBRUARY 8-12

A10—February 13: Gender Issues in the Quest for Peace and Justice
War as a traditionally masculine obsession. Women’s Rights as a Social Justice Issue. To what degree is sexism systemic in our culture? What can be done to improve this situation? The family as social microcosm. How can we achieve peace in the family? Who counts as family? From Homophobia to Gay Marriage and LGBT Rights.
Readings: Reardon, B 295-303; Savage, L 87-96; E. Boulding, 123-138.
GROUP JOURNAL COLLECTION & DISCUSSION LEADING ASSIGNMENTS TBA

A11—February 15: Nonviolent Conflict Resolution
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: Fisher, B 88-95; Dalai Lama B 303-308
GROUP JOURNAL COLLECTION & DISCUSSION LEADING ASSIGNMENTS TBA

A12—February 17: MIDTERM IN-CLASS WRITING AND PLANNING SESSION

RANGOON – FEBRUARY 18-22

A13—February 24: Gandhi and Ahisma: 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: Thoreau, B 245-250; Gandhi, 258-266.
Film: Gandhi
GROUP JOURNAL COLLECTION & DISCUSSION LEADING ASSIGNMENTS TBA

A14—February 26: Traditional Cultures and Globalization: India
India’s traditional caste system, including untouchables, honor killings, and religious strife. The Impact on India of Colonialism, Post-Colonialism and Globalization. How has Indian society responded to these changes? India as a emerging industrial and nuclear power. India’s Present Situation and Future Prospects.
Readings: Roy, L 299-308; TBA
Film: Slumdog Millionaire
GROUP JOURNAL COLLECTION & DISCUSSION LEADING ASSIGNMENTS TBA
COCHIN – FEBRUARY 27 – MARCH 4

A15—March 6: Terrorism: An Old and a New Threat
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.
Readings: Barash, Chapter 3, 175-200.
GROUP JOURNAL COLLECTION & DISCUSSION LEADING ASSIGNMENTS TBA

A16—March 8: Peacemaking, Peacekeeping and Peace Building
Range of Efforts to halt Violent Conflict and Foster Negative Peace Reviewed
Role of International Organizations: From League of Nations to UN
The Role of International NGO; Opportunities for Positive Intervention.
How should the UN be reformed? What are the achievements and limitations of
International Law?
Readings: Barash: B 130-136; Fazulo, B 143-149; TBA
GROUP JOURNAL COLLECTION & DISCUSSION LEADING ASSIGNMENTS TBA

NO CLASS – MARCH 10

A17—March 11: Immigration and The Current World Refugee Crisis
Current crisis in relation to movement of peoples through history. Colonialism’s Role in
Creating the Seeds of the Current Crisis. Globalization and its effect on situation and
movement of peoples. Who bears what responsibility for improving or solving this crisis?
Attractiveness of and obstacles to world government. Beyond the UN, is there a possible
framework for a global federation for peace and cooperation?
Readings: E. Boulding, 165-188; Barash: B 149-159.
GROUP JOURNAL COLLECTION & DISCUSSION LEADING ASSIGNMENTS TBA

A18—March 13: 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: Hawken, L 54-59; Pipher, L 113-121; Palmer, L 150-157; Bateson, L 363-371
Seaquist, L 318-321; Lord, 221-223; Camus, B 256-258; Oliver, E “Wild Geese.”
GROUP JOURNAL COLLECTION & DISCUSSION LEADING ASSIGNMENTS TBA

A19—March 15: 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; Brutus, E “Stubborn Hope”
Film: This is My Country
GROUP JOURNAL COLLECTION & DISCUSSION LEADING ASSIGNMENTS TBA

CAPE TOWN—MARCH 16-21

A20—March 23: Gaia, the Earth, and Climate Change
Considering the Earth, not just to be trodden on, 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: Gore, B 210-214; Roberts, L 397-400; Golden, L 401-402.
Film: An Inconvenient Truth
GROUP JOURNAL COLLECTION & DISCUSSION LEADING ASSIGNMENTS TBA

NO CLASS – MARCH 25

A21—March 26: Alternative Futures: Transforming a War Economy to a Peace Economy
Approaching Ghana, location of our shameful Colonial Past memorialized in the Slave Fort Museums. Imagining an alternative future, transforming our Treatment of each other and of the Earth. Necessary Steps in moving from a war-serving, earth-ravaging culture to a peace-loving, earth-sustaining future. How do we make these changes?
Readings: Leopold, B 202-210; Dumas, B 118-130.
Film: TBA
GROUP JOURNAL COLLECTION & DISCUSSION LEADING ASSIGNMENTS TBA

TEMA – MARCH 28-30
TAKORADI – MARCH 31-APRIL 1

A22—April 2: Looking Back and Looking Forward: Changes 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? Embracing the Future.
Readings: Bacevich, B 70-77; Klare, B 55-65; Zinn, L 78-86, Solnit E “Acts of Hope”
GROUP JOURNAL COLLECTION & DISCUSSION LEADING ASSIGNMENTS TBA

A23—April 4: REPORTS

A24—April 7: REPORTS

CASABLANCA – APRIL 9-APRIL 13

Study Day – April 14

A25 Final – April 15: FINAL EXAM: IN CLASS WRITING ASSIGNMENT
FORMAL 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%)

FIELD WORK
Field Class proposals listed below are not finalized. Confirmed ports, dates, and times will be posted to the Spring 2017 Courses and Field Class page when available.

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, and will be developed and led by the instructor.

FIELD CLASS AND ASSIGNMENT
I hope that my Field Class for this course will involve an intense and full day of involved participation where the students have many opportunities to question local resource persons and come away with a strong intellectual and emotional experience.

My first choice of site is Cape Town. In the course of our day, I would definitely like to have our class visit Robben Island and the District Six Museum, and if possible, I would like to include a visit to Langela Township, although I realize that this may be too much for one day. I would very much hope that we could have a knowledgeable guide for the day, both so that the students could dialogue with this person, and so that the guide would know the very best places to direct us to. The class assignment for the day would be to try to gain as much of a sense as possible of situation of oppression under apartheid that Nelson Mandela and the other freedom activists had to overcome, and also to appreciate all the conditions, legal and physical, under which they carried out their successful struggle they carried out their struggle.
My second choice of site would be Vietnam. I would hope that the class would be able to visit both the War Remnants Museum and the tunnels, to gain a vivid sense of the harsh conditions under which the Vietnamese fought. Again, the choice of guide would be critical, and the class should have a very strong intellectual and emotional experience with a combined visit both to the museum for artifacts and context, and to the tunnels for a direct physical encounter.

Students will be evaluated for this assignment 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 what was said by whom, and how the student himself 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. Students will be evaluated for this field lab, based on attendance at all parts of the day’s program, on curious and engaged participation, and on the quality of their response papers. First informal drafts of response papers must be submitted within 48 hours. Revised versions may be submitted at a later date, after receiving instructor feedback. 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 someone or somewhere that gives you an insight into 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.

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:

<table>
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<th>Excellent</th>
<th>Good</th>
<th>Satisfactory/Poor</th>
<th>Failing</th>
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<tr>
<td>97-100%: A+</td>
<td>87-89%: B+</td>
<td>77-79%: C+</td>
<td>Less than 60%: F</td>
</tr>
<tr>
<td>94-96%: A</td>
<td>84-86%: B</td>
<td>70-76%: C</td>
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<tr>
<td>90-93%: A-</td>
<td>80-83%: B-</td>
<td>60-69%: D</td>
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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 December 15, 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 AND FILMS FOR THE LIBRARY

FILMS:
Hiroshima (docu-drama) USA/Japan. 165 mins. 1995. (instructor could supply)
Barefoot Gen (anime) Japan. 95 mins. 1983. (instructor could supply)
The Terrorist. India. 95 mins. 1998.
This is My Country. USA/South Africa 105 mins. 2004.
Slumdog Millionaire UK/India. 120 mins. 2008.
Obedience. USA. 45 mins. 1962.

AUTHOR: Stephen Kinzer
BOOK TITLE: Overthrow
PUBLISHER: Times Books
ISBN #: 9780805082401
DATE: 2006

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

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

ELECTRONIC COURSE MATERIALS

AUTHOR: Tim O’Brien
ARTICLE/CHAPTER TITLE: How To Tell A True War Story
JOURNAL/BOOK TITLE: The Things They Carried
PUBLISHER: Broadway Books
ISBN #: 9780767902892
DATE: 1998
PAGES: 67-85

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.

AUTHOR: Stephen Kinzer
ARTICLE/CHAPTER TITLE: Not the Preferred Way to Commit Suicide; A Graveyard Smell
JOURNAL/BOOK TITLE: Overthrow
PUBLISHER: Times Books
ISBN #: 9780805082401
DATE: 2006
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.