

Term Information

Effective Term Autumn 2025

[Previous Value](#) [Autumn 2022](#)

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Change course title to "Peace Studies in a Diverse World."

Delete INTSTDS 2800 from Legacy Gen Ed Social Science (Organizations and Politics) and Global Studies. Delete INTSTDS 2800 from New GEN Gen Eds Foundations Social and Behavioral Sciences. Add INTSTDS 2800 to New GEN Gen Eds Theme: Citizenship for a Diverse and Just World. (Both In-person and distance learning syllabi are attached to this request.)

What is the rationale for the proposed change(s)?

This is partly for enrollment purposes in that many NFYS and transfer students come to OSU with the GEN Social and Behavioral Sciences Foundations requirement completed with AP, IB, CC+ and transfer credit. The older Legacy Gen Eds are phasing out and thus few students in the future will need the class for those requirements. The course title change is to reflect the more advanced content of the updated course to make it appropriate for consideration as a GEN Theme class. Most importantly, issues of citizenship, justice and diversity strongly relate to whether peace or conflict exist across and within societies.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None. The several International Studies major and minor specializations are not affected by this change of General Education status of the class.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area International Studies

Fiscal Unit/Academic Org UG International Studies Prog - D0709

College/Academic Group Arts and Sciences

Level/Career Undergraduate

Course Number/Catalog 2800

Course Title Peace Studies in a Diverse World

[Previous Value](#) [Introduction to Peace Studies](#)

Transcript Abbreviation Peace Diverse Wrld

[Previous Value](#) [Intro to Peace St](#)

Course Description Course provides an in-depth look at the quest for peace and justice in a diverse world. It traces major issues in the interdisciplinary field of peace studies and introduces a variety of strategies to achieve peace. Drawing from political science, anthropology, history, philosophy and other fields, students will explore in depth the numerous dimensions of violence and the prospects for peace.

[Previous Value](#) [The meanings of peace and peacelessness in today's world, varied approaches to peace, contributions of many disciplines and professionals, and the significance of peoples' movements.](#)

Semester Credit Hours/Units Fixed: 3

Offering Information

COURSE CHANGE REQUEST
2800 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
08/07/2024

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites	None
Previous Value	
Exclusions	None
Previous Value	
Electronically Enforced	No

Cross-Listings

Cross-Listings	None
Previous Value	

Subject/CIP Code

Subject/CIP Code	30.0501
Subsidy Level	General Studies Course
Intended Rank	Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors
Citizenship for a Diverse and Just World
The course is an elective (for this or other units) or is a service course for other units

[Previous Value](#)

Required for this unit's degrees, majors, and/or minors

General Education course:

Organizations and Politics; Global Studies (International Issues successors); Social and Behavioral Sciences

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students to engage in critical and logical thinking about the responsibilities of citizenship as they pertain to war, peace and justice in a diverse world.
- Students engage in an in-depth, scholarly exploration of the two concepts of citizenship (of the nation-state in which they live, and the broader cosmopolitan world) and how those concepts of citizenship can conflict with one-another.
- Students reflect on their position/role/privilege in society and the world in relation to the lived experiences of others of greater or lesser privilege. These concepts are then applied to the issue of climate-change.
- Students understand the roles of religion, culture and national traditions in forming different conceptions of justice and human rights, and how these varied views can create disagreement and conflict.
- Students study the precepts of Just War Theory and apply them to an analysis a war case study.
- Students learn theories of non-violent action to promote social change and how questions of diversity, equity and inclusion enter into this discussion.

Previous Value

- *Define basic concepts of peace studies, e.g., positive and negative peace, direct and indirect violence, the conflict life cycle, and peacekeeping, peacemaking, and peace building*
- *Describe the multiple theories that seek to explain why we choose to fight and wage war*
- *Compare and contrast many of the resources and skills available to curb the impact of violence and war and promote human dignity*
- *Apply the basic concepts, theories, and resources and skills learned during the course to case studies of the contemporary global environment*
- *Think creatively about how the tools presented during the course can help to build and sustain peaceful societies*

Content Topic List

- Defining and explaining violence. Exploring the student's relationship to structural violence.
- Study of cultural violence and fostering of intercultural competence.
- Study of imperialism, theories of state conflict and the quest for weapons. Study of citizen roles as members of a state in a state-centric international system prone to violent resolution of conflict.
- Exploration of role of gender in the experience of conflict. Feminist approaches to peace studies. Citizenship and decentering of violence as means to security.
- Rules of war. Religious and secular approaches to the topic of justice in war and differences about this question. Just War Theory.
- U.S. National Security Strategy, presidential statements on national security. Conceptions of humanitarian intervention. How structures of power and cultural traditions shape decisions on interventions.
- Just War Theory and U.S. invasion of Iraq. Cultural variation in norms of legitimacy regarding state engagement in war. How factors of diversity, equity and inclusion come into conflict regarding this question.
- Competing approaches to human rights. Study of how varied concepts of human rights across cultures lead to potential conflict.
- Use of gained academic knowledge to evaluate whether the exclusion of religious symbols and the appearance of a neutral cultural identity should be considered a requirement of citizenship in a diverse society.
- Study of the lived experience of climate-change migrants. Comparison of perspectives of developed world people versus developing world people and their effects upon and experiences of climate change.
- Study of nonviolent direct action as a tool of social change and how it is compatible with diversity, equity and inclusion.
- Synthesize the different approaches to nonviolence by applying them to a case study..

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Previous Value

- [Disturbing the Peace: Examining Violence and War](#)
- [Making Peace: Strategies for Negative Peace](#)
- [Making Peace: Strategies for Positive Peace](#)
- [Peace Forecast: Transformation and our Global Future](#)

Sought Concurrence

No

Attachments

- Citizenship Theme Course Submission Form for IS2800.docx: GEN Theme Submission
(GEC Model Curriculum Compliance Stmt. Owner: Meltz, Richard Lee)
- INTSTDS 2800 In-Person Syllabus for GEN Theme Approval (4-10-24).docx: In-Person Syllabus
(Syllabus. Owner: Meltz, Richard Lee)
- INTSTDS 2800 DL Syllabus for GEN Theme approval (4-23-24).docx: DL Syllabus
(Syllabus. Owner: Meltz, Richard Lee)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Meltz, Richard Lee	04/26/2024 08:10 AM	Submitted for Approval
Approved	Kurtz, Marcus Jurgen	04/26/2024 11:11 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	08/07/2024 03:47 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	08/07/2024 03:47 PM	ASCCAO Approval



SYLLABUS

INTERNATIONAL STUDIES 2800

Peace Studies in a Diverse World

Autumn 2025 (full term)

3 credit hours

Distance Learning, Online

"If any man says he hates war more than I do, he better have a knife, that's all I have to say."

Jack Handey

COURSE OVERVIEW

Instructor

Instructor: Prof. Benjamin McKean

Email address: mckean.41@osu.edu (preferred contact method)

Phone number: 614-292-3049

Office hours: on Zoom Thursdays, 2pm to 4pm and by appointment

Prerequisites

none

Course description

We live in a world shaped by violence and war. Sovereign states have armies and ask their citizens to kill and die in the name of security, national glory, and other values. As citizens, we may be asked to support our government's decision to go to war – that is, to use mass violence to achieve political aims. This is one of the weightiest duties a citizen faces. How should citizens think about war and peace in a world characterized by diversity and deep disagreement about justice? Is violence a necessary tool for resolving some conflicts? Or should citizens rather work to abolish war, as pacifists have long hoped? This course provides an in-depth look at the quest for peace and justice in diverse world. It traces major issues in the interdisciplinary field of peace studies and it introduces a variety of strategies to achieve peace. Drawing from political science, anthropology, history, philosophy, and other fields, students will explore in depth the numerous dimensions of violence and the prospects for peace in our world today. By gaining a deeper understanding of the global dialogue on the meaning of peace, students will be able

to participate as citizens outside the classroom in creative thinking about how humankind might build societies based on non-violence, social justice, and ecological balance.

General education goals and expected learning outcomes

Learning Objectives

GE Theme: Citizenship for a Justice and Diverse World	
Goals	Expected Learning Outcomes
GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. Please briefly identify the ways in which this course represents an advanced study of the focal theme. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.	Successful students are able to ... 1.1 Engage in critical and logical thinking about the topic or idea of the theme.
	1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.
GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.	2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.
	2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
GOAL 3: Successful students will explore and analyze a range of perspectives on local, national or global citizenship and apply the knowledge, skills and dispositions that constitute citizenship.	3.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global and/or historical communities.
	3.2 Identify, reflect on and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.
GOAL 4: Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world.	4.1 Examine, critique and evaluate various expressions and implications of diversity, equity and inclusion, and explore a variety of lived experiences.
	4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

Rationale: International Studies 2800 is an advanced course in responsibilities of citizenship as they pertain to war, peace, and justice in a diverse world. “Citizenship” in this context is understood both as a specific political status determined by law – e.g. the U.S. government recognizes me as a citizen – and as a normative status that describes the kind of responsibilities that existing social and political institutions make it appropriate for me to take up. These two forms of citizenship – the first typically bound by national borders, the second often bringing cosmopolitan obligations to people around the world – can both overlap and come into conflict. The first form of citizenship might call on us to kill and

die for our country while the second might call us to build strong international institutions that prevent states from warring. The course is thus framed by these questions: how can we best meet the responsibilities of citizenship in a world where politics remains enmeshed with violence? Does establishing a lasting peace require the achievement of justice? Or is it impossible to expect people from diverse cultures and communities to agree on what justice requires? In developing their own answers to these questions, students will learn to read and evaluate advanced scholarly work on the institutions and individual actions necessary to achieving and sustaining peace and justice in a diverse world. Through lecture, discussion, and readings, the course introduces students to a range of theoretical approaches to understanding peace, war, and violence and their responsibilities as citizens of a diverse world. They will consider absolute pacifism; contingent pacifism; and just war theory as well as learn constructivist, realist, and feminist approaches to international relations. Students will learn how to identify these approaches and connect them to the responsibilities of citizenship through reading and in-class activities and will learn how to describe and critique these approaches in their own words through the writing assignments. The writing assignments and group activities for the course are scaffolded so that students can see how their work builds on previous efforts. Students will also develop intercultural competence through learning about the lived experiences and substantive views held by others and through reflecting on their own positionality with respect to the views of others. Students will learn to consider the responsibilities of citizenship in an interdependent world from multiple perspectives so that they can formulate their own conception of peace and justice amidst difference.

HOW THIS ONLINE COURSE WORKS

There are six areas of work for the course:

- 1) **Short lectures** about the assigned readings will be uploaded to Carmen each week along with the lecture slides. These lectures will be roughly 40 minutes a week.
- 2) **Reading quizzes** about the assigned readings will be assigned weekly
- 3) **Discussion activities** will require you to engage and collaborate with your classmates in responding to the course material. These discussion activities must be completed by the end of each week (ie, by Sunday at midnight).
- 4) **Three short writing assignments** of 500-1000 words will ask you to respond to the course material with your own critical thinking.
- 5) A **midterm and final exam** will demonstrate your cumulative mastery of the course material. These exams will be open book and open notes. *All questions on the midterm and final exams will be drawn from study guides distributed in advance.*
- 6) **Live Zoom meetings** will take place during our scheduled course meeting time (every Thursday and alternating Tuesdays 11:10am to 12:30pm). We will meet every other Tuesday to hear an outside speaker who is active in movements for peace and justice. Thursday meetings will be opportunities to discuss the readings and lectures. These meetings will be recorded for those unable to attend. While attendance at these Zoom meetings is not required, you will be responsible for engaging with material from those meetings on the midterm and final.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Questions and Communications

In addition to my office hours and the Q&A discussion board on Carmen, I welcome questions via email. This is a large class so due to email volume, please allow 24 hours for a response on weekdays and longer over weekends. My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your [notification preferences](http://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to be sure you receive these messages.

Discussion Activities

Every week, you will be asked to complete a short activity engaging with the course material. Sometimes this will be something you can do on your own – for example, in Week 1, you will be asked to upload a short introductory video of yourself – but most weeks, it will require you to collaborate with a small group of your classmates to complete – for example, in Week 10, you will be asked to work together to come up with a strategic plan for a NGO. Carmen will assign those groups to you. These activities will all be graded as Complete or Incomplete. Everyone starts with 100 points for your discussion activities grade and will lose 4 points for each activity left incomplete. Discussion activities are due at the end of each week (ie, Sunday at night).

Reading Guides

This is an interdisciplinary class and so we will be reading many different kinds of work, from political speeches to analytic philosophy to contemporary anthropology. To help you develop reading strategies for these different kinds of texts, I will post reading guides every week that will help you learn how to identify the important parts of each work. *You should read the assigned texts before we meet as a class to discuss them on Thursdays.*

Reading Quizzes

Very short and straight-forward reading quizzes will be administered weekly online. You will receive a zero for any quiz you miss, but we will drop the lowest quiz score you receive in calculating your final grade. These will be very short quizzes of 5-6 questions, but you will have two hours to complete them once you start so that you can have them open as you do the assigned reading. These will be due before the Thursday class in which we will discuss the reading that is the subject of the quiz.

Writing Assignments

You will write 3 short papers to be turned in online throughout the semester. The first two should be roughly 500-750 words long; I will post guiding questions that you can choose to respond to, but you are also welcome to respond to a question of your own devising. The best questions explicitly engage with some part of the reading by citing a particular passage or concept (along with relevant page numbers) and asking something specific about it. Your final response will be a news analysis that uses a reading from any point in the semester to analyze a news article of your choosing; this news analysis should be roughly 750 to 1000 words. I will distribute grading rubrics for these assignments before they are due.

Film Screenings

Through the semester, I will select some movies for streaming through OSU's Secured Media Library

and you will be able to earn extra credit for the response paper portion of your final grade by writing an additional 500-word response papers linking the movies to our course work.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

Required

- All readings will be available as PDFs or via hyperlinks on the course's Carmen site.

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection

- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

Your final grade will be based on participation in discussion activities (25% of your final grade), three short response papers (25%), reading quizzes (10%), a midterm (20%), and final exam (20%). The midterm will be available online during Week 8 of the semester and the final exam during the final exam period in December.

See course schedule below for due dates.

Descriptions of major course assignments

Writing assignments and exams will be checked with TurnItIn software to prevent plagiarism. While I encourage group studying in advance of tests, you are prohibited from collaborating during the midterm and final themselves. If you are confused or have questions, please don't hesitate to ask me or the teaching assistant; we're always happy to talk with you.

Late assignments

Late reading quizzes and discussion activities will not be accepted. Writing assignments will be accepted up to three days late but will lose one third of a grade for each day it is late (ie, a B+ ppaper turned in one day late will receive a B, etc). Please refer to Carmen for due dates.

Grading scale

: A 100-92.5
 : A- 92.49-89.5
 : B+ 89.49-86.5
 : B 86.49-82.5
 : B- 82.49-79.5
 : C+ 79.49-76.5
 : C 76.49-72.5
 : C- 72.49-69.5
 : D+ 69.49-66.5
 : D 66.49-60
 : E 59.9-0

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **14 days**.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.
- **Discussion board:** I will check and reply to messages in the discussion boards every **24 hours on school days**.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct at <http://studentlife.osu.edu/csc/>

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Artificial Intelligence and Academic Integrity

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite and others. These tools will help shape the future

of work, research and technology but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.

All students have important obligations under the **Code of Student Conduct** to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes.

Specifically, students are not to use unauthorized assistance in the laboratory, on field work, in scholarship or on a course assignment unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing of writing, ideas or other work that is not your own. These requirements apply to all students undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

[RESOURCES FROM THE DRAKE INSTITUTE FOR TEACHING AND LEARNING](#)
[RESOURCES FROM THE TEACHING AND LEARNING RESOURCE CENTER](#)
[COMMITTEE ON ACADEMIC MISCONDUCT \(COAM\)](#)

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: <https://contactbuckeyelink.osu.edu/>

FOR UNDERGRAD COURSES: Advising resources for students are available here: <http://advising.osu.edu>

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Commitment to a diverse and inclusive learning environment

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry,

color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at equity.osu.edu,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or Email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date

of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#).

Policy: [Religious Holidays, Holy Days and Observances](#)

Campus Free Speech Policy

Our shared values include a commitment to diversity and innovation. Pursuant to these values, the university promotes a culture of welcoming differences, making connections among people and ideas, and encouraging open-minded exploration, risk-taking, and freedom of expression. As a land-grant institution, the university takes seriously its role in promoting and supporting public discourse. To that end, Ohio State is steadfastly committed to protecting the First Amendment right to free speech and academic freedom on its campuses, and to upholding the university's academic motto — "Education for Citizenship."

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the Safe and Healthy Buckeyes site for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

COURSE SCHEDULE

Refer to the Carmen course for up-to-date assignment due dates.

First Unit: Defining and Explaining Violence

Week 1, Week of August 24th

Required Readings Course Syllabus

David Cortright, *Peace: A History of Movements and Ideas* (2008), pages 1-14
 Johan Galtung, "Violence, Peace, and Peace Research" *Journal of Peace Research* Vol. 6 No. 3 (1969), pages 167-174 and 183-186
 George Karandinos and Philippe Bourgois, "The Structural Violence of Hyperincarceration" *New England Journal of Medicine* Vol. 380, No. 3 (January 17, 2019), pages 205-208

Tues 8/25 No Zoom meeting, take syllabus quiz and complete discussion activities

Thurs 8/27 Zoom meeting to discuss readings

Week 1 addresses General Theme ELO 1.2 by engaging in an advanced, in-depth, scholarly exploration of the nature of violence; addresses General Theme ELO 2.2 by having students engage in a meta-learning activity about how to reading challenging academic texts; and addresses Citizenship Theme ELO 2.1 by considering diversity and equity affect our standing in relationship to structural violence.

Week 2, Week of August 31

Required Readings Paul Farmer, "An Anthropology of Structural Violence," *Current Anthropology* Vol. 45 No. 3 (June 2004), pages 305-317 with response by Loic Wacquant, page 322
 Johan Galtung, "Cultural Violence" *Journal of Peace Studies* Vol. 27 No. 3 (1990), pages 291-296
 Kenneth Boulding, "National Images and International Systems" *The Journal of Conflict Resolution*, Vol. 3, No. 2 (June 1959), pages 120-131
 Margaret Mead, "Warfare is Only an Invention, Not a Biological Necessity" *Asia* Vol. 40 (1940), pages 402-5

Tues 9/1 Zoom meeting with Terry Green, executive director of Think Make Live Youth

Thurs 9/3 Zoom meeting to discuss readings
Reading quiz due before class

Week 2 addresses General Theme ELO 1.1 by having students engaging critical and logical thinking about the topic through a group activity where they rationally reconstruct Mead's argument; addresses Citizenship Theme ELO 1.2 by having students learn and apply the concept of "cultural violence" to foster their intercultural competence as a global citizen; and addresses Citizenship Theme ELO 2.1 by having students examine and evaluate the role of diversity, equity, and inclusion in the relationship between the U.S. and Haiti, including consideration of the lived experience of both Haitians and people from the U.S. who has sought to support them.

Week 3, Week of September 7th

Required Readings

Theodore Roosevelt, "The Strenuous Life" (1899)
William James, "The Moral Equivalent of War" (1906)

Michael Howard "The Causes of War," pages 37-43
Kenneth Waltz, "Why Iran Should Get the Bomb" *Foreign Affairs* Vol. 91
No 4. (July/August 2012), pages 2-5

Tues 9/8 No Zoom Meeting

Thurs 9/10 Zoom meeting to discuss readings

Week 3 addresses General Theme ELO 2.2 by having students begin their self-assessment of applying course material to news articles through the application of different theories to Iran's effort to obtain nuclear weapons; addresses Citizenship Theme ELO 1.1 by having students learn nation-centered approaches to peace studies that prioritize state citizenship; and addresses Citizenship Theme ELO 1.2 by having students build their intercultural competence as a global citizen by engaging critically with Theodore Roosevelt's imperial conception of peace and culture as well as William James's anti-imperial rejoinder.

Week 4, Week of September 14th

Mon 9/14 Optional Response Paper on *Inglorious Basterds* or *Darwin's Nightmare* due

Required Readings

Thucydides, The Melian Conference, from *The History of the Peloponnesian War*
Book V, paragraphs 84-116 (pages 350-7)
J. Ann Tickner, "Man, the State, and War: Gendered Perspectives on National
Security" from *Gender in International Relations: Feminist Perspectives on
Achieving Global Security*, pages 27-35 and 54-66

Tues 9/15 Zoom with Rory Fanning, veteran and author of *Worth Fighting For: An Army Ranger's Journey Out of the Military and Across America*

Thurs 9/17 Zoom meeting to discuss readings

Week 6 addresses General Theme Goal 1 and ELO 1.2 by deepening students' understanding of Just War Theory; addresses General Theme Goal 2 by having students apply their academic knowledge to evaluating the actual U.S. National Security Strategy from 2002 as well as more recent statements by Presidents Trump and Biden; and addresses Citizenship Theme ELO 2.2 by having students learn conceptions of humanitarian intervention and considering how decisions to intervene are shaped by structures of power and cultural traditions.

Week 7, Week October 5th

Required Readings Jean Bethke Elshtain, "Just War and the Iraq War," pages 182-192, Richard B. Miller, excerpt from "Justifications of the Iraq War Examined" *Ethics & International Affairs* Vol. 22 No. 1 (Spring 2008), pages 43-56
 Michael Abramowitz "Does the United States have a 'responsibility to protect' the Syrian people?" *Washington Post* September 6, 2013
 Anthony F. Lang, Jr. "Syria: The Case for Punitive Intervention" *Carnegie Council for Ethics in International Affairs* August 30, 2013

Recommended Readings (if you need background on either conflict)

"Iraq war inquiry: timeline of conflict" *The Guardian* July 6, 2016
 Kerr report, "Intelligence and Analysis on Iraq: Issues for the Intelligence Community" July 29, 2004
 "Syria: The Story of the Conflict" *BBC News* March 11, 2016
 Asli U. Bâli and Aziz Rana "Remember Syria?" *Boston Review* July 18, 2018

Tues 10/6 No Zoom Meeting

Thurs 10/8 Zoom meeting as a class to discuss debate videos and review for the midterm

Week 7 addresses General Theme ELO 1.1 by having students engage in a class debate about whether or not the 2003 U.S. invasion of Iraq met the criteria for Just War Theory; addresses Citizen Theme ELO 1.2 by having students consider cultural variation in norms of political legitimacy as it applies to Just War Theory (e.g., does a theocracy's crushing of dissent or sexist citizenship rules imply that other states don't need to respect its sovereignty); and addresses Citizen Theme ELO 2.1 by considering whether diversity, equity, and inclusion come into conflict people disagree about whether humanitarian intervention can be justified as a response to grossly inequitable cultural practices or whether such practices deserve protection and inclusion in the international order.

Week 8, Week of October 12th

Mon 10/12 Optional Response Paper on *Why We Fight* or *Paths of Glory* due

Tues 10/13 **Midterm Available**

Friday 10/17 **Midterm Due**

Third Unit: Positive Peace – Conceiving and Promoting Human Rights

Week 9, Week of October 19th

Required Readings Universal Declaration of Human Rights (1948)
 Maurice Cranston, “Are There Any Human Rights?” *Daedalus* (1983), 1-17

Charles Beitz, “What Human Rights Mean,” *Daedalus* (2003), 36-46
 Ben Hubbard, “Saudi Women Rise Up, Quietly, and Slide into the Driver’s Seat”
New York Times October 26, 2013

Tues 10/20 Zoom meeting with Lonnie Barlow, Communications Specialist, People United for Sustainable Housing (PUSH) Buffalo

Thurs 10/22 Zoom meeting to discuss readings

Week 9 addresses General Theme ELO 2.1 when students engage in a group activity to describe and synthesize two competing approaches to defining human rights and applying them to the question of whether there is a human right to drive; addresses Citizenship Theme ELO 1.1 by introducing students to a cosmopolitan approach to global citizenship founded in human rights; and General Theme ELOs 1.2 and 2.2 as students discuss potential conflicts between their responsibility as citizens to promote human rights and the need to ensure a diversity of cultural practices, which may appear to violate human rights from the perspective of other cultures.

Week 10, Week of October 26th

Required Readings Uma Narayan, “Minds of Their Own: Choices, Autonomy, Cultural Practices, and Other Women” in *A Mind of One’s Own*, pages 418-432
 Convention on the Elimination of All Forms of Discrimination against Women (1979)

Margaret Keck and Kathryn Sikkink, *Activists Beyond Borders*, 8-29
 Clifford Bob, “Merchants of Morality” *Foreign Policy* #129 (March/April 2002), pages 36-45.

Tues 10/27 No Zoom meeting

Thurs 10/29 Zoom meeting to discuss readings
Reading quiz due before class

Week 10 addresses General Theme Goal 2 and Citizenship Theme Goal 1 when students are asked to use their academic knowledge of cultural diversity to evaluate the Columbus Police Department’s policy of prohibiting police officers from wearing visible religious symbols and to ask the appearance of neutrality a requirement of citizenship; addresses Citizenship Theme ELO 2.1 when they do a group activity that requires them to reflect on the imaginative tools they use to try to inhabit the experiences of

others and what the limits of those tools are; and addresses Citizenship Theme ELO 2.2 when they do a group activity to plan a strategy for an NGO to raise awareness of an injustice that affects people in another culture.

Week 11, Week of November 2nd

Required Readings Kok-Chor Tan, “Climate Change Justice: Sharing the Burden” from *What is This Thing Called Global Justice? Second Edition*, pages 132-147
 Garret Hardin, “The Tragedy of the Commons” *Science* Vol. 162 (1968), pages 1243-1248
 Anne Schwenkenbecher “Is there an obligation to reduce one's individual carbon footprint?” *Critical Review of International Social and Political Philosophy* Volume 17, Issue 2 (2014), pages 168-188

Tues 11/3 Election Day – no Zoom

Thurs 11/5 Zoom meeting to discuss readings

Week 11 addresses General Theme ELO 2.2 and Citizenship Theme Goal 2 when they complete a group activity asking them to reflect on their role as citizens of the Ohio State University community and to treat the university as a “commons” which needs to collectively manage its emissions; addresses Citizenship Theme Goal 1 when we use the Schwenkenbecher reading to discuss how the planetary scope of climate change shapes our perspective on citizenship; and addresses Citizenship Theme ELO 2.1 by examining the differential affects of climate change both across the globe and across differences within nations.

Fourth Unit: Theories of Non-Violence

Week 12, Week of November 9th

Mon 11/9 **Second Response Paper Due**

Required Readings Thomas Pogge, “‘Assisting’ the Global Poor,” in *The Ethics of Assistance*, pages 260-88
 Branden Eastwood, “The threads that tie your clothes to the world” *Seattle Times* September 21, 2013
 Maria Stephan and Erica Chenoweth, “Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict” *International Security* 35:1 (2008), pages 7-24

Tues 11/10 Zoom meeting with Jessica Dampier, national organizer, United Students Against Sweatshops

Thurs 11/12 Zoom meeting to discuss readings

Week 12 addresses Citizenship Theme ELO 1.1 when students reconstruct and evaluate Thomas Pogge’s argument that we have an obligation as global citizens to act to alleviate global poverty; addresses Citizenship Theme ELO 1.2 by fostering intercultural competence through comparing the perspectives of a U.S. SUV driver and a Bangladeshi citizen who has to migrate due to rising sea levels; and Citizenship Theme ELO 2.1 when they read about the lived experiences of climate migrants.

Week 13, Week of November 16th

Mon 11/16 Optional Response on *Black Gold, Life & Debt, Mardi Gras: Made in China*, or *True Cost* due

Required Readings Leo Tolstoy, “Letter on Non-Resistance to Ernest Howard Crosby” (1896), pages 73-83
M. K. Gandhi, *Hind Swaraj*, chapters 13-17 (pages 64-97) and Gandhi, “Ahimsa, or the Way of Nonviolence,” pages 205-212

Tues 11/17 Zoom with Lissy Romanow, executive director, Momentum Training Institute

Thurs 11/19 Zoom meeting to discuss readings
Reading quiz due before class

Week 13 addresses Citizenship Theme ELO 1.1 when students learn decolonial approaches that put citizenship in the context of empire; addresses Citizenship Theme ELO 2.1 when students learn about nonviolent direct action as a tool of social change that is conceived as compatible with diversity, equity, and inclusion; and addresses General Theme ELO 1.1 by having students engage in depth with canonical theoretical texts to sharpen critical and logical thinking about nonviolence and civil disobedience.

Week 14, Week of November 23rd

No readings or Zoom meetings – Thanksgiving week

Week 15, Week of November 30th

Required Readings Alabama Clergymen, “An Appeal for Law and Order and Common Sense” (1/16/1963) and “A Call to Unity” (4/12/1963)
Martin Luther King, Jr., “Letter from Birmingham Jail”

Listen Malcolm X, “The Ballot or the Bullet”
Martin Luther King, Jr., “A Time to Break Silence”

Tues 12/1 Zoom meeting to discuss readings
Reading quiz due before class

Thurs 12/3 Final Class Meeting and Review Discussion

Optional Response Paper on *Do the Right Thing* due
News Analysis Due

Week 15 addresses General Theme ELO 2.1 as students are asked to synthesize the different approaches to nonviolence by applying it to a particular case of student protest; addresses Citizenship Theme ELO 1.1 by introducing students to decolonial approaches that put citizenship in the context of empire and Black nationalist approaches that put citizenship in the context of racial hierarchy; and addresses Citizenship Theme ELO 2.1 by having students analyze nonviolent direction as a tool of social change conceived as more compatible with diversity, equity, and inclusion than alternatives.

Week 16

Mon 12/7 Final Exam Available

Fri 12/11 Final Exam Due

Peace Studies in a Diverse World

International Studies 2800

Instructor: Prof. Benjamin McKean
Email: mckean.41@osu.edu

Office: Derby Hall 2114
Office Hours: TBA

*"If any man says he hates war more than I do, he better have a knife, that's all I have to say."
Jack Handey*

Course Description

We live in a world shaped by violence and war. Sovereign states have armies and ask their citizens to kill and die in the name of security, national glory, and other values. As citizens, we may be asked to support our government's decision to go to war – that is, to use mass violence to achieve political aims. This is one of the weightiest duties a citizen faces. How should citizens think about war and peace in a world characterized by diversity and deep disagreement about justice? Is violence a necessary tool for resolving some conflicts? Or should citizens rather work to abolish war, as pacifists have long hoped? This course provides an in-depth look at the quest for peace and justice in diverse world. It traces major issues in the interdisciplinary field of peace studies and it introduces a variety of strategies to achieve peace. Drawing from political science, anthropology, history, philosophy, and other fields, students will explore in depth the numerous dimensions of violence and the prospects for peace in our world today. By gaining a deeper understanding of the global dialogue on the meaning of peace, students will be able to participate as citizens outside the classroom in creative thinking about how humankind might build societies based on non-violence, social justice, and ecological balance.

Disabilities

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

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Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life’s Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Learning Objectives

GE Theme: Citizenship for a Justice and Diverse World	
Goals	Expected Learning Outcomes
GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. Please briefly identify the ways in which this course represents an advanced study of the focal theme. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.	Successful students are able to ... 1.1 Engage in critical and logical thinking about the topic or idea of the theme.
	1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.
GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.	2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.
	2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
GOAL 3: Successful students will explore and analyze a range of perspectives on local, national or global citizenship and apply the	3.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global and/or historical communities.

knowledge, skills and dispositions that constitute citizenship.	3.2 Identify, reflect on and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.
GOAL 4: Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world.	4.1 Examine, critique and evaluate various expressions and implications of diversity, equity and inclusion, and explore a variety of lived experiences.
	4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

Rationale: International Studies 2800 is an advanced course in responsibilities of citizenship as they pertain to war, peace, and justice in a diverse world. “Citizenship” in this context is understood both as a specific political status determined by law – e.g. the U.S. government recognizes me as a citizen – and as a normative status that describes the kind of responsibilities that existing social and political institutions make it appropriate for me to take up. These two forms of citizenship – the first typically bound by national borders, the second often bringing cosmopolitan obligations to people around the world – can both overlap and come into conflict. The first form of citizenship might call on us to kill and die for our country while the second might call us to build strong international institutions that prevent states from warring. The course is thus framed by these questions: how can we best meet the responsibilities of citizenship in a world where politics remains enmeshed with violence? Does establishing a lasting peace require the achievement of justice? Or is it impossible to expect people from diverse cultures and communities to agree on what justice requires? In developing their own answers to these questions, students will learn to read and evaluate advanced scholarly work on the institutions and individual actions necessary to achieving and sustaining peace and justice in a diverse world. Through lecture, discussion, and readings, the course introduces students to a range of theoretical approaches to understanding peace, war, and violence and their responsibilities as citizens of a diverse world. They will consider absolute pacifism; contingent pacifism; and just war theory as well as learn constructivist, realist, and feminist approaches to international relations. Students will learn how to identify these approaches and connect them to the responsibilities of citizenship through reading and in-class activities and will learn how to describe and critique these approaches in their own words through the writing assignments. The writing assignments and group activities for the course are scaffolded so that students can see how their work builds on previous efforts. Students will also develop intercultural competence through learning about the lived experiences and substantive views held by others and through reflecting on their own positionality with respect to the views of others. Students will learn to consider the responsibilities of citizenship in an interdependent world from multiple perspectives so that they can formulate their own conception of peace and justice amidst difference.

Questions and Communications

In addition to my office hours and the Q&A discussion board on Carmen, I welcome questions via email. This is a large class so due to email volume, please allow 24 hours for a response on weekdays and longer over weekends. My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your [notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to be sure you receive these messages.

Course Materials

All course materials and readings will be available on Carmen.

How This Course Works

There are six areas of work for the course:

- 1) **In-Person Lectures** about the assigned readings will be uploaded to Carmen each week along with the lecture slides.
- 2) **Reading quizzes** about the assigned readings must be completed by the end of each week.
- 3) **Discussion activities** will require you to engage and collaborate with your classmates in responding the course material.
- 4) **Three short writing assignments** of 500-1000 words will ask you to respond to the course material with your own critical thinking.
- 5) A **midterm and final exam** will demonstrate your cumulative mastery of the course material. All questions on the midterm and final exams will be drawn from study guides distributed in advance.
- 6) **Guest speakers** active in peace movements broadly understood will speak to the class several times during the semester, either in person or online via Zoom. Reflections on these speakers will be incorporated into other course requirements, like the final exam.

Your final grade will be based on participation in discussion activities (20% of your final grade), writing assignments (25%), reading quizzes (10%), a midterm (20%), and a final exam (25%). The midterm will be in class on ABC, and the final exam will be on XYZ. You can anticipate large assignments like the writing assignments and midterm to be graded within two weeks of being completed.

The letter grade will be determined by the following grading scale: 93-100% = A; 90-92% =A-; 87-89% =B+; 83-86% =B; 80-82% =B-; 77-79% =C+; 73-76% =C; 70-72% =C-; 67-69% =D+; 60-66% =D; 59% and below =E. *Note that I do round up decimals above .5 and Carmen does not (e.g., Carmen displays a grade of 89.9 as a B+ but I will submit that as an A-) so don't be worried by what Carmen says.*

Reading Quizzes

Very short and straight-forward reading quizzes will be administered weekly online. You will receive a zero for any quiz you miss, but we will drop the lowest quiz score you receive in calculating your final grade. These will be very short quizzes of 5-6 questions, but you will have two hours to complete them once you start so that you can have them open as you do the assigned reading. These will be due before the class in which we will discuss the reading that is the subject of the quiz.

Writing Assignments

You will write 3 short papers to be turned in online throughout the semester. The first two should be roughly 500-750 words long; I will post guiding questions that you can choose to respond to, but you are also welcome to respond to a question of your own devising. The best questions explicitly engage with some part of the reading by citing a particular passage or concept (along with relevant page numbers) and asking something specific about it. Your final response will be a news analysis that uses a reading from any point in the semester to analyze a news article of your choosing; this news analysis should be roughly 750 to 1000 words. I will distribute grading rubrics for these assignments before they are due.

Small Group Activities

Every week, we will break up into small groups of 2-8 people for discussions everyone participates in. During those times, I may distribute worksheets for your group to fill out, asking you to summarize those discussions and sign them with your names; alternatively, I may ask you to post notes from your discussion on Carmen. Activities are graded Credit/No Credit.

Reading Guides

This is an interdisciplinary class and so we will be reading many different kinds of work, from political speeches to analytic philosophy to contemporary anthropology. To help you develop reading strategies for these different kinds of texts, I will post reading guides every week that will help you learn how to identify the important parts of each work. *You should read the assigned texts before we meet as a class to discuss them (i.e., the day for which they are listed on the reading schedule below).*

Participation in Class Discussion

You are expected to attend every class and be an *active* participant in discussion. Being an active participant has several components. First, being prepared to participate means that you not only need to do the assigned reading, but also *bring your copy of the reading and your notes on it to each class*. Second, if a discussion about ideas is to be more than an exchange of monologues, it requires *being an attentive listener and treating your classmates and their contributions respectfully*. Using your laptop for social media, shopping, and so on don't only distract you from the course; they also distract your neighbors. Because we will be discussing some contentious political topics, it is particularly important to be respectful of your classmates. Finally, participating actively in class means contributing your own comments and questions to the discussion, especially when we break into small groups. Don't be afraid to say something that might be wrong or that you're unsure about; what you say will likely advance the discussion. You may understandably shy away from speaking up in front of the class as a whole, but I strongly encourage you to try it. *Hearing from you will make class more enjoyable for everyone!*

Film Screenings

Through the semester, I will select some movies for streaming through OSU's Secured Media Library and you will be able to earn extra credit for the writing assignment portion of your final grade by writing additional 500-word response papers linking the movies to our coursework. As with the required response papers, I will offer prompts that you can respond to or you may make an original argument of your own.

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct at <http://studentlife.osu.edu/csc/>

Artificial Intelligence and Academic Integrity

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite and others. These tools will help shape the future of work, research and technology but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.

All students have important obligations under the [Code of Student Conduct](#) to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. **Specifically, students are not to use unauthorized assistance in the laboratory, on field work, in scholarship or on a course assignment unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing of writing, ideas or other work that is not your own. These requirements apply to all students undergraduate, graduate, and professional.**

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

[RESOURCES FROM THE DRAKE INSTITUTE FOR TEACHING AND LEARNING](#)
[RESOURCES FROM THE TEACHING AND LEARNING RESOURCE CENTER](#)
[COMMITTEE ON ACADEMIC MISCONDUCT \(COAM\)](#)

Additional Remarks on Academic Misconduct

Plagiarism and cheating are wrong and unfair to your fellow students. Moreover, it wastes your education. Cheating can lead to automatic failure of the course and will be referred to the University administration for additional sanctions. Even those of you who have no intention of plagiarizing will sometimes use Google, Wikipedia, and SparkNotes to do some preliminary reading before writing response papers. **Do not do this.** I know it seems like a shortcut, but it isn't. Drawing your understanding of the texts we read from such secondary sources leads to thinking that is marred by poor use of the actual text and that does not engage fully with the particular questions asked. If you are confused or have questions, please don't hesitate to ask me; among other things, that's what office hours are for and I'm always happy to talk with you.

Creating an environment free from harassment, discrimination, and sexual misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at equity.osu.edu,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or Email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or

flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#).

Policy: [Religious Holidays, Holy Days and Observances](#)

Campus Free Speech Policy

Our shared values include a commitment to diversity and innovation. Pursuant to these values, the university promotes a culture of welcoming differences, making connections among people and ideas, and encouraging open-minded exploration, risk-taking, and freedom of expression. As a land-grant institution, the university takes seriously its role in promoting and supporting public discourse. To that end, Ohio State is steadfastly committed to protecting the First Amendment right to free speech and academic freedom on its campuses, and to upholding the university's academic motto — "Education for Citizenship."

When In-Person Classes Need to be Cancelled

Should in-person classes be canceled, I will notify you as to which alternative methods of teaching will be offered to ensure continuity of instruction for this class. Communication will be via CarmenCanvas.

Course Schedule (subject to change if necessary)

Week 1 First Unit: Defining and Explaining Violence

Tues Introductory Discussion

Thurs David Cortright, *Peace: A History of Movements and Ideas* (2008), pages 1-14
Johan Galtung, "Violence, Peace, and Peace Research" *Journal of Peace Research* Vol. 6 No. 3 (1969), pages 167-174 and 183-186
George Karandinos and Philippe Bourgois, "The Structural Violence of Hyperincarceration" *New England Journal of Medicine* Vol. 380, No. 3 (January 17, 2019), pages 205-208

Week 1 addresses General Theme ELO 1.2 by engaging in an advanced, in-depth, scholarly exploration of the nature of violence; addresses General Theme ELO 2.2 by having students engage in a meta-learning activity about how to reading challenging academic texts; and addresses Citizenship Theme ELO 2.1 by considering diversity and equity affect our standing in relationship to structural violence.

Week 2

Tues Paul Farmer, "An Anthropology of Structural Violence," *Current Anthropology* Vol. 45 No. 3 (June 2004), pages 305-317 with response by Loic Wacquant, page 322
Johan Galtung, "Cultural Violence" *Journal of Peace Studies* Vol. 27 No. 3 (1990), pages 291-296

Thurs Kenneth Boulding, "National Images and International Systems" *The Journal of Conflict Resolution*, Vol. 3, No. 2 (June 1959), pages 120-131
Margaret Mead, "Warfare is Only an Invention, Not a Biological Necessity" *Asia* Vol. 40 (1940), pages 402-5

Week 2 addresses General Theme ELO 1.1 by having students engaging critical and logical thinking about the topic through a group activity where they rationally reconstruct Mead's argument; addresses Citizenship Theme ELO 1.2 by having students learn and apply the concept of "cultural violence" to foster their intercultural competence as a global citizen; and addresses Citizenship Theme ELO 2.1 by having students examine and evaluate the role of diversity, equity, and inclusion in the relationship between the U.S. and Haiti, including consideration of the lived experience of both Haitians and people from the U.S. who has sought to support them.

Week 3

Tues Theodore Roosevelt, "The Strenuous Life" (1899)
William James, "The Moral Equivalent of War" (1906)

Thurs Michael Howard "The Causes of War," pages 37-43
Kenneth Waltz, "Why Iran Should Get the Bomb" *Foreign Affairs* Vol. 91 No 4. (July/August 2012), pages 2-5

Thucydides, The Melian Conference, from *The History of the Peloponnesian War* Book V, paragraphs 84-116 (pages 350-7)

Week 3 addresses General Theme ELO 2.2 by having students begin their self-assessment of applying course material to news articles through the application of different theories to Iran's effort to obtain nuclear weapons; addresses Citizenship Theme ELO 1.1 by having students learn nation-centered approaches to peace studies that prioritize state citizenship; and addresses Citizenship Theme ELO 1.2 by having students build their intercultural competence as a global citizen by engaging critically with Theodore Roosevelt's imperial conception of peace and culture as well as William James's anti-imperial rejoinder.

Week 4

- Mon Optional Response Paper on *Inglorious Basterds* or *Darwin's Nightmare*
- Tues J. Ann Tickner, "Man, the State, and War: Gendered Perspectives on National Security" from *Gender in International Relations: Feminist Perspectives on Achieving Global Security*, pages 27-66
- Thurs virtual guest speaker – Rory Fanning, veteran and author of *Worth Fighting For: An Army Ranger's Journey Out of the Military and Across America*

Week 4 addresses General Theme ELOs 2.1 and 2.2 by having students reflect on their own experiences and synthesize them with the course material through an activity asking them to consider the role of gender in their own experiences of conflict; addresses Citizenship Theme ELOs 1.1 and 2.1 by having students learn feminist approaches to peace studies that reconceive citizenship by decentering violence as a means to security and are more inclusive of care work and reproductive labor; and addresses General Theme Goal 2 and Citizenship Theme Goal 1 by having students hear from a military veteran about how his lived experience has informed his understanding of citizenship.

Week 5 Second Unit: Just War Theory

- Mon **First Writing Assignment Due**
- Tues Sermon on the Mount (Matthew 5-7)
National Conference of Catholic Bishops, "The Challenge of Peace" (1983), §§68-121
Barack Obama, Nobel Acceptance Speech (2009) – "A Just and Lasting Peace"
- Thurs Michael Walzer, *Just and Unjust Wars*, excerpt from Chapter 4 (pages 51-63)

Week 5 addresses General Theme Goal 1 and ELO 1.1 by introducing students to the rules of war and critically evaluating them; addresses General Theme ELO 2.1 by having students describe and synthesize religious and secular approaches to thinking about the possibility of

justice in war; and addresses Citizenship Theme Goal 2 by having students examine notions of justice amidst difference through learning Just War Theory and proposing their own criteria for the just use of violence across cultures.

Week 6

- Tues Walzer, *Just and Unjust Wars*, Chapter 5 (pages 74-85)
The National Security Strategy of the United States (2002), Section V
- Thurs Walzer: *Just and Unjust Wars*, Chapter 6 (pages 86-108)

Week 6 addresses General Theme Goal 1 and ELO 1.2 by deepening students' understanding of Just War Theory; addresses General Theme Goal 2 by having students apply their academic knowledge to evaluating the actual U.S. National Security Strategy from 2002 as well as more recent statements by Presidents Trump and Biden; and addresses Citizenship Theme ELO 2.2 by having students learn conceptions of humanitarian intervention and considering how decisions to intervene are shaped by structures of power and cultural traditions.

Week 7

- Tues David Luban, "Just War and Human Rights" *Philosophy & Public Affairs*, Vol. 9, No. 2 (Winter, 1980), pp. 160-181
Excerpts from Walzer, "The Moral Standing of States" *Philosophy & Public Affairs*, Vol. 9, No. 3 (Spring, 1980), read Section II (pages 210-216) & Section IV (223-228)
- Thurs Jean Bethke Elshtain, "Just War and the Iraq War," pages 182-192
Richard B. Miller, excerpt from "Justifications of the Iraq War Examined" *Ethics & International Affairs* Vol. 22 No. 1 (Spring 2008), pages 43-56
Michael Abramowitz "Does the United States have a 'responsibility to protect' the Syrian people?" *Washington Post* September 6, 2013
Anthony F. Lang, Jr. "Syria: The Case for Punitive Intervention" *Carnegie Council for Ethics in International Affairs* August 30, 2013

Recommended if you need background on either conflict:

- "Iraq war inquiry: timeline of conflict" *The Guardian* July 6, 2016
Kerr report, "Intelligence and Analysis on Iraq: Issues for the Intelligence Community" July 29, 2004
"Syria: The Story of the Conflict" *BBC News* March 11, 2016
Asli U. Bâli and Aziz Rana "Remember Syria?" *Boston Review* July 18, 2018
"Fears grow for Syria amid rising violence, deepening humanitarian crisis" *UN News*, March 9, 2022

Week 7 addresses General Theme ELO 1.1 by having students engage in a class debate about whether or not the 2003 U.S. invasion of Iraq met the criteria for Just War Theory; addresses Citizen Theme ELO 1.2 by having students consider cultural variation in norms of political

legitimacy as it applies to Just War Theory (e.g., does a theocracy’s crushing of dissent or sexist citizenship rules imply that other states don’t need to respect its sovereignty); and addresses Citizen Theme ELO 2.1 by considering whether diversity, equity, and inclusion come into conflict people disagree about whether humanitarian intervention can be justified as a response to grossly inequitable cultural practices or whether such practices deserve protection and inclusion in the international order.

Week 8

Tues **Midterm**

Thurs **NO CLASS - FALL BREAK**

Week 9 Third Unit: Positive Peace – Conceiving and Promoting Human Rights

Mon Optional Response Paper on *Why We Fight*, *Paths of Glory*, or *Fog of War*

Tues Universal Declaration of Human Rights (1948)
Maurice Cranston, “Are There Any Human Rights?,” *Daedalus* (1983), 1-17

Thurs Charles Beitz, “What Human Rights Mean,” *Daedalus* (2003), 36-46
Ben Hubbard, “Saudi Women Rise Up, Quietly, and Slide into the Driver’s Seat”
October 26, 2013

Week 9 addresses General Theme ELO 2.1 when students engage in a group activity to describe and synthesize two competing approaches to defining human rights and applying them to the question of whether there is a human right to drive; addresses Citizenship Theme ELO 1.1 by introducing students to a cosmopolitan approach to global citizenship founded in human rights; and General Theme ELOs 1.2 and 2.2 as students discuss potential conflicts between their responsibility as citizens to promote human rights and the need to ensure a diversity of cultural practices, which may appear to violate human rights from the perspective of other cultures.

Week 10

Tues Uma Narayan, “Minds of Their Own: Choices, Autonomy, Cultural Practices, and Other Women” in *A Mind of One’s Own*, pages 418-432
Convention on the Elimination of All Forms of Discrimination against Women (1979)

Thurs Margaret Keck and Kathryn Sikkink, *Activists Beyond Borders*, pages 8-29
Clifford Bob, “Merchants of Morality” *Foreign Policy* #129 (March/April 2002), pages 36-45

Week 10 addresses General Theme Goal 2 and Citizenship Theme Goal 1 when students are asked to use their academic knowledge of cultural diversity to evaluate the Columbus Police Department’s policy of prohibiting police officers from wearing visible religious symbols and to ask the appearance of neutrality a requirement of citizenship; addresses Citizenship Theme ELO 2.1 when they do a group activity that requires them to reflect on the imaginative tools they use

to try to inhabit the experiences of others and what the limits of those tools are; and addresses Citizenship Theme ELO 2.2 when they do a group activity to plan a strategy for an NGO to raise awareness of an injustice that affects people in another culture.

Week 11

Tues Kok-Chor Tan, “Climate Change Justice: Sharing the Burden” from *What is This Thing Called Global Justice? Second Edition*, pages 132-147
Garret Hardin, “The Tragedy of the Commons” *Science* Vol. 162 (1968), pages 1243-1248

Recommended: Matto Mildenerger, “The Tragedy of *The Tragedy of the Commons*” *Scientific American* April 23, 2019
Stephen Seidel and Dale Keyes, “Can We Delay a Greenhouse Warming?” *Environmental Protection Agency Office of Policy and Resources Management* (September 1983)

Thurs virtual guest speaker – Varshini Prakash, former executive director, the Sunrise Movement, on youth and climate organizing

Week 11 addresses General Theme ELO 2.2 and Citizenship Theme Goal 2 when they complete a group activity asking them to reflect on their role as citizens of the Ohio State University community and to treat the university as a “commons” which needs to collectively manage its emissions; addresses Citizenship Theme Goal 1 when they hear from a guest speaker who discusses how the planetary scope of climate change has shaped her perspective on citizenship; and addresses Citizenship Theme ELO 2.1 by examining the differential affects of climate change both across the globe and across differences within nations.

Week 12

Mon **Second Writing Assignment Due**

Tues Anne Schwenkenbecher “Is there an obligation to reduce one's individual carbon footprint?” *Critical Review of International Social and Political Philosophy* Volume 17, Issue 2 (2014), pages 168-188

Thurs Thomas Pogge, “‘Assisting’ the Global Poor,” in *The Ethics of Assistance*, pages 260-88
Branden Eastwood, “The threads that tie your clothes to the world” *Seattle Times* September 21, 2013

Recommended: Katie J. M. Baker, “Ethics and the Eye of the Beholder” *BuzzFeed News* May 20, 2016
George Black, “Your Clothes Were Made by a Bangladeshi Climate Refugee” *Mother Jones* July 30, 2013

Week 12 addresses Citizenship Theme ELO 1.1 when studnets reconstruct and evaluate Anne Schwenkenbecher’s argument that we have an obligation as global citizens to act locally to

mitigate climate change; addresses Citizenship Theme ELO 1.2 by fostering intercultural competence through comparing the perspectives of a U.S. SUV driver and a Bangladeshi citizen who has to migrate due to rising sea levels; and Citizenship Theme ELO 2.1 when they read about the lived experiences of climate migrants.

Week 13 **Fourth Unit: Theories of Non-Violence**

- Mon Optional Response Paper on *Black Gold, Life & Debt, Mardi Gras: Made in China*, or *True Cost* due
- Tues Maria Stephan and Erica Chenoweth, “Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict” *International Security* 35:1 (2008), pages 7-24
Leo Tolstoy, “Letter on Non-Resistance to Ernest Howard Crosby” (1896), pages 73-83
- Thurs M. K. Gandhi, *Hind Swaraj*, chapters 13-17 (pages 64-97) and Gandhi, “Ahimsa, or the Way of Nonviolence,” pages 205-212

Week 13 addresses Citizenship Theme ELO 1.1 when students learn decolonial approaches that put citizenship in the context of empire; addresses Citizenship Theme ELO 2.1 when students learn about nonviolent direct action as a tool of social change that is conceived as compatible with diversity, equity, and inclusion; and addresses General Theme ELO 1.1 by having students engage in depth with both contemporary peer-reviewed research and canonical theoretical texts.

Week 14

- Tues virtual guest speaker - Rachael Collyer, Program Director of the Ohio Student Association, on community organizing and non-violent social change

Recommended: Erin R. Pineda, “Disobedience” from *The Philosopher*, vol. 110, no. 1 (“The New Basics: Planet”).

- Thurs **No class - Thanksgiving**

Week 15

- Tues Alabama Clergymen, “An Appeal for Law and Order and Common Sense” and “A Call to Unity”
Martin Luther King, Jr., “Letter from Birmingham Jail”
- Thurs Malcolm X, “The Ballot or the Bullet”
Martin Luther King, Jr., “A Time to Break Silence”

Weeks 14 and 15 addresses General Theme ELO 2.1 as students are asked to synthesize the different approaches to nonviolence by applying it to a particular case of student protest and to the guest speaker’s work; addresses Citizenship Theme ELO 1.1 by introducing students to decolonial approaches that put citizenship in the context of empire and Black nationalist approaches that put citizenship in the context of racial hierarchy; and addresses Citizenship

Theme ELO 2.1 by having students analyze nonviolent direction as a tool of social change conceived as more compatible with diversity, equity, and inclusion than alternatives.

Week 16

Tues Final Class Meeting and Review Discussion
 Optional Response Paper on *Do the Right Thing* due
 News Analysis Writing Assignment Due

Exam Period Final Exam 12:00pm-1:45pm

International Studies 2800: Peace Studies in a Diverse World
“Citizenship for a Just and Diverse World” Theme Goals and ELO Rationale

General Theme Goals and ELOs:

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. Please briefly identify the ways in which this course represents an advanced study of the focal theme. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

International Studies 2800 is an advanced course in responsibilities of citizenship as they pertain to war, peace, and justice in a diverse world. “Citizenship” in this context is understood both as a specific political status determined by law – e.g. the U.S. government recognizes me as a citizen – and as a normative status that describes the kind of responsibilities that existing social and political institutions make it appropriate for me to take up. These two forms of citizenship – the first typically bound by national borders, the second often bringing cosmopolitan obligations to people around the world – can both overlap and come into conflict. The first form of citizenship might call on us to kill and die for our country while the second might call us to build strong international institutions that prevent states from warring or take action against our government directly. The course is thus framed by these questions: how can we best meet the responsibilities of citizenship in a world where politics remains enmeshed with violence? Does establishing a lasting peace require the achievement of justice? Or is it impossible to expect people from diverse cultures and communities to agree on what justice requires?

In developing their own answers to this question, students will engage in depth with both classic works and cutting edge research on the nature of violence, the causes of conflict, the ethics of war, human rights, and non-violent social movements. Students will read peer reviewed academic publications addressing these issues and learn how to synthetically draw conclusions that link issue areas as well as how link to academic findings to current events. Assigned readings will be longer and more sophisticated than texts assigned in an introductory level course and students will accordingly be expected to show mastery of understanding, analyzing, and applying more complicated arguments than those introduced at the foundations level.

For example, in comparison to the way the course is taught as a Foundations GE, students will now read a mix of contemporary peer reviewed academic work from journals like *International Security* and *Critical Review of International Social and Political Philosophy* as well as challenging canonical primary sources like Gandhi’s *Hind Swaraj* and William James’s “Moral Equivalent of War.” As a Foundations GE, the course assigns most of its readings from a textbook and reader (David P. Barash. *Approaches to Peace Studies* from Oxford University Press) that summarizes these texts in more accessible language; students are assigned about 20 pages of the textbook for each course meeting at the Foundations level compared to being assigned 20-40 pages of primary texts and contemporary peer-reviewed research. Students are also now assigned scaffolded writing assignments that require them to engage with these

arguments in depth in addition to taking multiple choice quizzes and writing short answers and essays on exams. As a Foundations GE, the course relies mostly on midterms and quizzes for assessment with writing assignments limited to short personal reflections and responses rather than detailed reconstruction and evaluation of the arguments found in primary texts and peer-review research.

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met.

This course will help students develop their skills at understanding, evaluating, and making both normative and empirical arguments about peace and violent conflicts, including war; the role of justice within global politics; and what being a responsible citizen in a diverse world requires.

- Socratic teaching incorporated into every lecture – students are invited to respond to claims from the reading with their own thoughts, which are then pressed for clarity and further responses
- Weekly in-class group activities that help students learn and practice different argument skills (eg, week 2, students work in pairs to rationally reconstruct Margaret Mead’s argument that war is a human invention that can be replaced; Week 7, students work in groups to debate the application of Just War Theory to the US invasion of Iraq)
- Three writing assignments ask (i) to explain an author’s argument in their own words and evaluate an objection to it (ii) explain two authors’ arguments and evaluate which argument is more successful and (iii) use an assigned reading to analyze a news story of their choice

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met.

“Peace Studies in a Diverse World” fits squarely in the “Citizenship for a Just and Diverse World” Theme given the centrality of the Theme’s topic to the syllabus. Questions of war and peace are at the heart of citizenship, whether understood in its national or cosmopolitan sense. Citizens should be well prepared to make their own judgments about when, if ever, war and violence are just or necessary as well as how to meet their responsibilities to promote peace. Students will accordingly learn to read and evaluate advanced scholarly work on the causes of conflict; justice in the decision to go to war and in the conduct of war; and the promotion of peace in the context of a diverse world where people from different cultures can expect to persistently disagree. How can those we manage those disagreements nonviolently?

The first unit of the course offers in-depth scholarly explorations of the nature of peace and violence. Weeks 1 and 2 engage a variety of perspectives on how to define violence, including peace studies scholar Johan Galtung's seminal peer reviewed article "Violence, Peace, and Peace Research" and contemporary peer reviewed work from *The New England Journal of Medicine*, the medical anthropologist Paul Farmer, and the sociologist Loic Wacquant on structural violence. Weeks 3 and 4 then explore whether violence is inevitable, considering perspectives reaching back to the ancient Greek historian Thucydides and up to the present with contemporary international relations scholars Kenneth Waltz and J. Ann Tickner.

This month-long focus on violence will prepare students to make judgments about the appropriateness of violence and war, which is then the focus on the second month-long unit on Just War Theory. Students will engage deeply with Michael Walzer's classic book *Just and Unjust Wars* over a few weeks as well as consider alternative perspectives from contemporary philosophers David Luban and Jean Bethke Elshtain and a theological perspective from the National Conference of Catholic Bishops. They will see Just War Theory put to work in President Barack Obama's Nobel Prize acceptance speech and put it to work themselves in a class debate where they argue about how to apply Just War Theory to the U.S. invasion of Iraq and the U.S.'s smaller scale interventions in Syria's civil war. All of this in-depth engagement is explicitly framed with the goal of preparing students as citizens to evaluate their government's own actions and to decide if they are compatible with justice.

All of these readings will be subject to critical discussion in lecture and in small groups. Their exploration of these topics will be spot checked by short reading quizzes as well as by the midterm and final. Both exams have three parts: (i) reading questions to confirm understanding (ii) explaining and synthesizing key concepts in their own words and (iii) an essay comparing two or three different approaches to the topic and explaining which they think is more successful.

Sample questions:

- *William James worries that a world at peace may be "a cattleyard of a planet." Explain James's worry in your own words and describe the policy that he believes would promote a form of citizenship that is both peaceful and tough.*
- *Michael Howard argues that the same mechanism that allows states to make peace within their borders leads to war outside their borders. Explain this mechanism.*
- *To explain a woman's metastatic breast cancer in the year 2000, Paul Farmer argues we need to go back to the Haitian Revolution more than 200 years before, if not even earlier. What is the relevance of this history to understanding Haitian citizenship today, according to Farmer?*
- *Imagine that Scotland declares independence after a referendum and the UK government kills hundreds of peaceful protesters who are demanding that the referendum results be respected. According to Michael Walzer, would this justify a military intervention against the UK by North Korea? Explain your answer in 2-3 paragraphs.*

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

Students in International Studies 2800: Peace Studies in a Diverse World will learn how to use the academic frameworks with which they become familiar to understand news articles and current events; we'll develop those skills through discussing assigned readings and in-class activities that pair theoretical texts with short news stories before culminating in the News Analysis writing assignment. They will also hear directly from practitioners as guest speakers who will discuss how their practical experiences working for peace connect to the course material; students will then engage in reflection on the speakers to draw new connections between their presentations and the academic readings assigned. The course readings draw from multiple disciplines, including political science, philosophy, anthropology, and history. Students who have taken introductory courses in those disciplines will find that the course readings build on their previous work while also preparing them to undertake even more focused and advanced work in the areas covered by the course.

Sample paper topics:

- Using Kok-Chor Tan's assigned chapter on "Climate Change Justice: Sharing the Burden" to analyze a news article from *The Washington Post* titled "Uganda Oil Pipeline Protests Stifled"
- Using Martin Luther King, Jr.'s "Letter from Birmingham Jail" to analyze a NPR story titled "Tens of thousands gather for pro-Palestinian march in D.C. to demand Gaza cease-fire"
- Using chapter 6 of Michael Walzer's *Just and Unjust Wars* to analyze a New York Times article on "America's Road to the Ukraine War"

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met.

Through lecture, discussion, and readings, the course introduces students to a range of theoretical approaches to understanding their responsibilities to promote peace as citizens of a diverse world. Students will learn how to identify these approaches both through reading and in-class activities (for example, an activity in Week 15 when students read an article from the *Lantern* about a student protest that resulted in arrests and then explain whether or not the students' actions are justified from the perspective of the different theorists of non-violence that they will have read: Tolstoy, Gandhi, King, and Stephan and Chenoweth). Students will learn how to describe these approaches in their own words through the first writing assignment, which requires them to explain an author's argument in their own words, and the second writing assignment, which requires them to compare two authors' arguments as well as through the

Reading Questions and Explaining Key Concepts sections of the midterm and final exam. Students will be asked to synthesize the approaches in class discussions and activities (for example, the group activity in Week 9, when students will be asked to defend one of two approaches to defining human rights) as well as the News Analysis writing assignments.

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met.

The writing assignments and group activities for the course are scaffolded so that students can see how their work builds on previous efforts. For example, before the first writing assignment, students will complete an in-class activity during Week 1 to identify particular passages in the readings as “locks” that block their understanding of the argument and “keys” that help them make sense of it. Explaining what they can’t understand and why they think it matters helps students identify what about reading academic research is difficult for them. This prepares them for the first writing assignment, in which they explain and evaluate an author’s argument (again, after practicing component skills in class, as when they complete a group activity in class asking them to identify the premises of an author’s argument in Week 2). Similarly, students build up to the final news analysis writing assignment through the integration of news articles into our class discussions and group activities, as when students discuss US relations with Iran in Week 3. Students are also asked to reflect on their own positionality with respect to the material and how it connects to their own lived experiences, as in Week 4 when they are asked to reflect upon how gender has shaped their views of conflict and in Week 10 when we discuss whether the Columbus Police Department’s policy of prohibiting police officers from wearing visible religious symbols like a *hijab* is truly neutral. Throughout, these developing skills in critical reflection are linked to citizenship, as students are asked to assess whether their prior understandings of their own citizenship are adequate to the new and challenging contexts they encounter.

Citizenship Theme Goals and ELOs:

GOAL 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

International Studies 2800 will help students analyze perspectives on citizenships and apply that knowledge to their own local, national, and global citizenship in three broad ways. First, students will learn subject-area knowledge about peace and violence that are key to the challenges facing citizens at all levels today. Students will become more familiar with the nature of violence; the causes of conflict; the ethics of war; the theory and practice of non-violence; and threats to peace like human rights violations and climate change. Second, students will be introduced to the

potential for cooperation and conflicts among the various levels of citizens. For example, students will consider how national citizenship might come into conflict with global citizenship in times of war, which may call for national cohesion. Students will also consider how being a good citizen on the local level with respect to carbon emissions can help one be a good global citizen. Third, students will learn broadly applicable skills that are important to citizenship and the exercise of political judgment. Students in the course will become adept at distinguishing between normative and empirical claims; at making and analyzing arguments that employ both kinds of claims; and at considering and rebutting objections. In doing so, they will be exposed to a wide variety of perspectives that reflect the diverse experiences of citizenship in our world.

ELO 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met.

Students who complete this course will become familiar with a range of perspectives on citizenship in a diverse world. They will learn cosmopolitan approaches that prioritize universal human rights (eg, Maurice Cranston and Charles Beitz, Week 9); national approaches that prioritize state citizenship (Theodore Roosevelt and Michael Howard, Week 3); feminist approaches that reinterpret the role of the state and international system (J. Ann Tickner, Week 4); decolonial approaches that put citizenship in the context of empire (Gandhi, Week 13; MLK's "Beyond Vietnam" in Week 15); and Black nationalist approaches that put citizenship in the context of racial hierarchy (Malcolm X, Week 15).

Students will be required to describe and analyze these perspectives in their own words in class discussions and in group activities (as in Week 9, when they will assess whether the U.S. failure to guarantee housing to citizens violates human rights; Week 10, when they will roleplay as NGO leaders to develop their own advocacy strategy; and Week 12, when they will reconstruct and evaluate Anne Schwenkenbecker's argument that we have an obligation as global citizens to act locally to mitigate climate change). They will also be required to describe and analyze these perspectives as part of the first writing assignment (reconstructing and evaluating one such perspective in their own words); the second writing assignment (comparing two such perspectives in their own words); and the third writing assignment (explaining one such perspective and applying it to understanding a news story of their choice) as well as the midterm and the final exam, where they will be required to answer short questions about these perspective and to explain key concepts in their own words.

ELO 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met.

Students will develop intercultural competence through learning about substantive views held by others and through reflecting on their own positionality with respect to the views of others. Intercultural competence as a precondition to nonviolent conflict resolution is a theme reinforced throughout the course. For example, Week 2 centers on the idea of “cultural violence”; students are introduced to cultural variation in norms of political legitimacy in Week 7; and conceiving and promoting human rights across cultures is the central topic of Weeks 9 and 10. Students are asked to consider how communication could happen across cultural divides and how people with divergent perspectives and different legal citizenship could nevertheless identify shared interests and potentially shared political statuses. Students will engage in multiple exercises in perspective-taking with the aim of fostering intercultural competence. For example, students are asked to consider

- Assisting a sick patient in Haiti from the perspective of both US and Haitian citizens (Week 2)
- Theodore Roosevelt’s call to national greatness from the perspective of U.S. male and female citizens as well as the perspective of the Filipino people he wanted to govern (Week 3)
- The theocratic government of Algeria from the perspective of a secular U.S. citizen and an observant Algerian citizen (Week 7)
- The difference between the perspective of a U.S. student advocating an end to patriarchy and an Pirzada woman who practice seclusion and wears a *niqab* (Week 10)
- Climate change from the perspective of a U.S. SUV driver and a Bangladeshi citizen who has to migrate due to rising sea levels (Week 12)
- Guest speakers throughout the semester who speak from different cultural perspectives (eg, hearing from a military veteran in Week 4)

GOAL 2: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

The question of justice amidst global difference is central to each of the four units of International Studies 2800. In the first unit, starting on the first day of class, students are asked to reflect on the relationship between peace and justice as we debate whether the achievement of lasting peace requires also achieving social justice (as in conceptions of “positive peace”) or if minimizing violence is the most we can hope for (as in conceptions of “negative peace”). The relationship between peace and justice also frames the various definitions of violence introduced in the first unit (for example, how peace and justice converge in expansive understandings of structural violence). The second unit on Just War Theory is explicitly about the possibility of justice in the decision to go to war and in the conduct of war. Students will see how the criteria of Just War Theory are constructed and engage in a group activity where they construct criteria of their own (Week 5). Just War Theory throughout is framed as a tool for citizens to use to develop their own judgments and hold governments accountable for their decisions. The social construction of justice and citizenship in different cultures is the explicit theme of the third unit,

as students learn about the challenges of understanding human rights as in some sense universal while also being sensitive to the enormous cultural variation of the world. In other words, the central question of the unit is about the potential for human rights promotion to itself become an imperial imposition of homogeneity. The final unit on the theory and practice of nonviolence is about how nonviolent ways of meeting political duties are conceived cross culturally as we consider the migration of ideas across contexts from Russia (Tolstoy) to India (Gandhi) to the U.S. (King).

ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met.

Students will be exposed to lived experiences of contemporary global injustice throughout the course. For example, in Week 1, they will read an article profiling a former felon and consider the impact of incarceration on health; in Week 2, they about Paul Farmer's experience delivering health care in unjust settings; the lived experiences of garment workers are the topic of assigned readings in Week 12. Students will also learn about these experiences directly from the guest speakers integrated into the course.

Students will analyze the expressions and implications of diversity, equity, and inclusion in each topic area. For example, using J. Ann Tickner's article, students will employ a gender lens on war and national security in Week 4. In Week 7, they've use a diversity lens to consider when humanitarian intervention may be appropriate and when it represents an unjust imposition of outside cultural norms. In Weeks 10 and 12, they'll use a diversity lens to consider how charitable efforts to assist the global poor could be expressions of paternalism and a "white savior" complex. In the discussions of climate change in Week 11, diversity, equity, and inclusion will play a central role in examining the differential affects of climate change both across the globe and across differences within nations. Diversity, equity, and inclusion are also at the heart of the class debates on nonviolence in Weeks 13 and 15 as students consider whether nonviolence is the most appropriate means of social change because its practitioners take harm on themselves rather than inflicting it on others.

Students will demonstrate mastery in describing these experiences and implications in class discussions, reading quizzes, the midterm and final exam, and the second and third writing assignments.

ELO 2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met.

This ELO frames much of the course content. Peace Studies as an academic discipline is unusual in that it embraces an explicit normative orientation towards advocacy for social change – specifically, advocacy for peace. As a result, students will throughout the course use the concepts of justice, difference, and citizenship to understand cultural traditions and structures of power with an eye towards more effectively advocating for peace. Weeks 1 and 2 introduce students to the concept of “structural violence” as a way of understanding structures of power with an eye towards making them less violent. Weeks 5, 6, and 7 on Just War Theory prepare students to exercise their own judgment as citizens and advocate for wars or limits on wars as a product of their considered views of justice. Weeks 9 to 12 are explicitly about how justice, difference, and citizenship interact with cultural traditions, structures of power, and advocacy for social change through the lens of promoting human rights as a path to peace in a diverse world. For example, for a group activity in Week 9, students discuss the case of Saudi Arabia’s guardianship laws for women and debate whether they can be defended as a legitimate cultural practice against charges that they violate women’s human rights. Students then reflect on their answers in a further activity in the next class meeting where they examine Uma Narayan’s arguments about transnational feminism. Students then combine these reflections into a group activity during Week 10 where they design an NGO advocacy strategy in response to a news article about teenage girls working in a fireworks factory in Indonesia. The unit on nonviolent social change also explicitly connects justice, difference, and citizenship to structures of power and advocacy in works like Martin Luther King, Jr.’s “Letter from Birmingham Jail” and Gandhi’s *Hind Swaraj*. And throughout the semester, they hear from guest speakers who work as advocates for social change to hear first hand what that is like and how it connects to key concepts from the course.