

**UNIVERSITY of NEW MEXICO**  
**FALL 2009**

**COURSE: Peace & Conflict (SOC 398 and various other course numbers)**

**INSTRUCTOR:** Dr. Christine Rack

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Phone: 277-8990 / email <rack@unm.edu>

Hours: Tues. & Thurs. 3:30 – 4:30 or by appointment

**MEETS:** Tues. & Thurs. 2:00 - 3:15

**WHERE:** Dane Smith Hall 234

**READINGS** <http://ereserves.unm.edu/default.asp> Choose Sociology then SOC 398 (or search by "Rack")

Password: "study398"

**WHY THIS COURSE?**

We are living in a time when our use of natural resources is unsustainable. In the case of fossil fuels, our collective situation has grown perilous. We are currently spending more than half a trillion dollars on defense—almost a 100% increase from 2000—under a new foreign policy of first-strike, "preventive" war. This is also the amount of our annual federal debt. We are spending almost that much again in occupation costs in Iraq (where the second largest oil reserves are located), Afghanistan, and the "global war on terror." Furthermore, the consequences of burning fossil fuels on our planetary climate are becoming painfully apparent to people the world over. How did we get into this mess and how might we think of transforming this crisis into a "dangerous opportunity?"

We will explore these issues in the first half of this course, studying the trend in foreign and military policy over the twentieth century when oil grew to be the primary engine of growth in the industrialized world. We will consider the impact of resource depletion on indigenous communities and their increasingly organized resistance. We will see the various ways that international and civil wars are related to resource extraction, and we will take some time to explore the alternatives to business as usual.

In the second half of the course, we will focus on non-violent alternatives to resolving conflict. Most if not all wars and weapon transfers over the past century have been carried out in the name of peace and security. On the face of it, however, military investment doesn't seem to be working since we are neither secure nor peaceful. But we devote almost no comparable effort to studying nonviolent solutions to human conflict. This course is intended to balance, in however small a way, that discrepancy. We will survey the root causes of, and methods of transforming, conflicts at the international, inter-group, interpersonal, and intra-psychic levels.

**OBJECTIVES**

● **ABILITY TO ANALYZE MAJOR CONFLICTS**

Since the end of the bipolar Cold War, ongoing conflicts within and between countries may appear to have little in common with one another. We will consider various perspectives but will focus particularly on how competition over access to, and control of, natural resources contributes to many of them. Conflicts in areas of known oil reserves will be highlighted. We will look at the resource conflicts from the perspective of states and also groups within states. Struggles between largely nonviolent indigenous groups and often-violent commercial/government forces over the exploitation of resources offer an example of extremely power imbalanced conflict. Students will be able to discuss these conflicts from different levels and assess the goals, strategies and probable outcomes from the perspective of the participants.

● **AWARENESS OF GLOBAL CONCERNS**

To understand the conflict context, we will consider the environmental impacts and the role of globalization in these "resource wars." These two factors are changing the urgency of the disputes and the alliances made possible in them. Students will better understand the issues of climate change, increasing inequality, and globalization in markets, consumption, and communications.

- **KNOWLEDGE OF PEACE STUDIES**

This course will introduce or extend student knowledge in the field of peace studies. Students will use a vocabulary to describe the relationship between peace and justice, and some ideas about how the two come together and don't. We will explore the techniques and theory of nonviolence, conflict resolution, conflict management, and conflict transformation on the personal, interpersonal and international level. Differing goals, situations, and power levels all affect the strategies one may use to resolve conflicts & challenge injustice. Students will achieve an ability to discern these differences.

- **DEVELOPMENT AS A PEACEMAKER & EDUCATOR**

Students will have opportunities to present reports and/or to observe an event relevant to Peace Studies and apply these concepts/techniques in their own ways to their own area of interest, whether international or personal. Students will develop an awareness of local resources, a greater ability to transform conflicts in daily life, and a greater ability to teach others about potential alternatives to violent confrontations.

## **REQUIREMENTS**

1. **READING:** Reading in advance means that we can more intelligently discuss the material in class. Therefore, *all students are required to read the assigned material BEFORE* the class during which it is scheduled for discussion.
2. **READING REPORTS:** All students will write a Reading-Quote-Reflection-Question (RQ) report each week on ONE of the readings specified in that week. The format for these reports is available on e-reserves ("Course Materials" folder) and on WebCT in a form you may download and use for writing the report. A total of 12 (of 14 possible) RQ reports are required. Missing more than 2 reports without substitutions will affect your grade. RQ reports must be posted before 2pm on Tuesday in the week they are due.
  - The RQ forms include a detailed look at ONE of the readings: summary statements about the "main idea" of the reading; a quote you find exemplifies the reading; *your* reflection on the quote; and a question you might ask of your classmates who are presumed to have read the same material.
  - The reporting student may also be asked to lead a small group discussion on the day the report is due, using the questions and thoughts which are part of the RQ format.
  - **SUBSTITUTIONS:** Students may substitute the following for the RQ Report but these **MUST** be done the same week when the report is due and are posted on the same discussion thread on WebCT.
    - "Event/Interview Reports" cover an out-of-class event (e.g., the lecture and fundraiser for Palestine on September 13) or an interview related to the course. The "Event/Interview" format in the "course materials" folder on e-reserves provides guidance for writing these reports.
    - A Listening and/or Nonviolent Communication Exercise may substitute for one RQR report.
    - Students may also submit ONE additional Event, Interview or Listening report for "extra credit" in this category.
  - **FIVE MINUTE REPORTS:** All students are obligated to give ONE 5-minute report on a specific reading (See 5-minute Assignment Calendar). On this day, you may use your RQ report to prepare your 5-minutes. You **MUST** hand in a hardcopy of your RQ report on the day you give the 5-minute report.
    - Designated "5-minute reporting" students who must miss the class should post their reports before class time on the designated day. The absent "reporting" student will lose the portion of the RQ grade based on giving the 5-minute talk.
  - Students should attend class whether or not they have completed an RQ Report for that class.
3. **QUIZZES/TESTS:** There are two scheduled quizzes/tests covering limited areas of the *required* course content, due on the dates noted in the calendar. Quizzes are content-driven from the required readings. The questions have specific answers and are graded strictly.
4. **CASE STUDIES and PRESENTATIONS:** All students will be responsible for two presentations. The first is a factual case study of a specific country experiencing a resource conflict and will be investigated with 4-5 other students

working on the same country profile. You will be given some class time to organize and coordinate your investigation. The second presentation will be discussed later in the semester.

5. **ATTEND, PARTICIPATE & CONTRIBUTE:** Attendance is required and will be reflected in the participation portion of your grade. The reason for missing class will not affect the grading, that is, I will not discriminate between classes missed for a “good” reason from “mental health” absences. Attendance at the four “Poster Session” classes is especially important. Absence from these classes will affect your project-poster grade in addition to the attendance grade.
- On-line participation is also reflected in this portion of the grade, that is, your participation grade is enhanced by reading and responding to students’ postings.
  - Students may also contribute to the collaborative classroom in a number of ways: by taking extra responsibility in designated classes; by assisting in organizing and advertising class “Paper Sessions,” and by attending additional events of interest to the class. Students should write a paragraph describing his/her contribution and an estimate of the time spent doing it so that proper recognition may be assigned.

**CLASSROOM ETIQUETTE**—Arriving late and/or leaving early are rude to the class and a disservice to the student’s learning—students are asked to explain these discourtesies to the teacher and possibly to the class and to note them as a partial absence on the attendance sheet. For similar reasons, eating, side conversations, and use of electronic devices for non-class reasons during our class-time is not permitted. Students violating any of these etiquette rules may be asked to leave the class for the current session. Repeated violations may be cause for disenrollment.

6. **FINAL REFLECTION PAPER & DIALOGUE:** The final reflection consists of two parts: A short (3-page) written reflection paper due at the start of the final exam period and attendance at the final in-class dialogue during the final class period. The verbal, in-class dialogue is NOT a reading of your written reflection.

### **REQUIRED TEXTS & READINGS**

Klare, Michael T. (2008). *Rising Powers Shrinking Planet: The Geopolitics of Energy*. NY: Henry Holt & Co. Metropolitan Books.

Hanh, Thich Nhat (1987). *Being Peace*. Berkeley CA: Parallax Press.

Additional required readings are available on e-reserves through Zimmerman library.

### **ASSESSMENT**

- 30% RQ Reports (based on 12) and ONE 5-Minute Report.
- 20% Quizzes/Tests (two)
- 20% Attendance, Class & On-line Participation, Contribution
- 25% Written Case Study & Presentations (2)
- 5% Final Reflection

Any student who, because of a disability, may require some special arrangements in order to meet course requirements should contact the instructor as soon as possible to make necessary accommodations. It is the responsibility of the student to request accommodation for individual learning needs. UNM will make every attempt to accommodate all qualified students with disabilities. For further information, contact Student Support Services at (505) 277-3506.

**PEACE & CONFLICT  
FALL 2009**

WEEK	THEME	TUESDAY	THURSDAY
1	<b>INTRODUCTION</b>	AUG 25 SYLLABUS, CLASS ORGANIZATION LISTENING, "REALISM & IDEALISM RULE OF 6	AUG 27 DIRECT & STRUCTURAL VIOLENCE PEACE / VIOLENCE/ CONFLICT/ CONSEQUENCES E-READ GALTUNG
2	<b>RESOURCE CONFLICTS</b>	SEPT 1 BLOOD & OIL E-READ GEDICKS INTRO CH 1 KLARE INTRO CH 1	SEPT 3 INTERESTS & IDEAS CASE STUDY & ANALYSIS
3	<b>OIL-GAS EXPORTERS &amp; IMPORTERS</b>	SEPT 8 PEAK OIL & CLIMATE CHANGE E-READ GEDICKS CH 2 KLARE CH 2	SEPT 10 E-READ "INDIGENOUS WAYS OF KNOWING" E-READ INDIGENOUS & POST-COLONIAL RESISTANCE
4	Sept 13 Mennonite Church 7:00-9:00 pm Palestine	SEPT 15 1COMMUNITY SOLUTIONS K-CH. 3-CHINDIA E-READ VENEZUELA	SEPT 17 E-READ " IMF-BOLIVIA"
5		SEPT 22 K-CH. 4-5-RUSSIA, CASPIAN E-READ "GEORGIA"	SEPT 24 IRAQ FILM E-READ "EVOLUTION OF WORLD POLITICS," "NATIONALISM" (Cox)
6		SEPT 29 K CH. 6 E-READ AFRICA	OCT 1 PRESENT REALIST CASE STUDY I (AFRICA)
7		OCT 6 K CH. 7 IRAQ, IRAN E-READ IRAQ; BUSH DOCTRINE (SELECT)	OCT 8 PRESENT REALIST CASE STUDY II (LATIN AMERICA)
8	<b>NEO-REALIST PEACE</b>	OCT 13 K CH. 8 -9 E-READ "KORTEN"	OCT 15 <b>FALL BREAK</b>
9	<b>PEACEFUL MEANS</b>	OCT 20 <b>QUIZ #1 DUE</b> E-READ NONVIOLENCE	OCT 22 CULTURE OF PEACE
10	<b>INTERNATIONAL</b>	OCT 27 INTERNATIONAL LAW E-READ UNITED NATIONS (BARASH CH 13	OCT 29 E-READ HUMAN RIGHTS, EARTH CHARTER,
11		NOV 3 SPACE WEAPONS E-READ WEAPONRY (NELAN); DISARMAMENT	NOV 5 E-READ INTERGROUP, INCLUSION
12	<b>INTERPERSONAL</b>	NOV 10 E-READ "CONFLICT RESOLUTION," "CONTROL OF HUMAN AGGRESSION;"	NOV 12 NVC E-READ RECONCILIATION
13	Nov 18 NOON-1PM Creativity for Peace	NOV 17 E-READ RELIGION	NOV 19 DIALOGUE & SOLIDARITY
14	<b>INTRAPERSONAL</b>	NOV 24 H-CH 1-4	NOV 26 <b>THANKSGIVING</b>
15		DEC 1 H-CH 5-7	DEC 3 PRESENTATIONS
16		DEC 8 PRESENTATIONS	DEC10 REFLECTION DUE REFLECTIVE DIALOGUE
17		DEC 15— 10AM-12:00 PM <b>QUIZ #2 DUE</b>	

"K" = KLARE"

"H" = HANH

"E-READ" = E-RESERVES IN FOLDERS BY WEEK#. BOOK CHAPTERS & READINGS SPECIFIED BY "NAME" IN QUOTES ARE REQUIRED. FOR YOUR RQ REPORT, YOU MAY CHOOSE ANY OF THE REQUIRED READINGS UNLESS YOU ARE RESPONSIBLE FOR A 5-MINUTE REPORT IN WHICH CASE THE READING YOU SHOULD PREPARE IS ASSIGNED IN THE "5-MINUTE ASSIGNMENT" CALENDAR.