

GEORGETOWN UNIVERSITY
GRADUATE LIBERAL STUDIES DEGREE PROGRAM SYLLABUS

The Pursuit of Peace (LSHV-351-40)
Summer 2015: 10 Thursdays, 5/21-8/6
6:00-9:45 p.m. (no class 6/18, 6/25)

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General Learning Goals and Outcomes: The Graduate Liberal Studies Degree Program offers a course of study which engages students in reading, research, reflection, discussion, and writing. In the pursuit of the degree, students are to discern and wrestle with the content generally associated with the “liberal” arts in the root meaning of that term, namely, what it means for human beings to be endowed with freedom and what ennobles and enhances human freedom. The two general goals of the program, therefore, are to analyze and assess human values (who are we and what ought we to do?) and to conduct such study in an interdisciplinary fashion. The program draws from the social sciences as well as the humanities (e.g., history, theology, philosophy, literature, and art), recognizing that the moral dimension of human life embraces social, political, and economic relationships as well as personal choices.

More explicitly, the program aims to engage students in examining one or more of the following topics or similar topics as they are treated in various disciplines:

- What it means to be human
- What gives ultimate meaning to human life
- What contributes to human flourishing
- Where human life is heading
- What constitutes the social dimension of humanity
- What enables genuine community
- How are human beings related to nature and creation as a whole
- Elements of personal ethics
- Principles of social justice and social ethics

Scope, Learning Goals and Outcomes of this Course: This course, the counterpart to “The Problem of War,” will approach the subject of peace and related contemporary issues from a variety of perspectives – historical, analytical, comparative-empirical, humanistic, ethical, interdisciplinary, and policy. Consistent with the foregoing LSP goals, the required reading assignments, class discussions, and major research paper(s) seek to foster analytical thinking, comparative study, interdisciplinarity, and humanistic values-based assessments of the practical challenges of managing conflict and making peace in the contemporary world in a variety of contexts – global, international, national, and local. Policy options and choices will be evaluated according to their expected and actual costs, benefits, and moral implications.

Themes and Issues to be Studied: The **six chosen texts** embrace a range of historical and contemporary issues, cases, and methodological approaches that promote the attainment of these programmatic and course goals. We’ll begin with a comprehensive overview of the **human quest for peace across history and cultures**, followed by a series of specialized studies of some of the topics discussed in this first text. Perhaps because warfare has an equally long history, the

rich **historical experiences and efficacy of nonviolence** have often been overlooked, hence our second reading deals with peaceful alternatives to conflict. Fast-forwarding to the challenges of contemporary conflicts, in which an array of international actors (states, international organizations, and nonstate actors) are often involved, our third text on **comparative peace processes** seeks to reveal why some succeed and others fail.

The **relationship of democracy to prosperity, welfare, and peace** is a contested issue in academic, policy, and international circles, so our next text will try to sort out these issues. Despite our endless preoccupation and fascination with the role of elites and regimes in war and peace, peacebuilding is ultimately about *people*, and there is much to be learned from the **experiences of grassroots peacebuilding efforts**. Finally, returning to the international area, recent instances of forcible multinational involvement in armed conflicts have produced serious concern about the **ethics of armed humanitarian intervention**. If time permits, during our last two meetings, we will take up other special topics of interest to class members.

Texts:

1. Stearns, Peter N. *Peace in World History* (Routledge, 2014)
2. Amster, R. & Ndura, E. (eds.). *Exploring the Power of Nonviolence* (Syracuse UP, 2013)
3. Tonge, Jonathan. *Comparative Peace Processes* (Polity, 2014)
4. Norris, Pippa. *Making Democratic Governance Work* (Cambridge UP, 2012)
5. Zelizer, C. & Rubinstein, R. A. (eds.). *Building Peace: Practical Reflections* (Rienner, 2009)
6. Scheid, Don E. (ed.). *The Ethics of Armed Humanitarian Intervention* (Cambridge UP, 2014)

Note: additional, shorter, online readings may be assigned from time to time.

Learning Goals and Outcomes: Specific objectives for this course include acquisition and demonstration of graduate-level knowledge and understanding, and ability to discuss and explain:

- how various human societies have sought and achieved peace throughout history;
- peaceful alternatives to war, and the theory and practice of nonviolence;
- fundamental knowledge about conflict theories and processes, factors associated with escalation to armed violence, and conditions for successful conflict management, resolution, and postconflict recovery;
- the ability to analyze cases of potential or incipient conflict to forecast the probability of the outbreak of armed violence;
- the ability to analyze the sources, characteristics, and dynamics of ongoing conflicts, and to discern, evaluate, and recommend possible paths toward resolution based on case studies as well as comparative historical and cross-national research methodologies;
- factors associated with the success or failure of peace processes;
- the contested role of democracy in the quest for prosperity, welfare, and peace, including the tensions between democratization and state capacity;
- the ability to draw upon and apply the theories, principles, methods, and findings of two or more academic/professional disciplines to the analysis of conflict and its resolution;
- an appreciation of the role of values and ethics in peacebuilding efforts, to include elucidation and explanation of representative cases;

- a sophisticated understanding of the variety and complexity of conflict situations in several regions of the world, and the roles of international actors both as parties to the conflicts and as peacemakers;
- a multidimensional understanding of the contested practice of humanitarian intervention, including political, legal, ethical, strategic, economic, and operational aspects;
- why and how local peacebuilding efforts are crucial for achieving and sustaining peace, and the implications of their experiences for conflict resolution theory and praxis;
- the ability to research and write an article-length (20+ pp.) paper that approaches or attains publishable quality, on a peace-related topic of special interest to you.

Grades: Grades will be based on one or two written papers totaling 20-25 pp. double-spaced//10-13 pp. single-spaced text (*excluding* notes, biblio. etc.) worth 2/3, and class participation worth 1/3. Papers will be evaluated on the basis of their intrinsic merits as well as the relative quality of the papers produced by other class members. There may be opportunities to improve your grade by doing voluntary extra-credit assignments. Papers may be book review essays, research or analytical/reflective papers. There will be no exams. See details about class participation, writing assignments, and grading policies below; additional guidelines and information about factors relevant to grading papers will be provided in class.

Format: This is a “readings course” with seminar-style focused discussion of issues, not lectures. Read assignments beforehand, be fully prepared for all meetings, and contribute actively to our discussions – everyone’s views are equally valued. A series of discussion questions and/or mini-assignments will be provided by email each week to accompany and guide your weekly reading assignments, and to prepare you to participate in class discussions. In most class meetings one or more class members will be expected to make initial oral statements to frame issues, pose questions, and highlight ethical concerns. You will also have an opportunity to present your ideas, assessments, and paper(s) to the class (*paper presentations last two classes*). Guest speakers will also be invited.

Course Outline & Reading Assignments (10 class meetings):

1. 5/21 Course introduction and administration;
Peace in world history: read Stearns, entire book.
2. 5/28 Power of nonviolence I: read Amster & Ndura, chaps. 1-7.
3. 6/4 Power of nonviolence II: finish Amster & Ndura.
4. 6/11 Comparative peace processes I: read Tonge, chaps. 1-4.

6/18 – No class
6/25 – No class
5. 7/2 Comparative peace processes II: finish Tonge.
6. 7/9 Democratic governance, prosperity, & peace: read Norris, entire book.

7. 7/16 Building peace: practical experiences I: read Zelizer & Rubinstein, first half.
8. 7/23 Building peace: practical experiences II: finish Zelizer & Rubinstein.
9. 7/30 Ethics of armed humanitarian intervention I: read Scheid, chaps. 1-7.
Presentation of papers
10. 8/6 Ethics of armed humanitarian intervention II: finish Scheid.
Presentation of papers

Course Policies/Written Assignments:

1. *Class attendance* is expected/required. Attendance at the first class meeting is mandatory. Notify the instructor in advance of any anticipated absence from a subsequent class (and the reason), or ASAP if prior notice is impossible. If excused, you must make up the absence by writing a compensatory 2-3 pp. paper, or adding 2-3 pp. to your major paper. A one-grade penalty will be assessed for the 1st *unexcused* absence (i.e., A to A-). *Two absences will be reported to the Dean and may result in withdrawal, regardless of reasons!*
2. *Class participation* (CP). Everyone is encouraged/expected to participate in class discussions, which are essential elements of graduate-level education. CP will be *one-third of your grade*. Your contributions to class discussions will weigh heavily in the evaluation of CP. Informed, thoughtful, and constructive questions, responses, presentations, and comments, based at least in part on reading assignments, are essential. *Frequent* commentary is welcome, as long as it “adds value” and does not “dominate.” *So speak up a few times at each class!*
3. *Writing assignments*. Written and verbal guidance will be provided in class. All class members have the same writing assignments. Papers are expected to meet high standards of originality, scholarship, and excellence, to demonstrate appropriate composition skills, and to use a wide range of relevant sources. DLS candidates are expected to meet professional standards.
4. *Paper topics*. Since each writing assignment and your approach to it are unique, we should have a “common understanding” and “mutual expectations” about them. To this end, topics must be selected or changed with the consent of the instructor; outlines, bibliographies, and progress reports may be required. *Individual consultations are a must!*
5. *General research rule*. For a single 20+ page paper, *use/cite at least 20 specialized relevant books/journal articles and/or comparable Internet sources on the specific subject of the paper.*
6. If you choose to write two papers, *at least one* must be submitted by 7/9 to warrant consideration of an “Incomplete.”
7. *Due dates & late penalties*. **All written assignments are due by 8/6. There is a grace period until 8/10, after which late penalties will be assessed** for lapsed time periods (i.e., 8/11-15 will be reduced to A-; 8/16-20 to B+; 8/21-25 to B; 8/26-31 to B-). Incompletes later convert

to F! Papers submitted after 8/6 should be *mailed*, and the postmark will be considered the submission date. Unless otherwise requested, *don't* send by fax, email, FEDEX, or certified/registered/signature confirmation mail. Keep a copy of papers sent by mail.

8. Comments on papers and grades will be emailed to you. Papers are not usually returned.

9. *Beware plagiarism!* Plagiarism is the presentation of another person's ideas, words, or other products as your own, including failure to acknowledge and cite sources. Ideas and information borrowed from others must be acknowledged in written assignments. Acknowledgments can be made either by using quotation marks with a citation, or paraphrasing in your own words with a citation. Plagiarism will result in an F for the course and be will reported to the Dean.

10. *Honor system.* MALS and DLS students are responsible for upholding the Georgetown University Honor System and adhering to the academic standards included in the Honor Code Pledge stated below:

In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown University Honor System: To be honest in any academic endeavor; and to conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.

11. *Disabilities statement:* If you believe you have a disability, then you should contact the Academic Resource Center (arc@georgetown.edu) for further information. The Center is located in the Leavey Center, Suite 335. The Academic Resource Center is the campus office responsible for reviewing documentation provided by students with disabilities and for determining reasonable accommodations in accordance with the Americans with Disabilities Act (ADA) and University policies.