COURSE INFORMATION
Course: PHI 323 (001) Peace and War
Credit Hours: 3
Semester, Year: Spring 2015
Instructor: Dr. Yaw A. Frimpong-Mansoh
Office Info: LA 246; Phone: (859) 572-7546; Fax: (859) 572-6086; Email: frimpongma1@nku.edu
Office Hours: Tues & Thurs 11:00-12:00PM; or by appointment.

REQUIRED TEXTS
   ➤ See the last two pages for the class schedule.

VIDEOS: Videos may be assigned and discussed. The videos would be an integral part of this course. Questions about the videos may appear on the exams. The videos will be shown and discussed as I am able to obtain them. You may seek a permission from me (with an acceptable explanation) to be excused from watching the video, if you feel uncomfortable with a particular video (or scene). You and I will negotiate an alternative arrangement.

COURSE DESCRIPTION
In the twentieth century, civil rights activists, such as Mahatma Gandhi and Martin Luther King, Jr., have developed nonviolence into a coherent philosophy of social change. Today many groups and leaders are also committed to nonviolence as a way of life and as a means to social change. Desmond Tutu, Nelson Mandela, Aung San Suu Kyi, Gene Sharp, and the Dalai Lama are some of the prominent activists and practitioners of nonviolence in our time. Nonviolence is sometimes referred to as a "third way,” meaning that it is neither passive acceptance of oppression nor violent opposition to it, but an active commitment to use nonviolent means (e.g., direct action, civil disobedience, boycotts, strikes, protests, and education) to not only resist injustice and evil and seek justice and peace for those who are oppressed but also to effect a social change (transformation) (e.g. the women and civil rights movements). This course examines the validity and effectiveness of nonviolence as a strategy (or means) of social justice and social change (or transformation). We will explore and analyze the historical development of the philosophy of nonviolence from its roots in diverse philosophical and religious traditions to its contemporary expressions. We will also examine nonviolence as a viable alternative to war: how sound and effective are the philosophies and strategies of nonviolence, as compared to war, in the search for justice and peace? To discuss such issue, we will compare the relative merits and effectiveness of nonviolence and conventional warfare (with careful attention to pacifism and the just war tradition). Class sessions will consist largely of lectures, films, and discussions.
Class attendance and active class participation are required; come well-read and well-prepared to engage and participate in class discussions and activities. It is imperative that you complete the reading assignments before class. Please note that this is not a class where you can just sit back and take notes, nor one where you can coast through the term and cram at the end. Each student will be involved in a project about the philosophical thoughts and practices of a particular nonviolent activists, agents, and movements of social change.

COURSE OBJECTIVES AND STUDENT LEARNING OUTCOMES
1. To deepen our understanding of the theory and practice of nonviolence: Students will be well-informed of the texts, figures, theories, and practices of nonviolent peace movements and activism from western and non-western perspectives.
2. To identify and analyze the key developments in the history and philosophy of nonviolence: Students will learn the foundational and key philosophical and religious ideas and values which provide the worldview and motivation of the practice of nonviolence as it has evolved through the course of human history.
3. To examine the validity and effectiveness of the tactics and strategies of nonviolence as a means of peacemaking, social justice, and social transformation: Students will be able to evaluate the relative merits and effectiveness of nonviolence and conventional warfare.
4. To learn how to write a research paper in philosophy, as particularly related to the philosophy of nonviolence: Students will demonstrate the ability to pursue and develop a research project in philosophy, to find the best sources, and to critically analyze and discuss arguments and conclusions, as particularly related to the philosophy of nonviolence.
5. To foster the skills of open-mindedness and public debate on controversial ethical, social and political matters, such as issues relating to nonviolence versus war: Students will improve in the ability to actively work cooperatively and tolerantly with their classmates and their professor on enlightening and deep philosophical debates on war and nonviolence.

STEPS FOR SUCCESS
1. **Effort and Active Engagement:** How much work you put into the course based on your own knowledge of your own capabilities.
2. **Self-Improvement:** How much you have grown intellectually and emotionally. Are you able to challenge your own assumptions about yourself and the world?
3. **Critical Thinking:** How you are able to question the validity of what you read and hear, and to what extent you are able to develop and support your own opinions on the topics you question.
4. Students will improve their public speaking skill.
5. **Understanding of Material:** How much you were able to understand what you read and discussed in class. How well you were able to translate philosophy into everyday language.
6. **Self-Direction:** How you have taken responsibility for your own learning. How you have overcome apathy, disinterest, and/or frustration throughout the course.

GRADING/ASSESSMENT
Grading Scale:
- 93-100 = A
- 90-92 = A-
- 87-89 = B+
- 83-86 = B
- 80-83 = B-
- 77-79 = C+
- 73-76 = C
- 70-72 = C-
67-69=D+  60-66=D  00-59=F

Student Achievement Center: http://sac.nku.edu/index.php; Learning Assistance Programs: http://lap.nku.edu/tutoring/index.php

Mid-term Grade (for undergraduate courses) – Required (Boilerplate)

Mid-term grades will be posted in myNKU by the deadline established in the Academic Calendar (http://registrar.nku.edu/academiccalendar.html).

COURSE REQUIREMENTS AND ASSESSMENT

<table>
<thead>
<tr>
<th>Course requirements*</th>
<th>Weight</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>1 Reading Quizzes and Assignments</td>
<td>15%</td>
<td>Regularly</td>
</tr>
<tr>
<td>2 Exams (3x)</td>
<td>55%</td>
<td>1/29; 3/5; 5/5 (@1-3PM)</td>
</tr>
<tr>
<td>3 Philosophy Bowl (Debating Competition)</td>
<td>15%</td>
<td>See class calendar</td>
</tr>
<tr>
<td>4 Term Project/Paper</td>
<td>15%</td>
<td>5/1 (@ 11:59PM. Submit on Bb)</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
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Note: Failure to complete any assignment in the class may result in a failing grade for the course.

COURSE REQUIREMENT DETAILS

1. **Reading Quizzes and Assignments (15%)**
   We will regularly do a series of quizzes based on the reading assignments and lectures. Some of the quizzes will be assigned and done in class and some may be done on Blackboard. The reading quizzes are designed to challenge you to complete the reading assignments and be prepared to actively participate in class discussions. The quizzes may take the form of few multiple choice questions, fill-in the spaces, short answers, short essays or a combination of all these. There will be no make-up for missed quizzes, except in emergency situations (documented proof would be required). Other assignments may also be assigned in class and on Blackboard.

2. **Exams (3x) (55%)**
   There will be a total of three (3) exams to track your progress in this class. Some of the exams will be done on Blackboard. The exams may be a mixture of true/false questions, multiple-choice, short answers and/or short essays. The questions will be selected from the readings and lectures. Studying the reading assignments and paying attention to lectures carefully are crucial for being able to do well on the exams. There will be study questions for the exams.

3. **Philosophy Bowl (Competition) (15%)**
   We will do Philosophy Bowl (analogous to the Ethics Bowl debating competitions) in this class. Students will be assigned into teams (4-5 students per team). In the matches (competition), two teams will compete against each other, by exercising philosophical reasoning skills in a friendly and competitive atmosphere. (Philosophy Bowl is really a fun learning experience 😊.) In each of the matches, I (the instructor) will serve as a moderator and a judge. (I may bring in a guest judge to help me). The moderator (i.e. I, the instructor)
will question the two teams, one defending team and one opposing team, based on some of the assigned readings and case studies about social and political and/or ethical issues. Students will be notified in advance a list of readings and cases which we will use for the matches. However, the teams will not know in advance which particular reading or cases they will be asked to discuss during the matches. After the defending team has answered the question, the opposing team will comment on the defending team’s answer. The defending team will have an opportunity to respond to the opposing team’s commentary. The defending team will also answer questions from me (the judge). Both the defending and opposing teams will be evaluated. After both teams have been evaluated on their performance, the teams reverse roles for the next round of the competition. Students will know in advance the rubric which will be used to score (judge) the teams’ performance in the competition. Each student’s grade will be based on both the team’s performance as well as his or her individual efforts. We will do trainings and rehearsals in class before we start the competitions. I will provide more details about the ethics bowl (and show a video example) in class.

4. Term Project/ Paper (15%)

Each student will work on a research project based on a nonviolent event. Each student will search for a practical social or political event or situation relating to issues of social justice or human rights concerns. This will constitute a case for the student’s research project. The student will write a term paper examining how a nonviolent philosophy and/or strategy could be effective or ineffective in dealing with the issue. The term paper will be written in series (called process writing). This will form part of writing exercises or workshops which we will do in the class. The writing exercises will include practicing how to write thesis statements, short paragraphs of sound and cogent persuasive arguments (how to support a conclusion [i.e. a belief or an opinion] with valid and strong premises). We will also do short persuasive essays. Students will be provided with a rubric to peer-review their fellow students’ essays to offer helpful guides for submitting good final versions of their essays. By the end of the semester, each student will submit a 6-8 pages essay (an essay which has by then went through various peer-review processes in the course of the semester). Your bibliography (citation) for the paper should consist of at least two (2) of the literature we have studied in this course and at least one (1) additional published academic literature which is not from our texts and have not been discussed in the course. Internet information and blogs that are not academically published material are not acceptable. Citation and Bibliography Style: Chicago Manual of Style: In citing authors in your philosophy paper and in composing your bibliography, you should follow the Chicago Manual of Style. If you are unfamiliar with this style, then can visit the following website (http://www.lib.sfu.ca/help/writing/chicago-turabian).

POLICIES:

Attendance, Active Participation, and Class Etiquettes
I want the class to be very interactive and fun. Regular attendance in this class is required. It is essential that class members be well prepared for each class and actively participate and contribute to class discussions. I will evaluate each active student’s participation in the course.
At the end of the course, borderline students may be awarded minimal bonus points for outstanding class participation, observable effort, and philosophical endeavor (e.g., active and insightful participation in classroom discussions, excellent attendance, completing all assignments, attempting all activities, etc.). Inactive participation may also incur a penalty. Overall, your final grade can be improved or reduced up to 10%, depending on your degree of active participation. Class participation includes class attendance. Students who miss class work because of official excused absences that are documented will not be penalized, but it is necessary that such students notify me as soon as possible (an email message is fine) regarding a possible absence to determine whether the absence will be excused. If you cannot notify me before a missed class, then you must notify me within two days after the missed class for me to consider whether the absence will be excused. After two days without any notification the absence will be marked as unexcused. Please note also that good ethical conduct is expected in this class. Any inappropriate conduct and attitudes will be strictly penalized. These Etiquettes are also expected: Out of self-respect and respect for others I expect that during lectures or class activities you refrain from (1) private conversations, (2) reading newspapers, doing crossword puzzles, etc., (3) receiving cell phone calls, (4) leaving the classroom during the lecture, and (5) packing up your belongings before class is over. Such behavior is very disruptive and students who engage in any of them will be asked to leave the classroom.

Credit Hour Policy Statement
In accordance with federal policy, NKU defines a credit hour as the amount of work represented in the achievement of student learning outcomes (verified by evidence of student achievement) that reasonably approximates one hour (50 minutes) of classroom instruction and a minimum of two hours of out-of-class student work. For every course credit hour, a typical student should expect to spend at least three hours per week of concentrated attention on course-related work including, but not limited to, class meeting time, reading, reviewing, organizing notes, studying and completing assignments. At least an equivalent amount of time is expected for other academic activities such as online courses, laboratory work, internships, practica, studio work and other academic work leading to the award of credit hours.

Estimates of the time required for a typical student to complete course expectations are as follows:

<table>
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<tr>
<th>Activity</th>
<th>Hours (Minutes)</th>
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<tbody>
<tr>
<td>In-Class: 3 days x 50 minutes x 15 weeks</td>
<td>37.5 (2250)</td>
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<tr>
<td>Readings: 18 chapters x 3 hours each</td>
<td>54.0</td>
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<tr>
<td>(Includes notes-taking, studying, and text-analysis)</td>
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<tr>
<td>Exams and assignments: 8 assignments x 4 hour each</td>
<td>32.0</td>
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<tr>
<td>Group Project: Ethics Bowl: 2 x 6 hours</td>
<td>12.0</td>
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Total = 135.5 Hours

Student Honor Code
The Student Honor Code [the "Honor Code"] is a commitment by students of Northern Kentucky University, through their matriculation or continued enrollment at the University, to adhere to the highest degree of ethical integrity in academic conduct. It is a commitment individually and
collectively that the students of Northern Kentucky University will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic requirements.

The purpose of the Honor Code is to establish standards of academic conduct for students at Northern Kentucky University and to provide a procedure that offers basic assurances of fundamental fairness to any person accused of violations of these rules. Each Northern Kentucky University student is bound by the provisions of the Honor Code and is presumed to be familiar with all of its provisions. Students also should aspire to conduct themselves in a manner that is consistent with the highest degree of ethical integrity in all matters, whether covered in the Honor Code or not. The success of this commitment begins in the diligence with which students uphold the letter and the spirit of the Honor Code. Students may view the complete honor code at http://deanofstudents.nku.edu/policies/student-rights.html#policies.

Plagiarism
Academic work depends upon respect for and acknowledgement of the research and ideas of others. Misrepresenting someone else’s work as one’s own is a serious offense in any academic setting. Plagiarism includes, but is not limited to, the following:
1. submission of an assignment written in whole or in part by someone else as one’s own;
2. preparing an assignment for submission by another student;
3. copying an assignment, or allowing one's assignment to be copied by someone else;
4. using direct quotations or large sections of paraphrased material without acknowledgment;
5. the buying or selling of assignment; and
6. the submission of the same piece of work in more than one class without the permission of the instructors.

Students are encouraged to discuss the readings, movies, lectures and assignments with other students in the class. These discussions will help fine tune ideas and enable students to have other viewpoints and/or insights on the material than they would have on their own. However, students must work on exams, quizzes and assignments independently.

Blackboard
Please note that Blackboard will be used extensively in this class. You will need to spend a substantial amount of time on Blackboard accessing course materials, submitting and completing assignments and contributing to online discussions. It is expected that you check Blackboard daily and regularly for updates. All announcements made in class or posted on Blackboard are binding on all students; a plea of ignorance is not an acceptable excuse. Please contact the Help Desk (859)572-6911, Location AC 109, for assistance if you are unfamiliar with Blackboard, or if you encounter any technical problem.

Make-Ups: Make-ups will not be allowed. However, if you miss a deadline for reasons that are beyond your control (illness, car accident) you must contact me either before class or as soon as possible afterwards. The make-up may be granted upon proper documentation, i.e. a doctor’s note, receipt from the mechanic. Failure to do so will result in a zero grade for the missed assignment.

Office Hours & Emails
My announced office hours are an indication of when I can usually be found in my office. Occasionally other commitments will take me away from the office during these times, so for important matters it is best to set up an appointment in advance. Also, you should not feel restricted to seeing me only during scheduled office hours. I can meet with you by appointment other than my scheduled office hours at a time convenient for both of us. You should contact me in advance to cancel the appointment if you cannot honor the scheduled appointment. You may leave a message on my voice mail or with our department secretary, or/and email me. Please expect 24-48 hours’ time lag for a response to email and voice mail messages, except issues that require an urgent and immediate attention.

**Student Retention and Assessment (SRA)**
Students experiencing roadblocks to academic success may seek assistance from Retention Coordinators in SRA. Financial, personal, and social concerns sometimes interfere with the dedicated focus needed to be successful in college. SRA helps students connect to academic and support services, create individual learning plans, and advance successfully towards graduation. More information is available at [www.nku.edu/~retention](http://www.nku.edu/~retention). Call 859 572 6497 for an appointment or stop by University Center 352.

**Harassment Policy**
Any behavior, attitude and communication that can be construed as harassment will not be tolerated and will be reported to the appropriate university office for proper legal investigation and action. This includes, but is not limited to, disrespectful attitudes, comments and expressions based on race, ethnic origin, gender, disability, or sexual orientation.

**Accommodations Due to Disability**
The University is committed to making reasonable efforts to assist individuals with disabilities in their efforts to avail themselves of services and programs offered by the University. To this end, Northern Kentucky University will provide reasonable accommodations for persons with documented qualifying disabilities. If you have a disability and feel you need accommodations in this course, you must present a letter to me from the Disability Programs and Services Office (SU 303), indicating the existence of a disability and the suggested accommodations. More information can be found at [http://disability.nku.edu](http://disability.nku.edu).

**Course Evaluation**
Northern Kentucky University takes Instructor and Course Evaluations very seriously as an important means of gathering information for the enhancement of learning opportunities for its students. It is an important responsibility of NKU students as citizens of the University to participate in the instructor and course evaluation process. During the two weeks* prior to the end of each semester classes, you will be asked to reflect upon what you have learned in this course, the extent to which you have invested the necessary effort to maximize your learning, and the role your instructor has played in the learning process. It is very important that you complete the online evaluations with thoughtfully written comments.

Student evaluations of courses and instructors are regarded as strictly confidential. They are not
available to the instructor until after final grades are submitted, and extensive precautions are taken to prevent your comments from being identified as coming from you. Students who complete an evaluation for a particular course (or opt out of doing so in the evaluation) will be rewarded for their participation by having access to their course grade as soon as that grade is submitted by the instructor. On the other hand, any student who does not complete the course evaluation (or opt out of doing so in the evaluation) should expect to incur a two week delay in access to his or her course grade beyond the university’s official date for grade availability. To complete online evaluations go to http://eval.nku.edu. Click on "student login" and use the same USERNAME and PASSWORD as used on campus.

In addition, you should be aware of:

- Evaluations can affect changes in courses. Evaluations without comments are less valuable and less credible than those filled out thoughtfully. Comments that are expressed well are more effective than those that are not.
- Positive feedback is just as important as criticism. Moreover, negative evaluations without any explanation and specifics are not especially useful.
- Once grades are submitted, all evaluations are read not only by the instructor, but also by the instructor’s department chairperson.
- Evaluations not only provide feedback to your instructor, but also provide information to the department chair for use in performance evaluations. This information affects reappointments, promotions, salaries, and teaching assignments.

TENTATIVE COURSE SCHEDULE
The schedule below lists all readings and assignments for the semester. Additionally, we will do reading quizzes regularly. The schedule may be modified to accommodate unanticipated circumstances. Students will be informed of any changes. For holidays, drop dates, and other NKU deadlines, check NKU’s Academic Calendar.

1. WAR AND PEACE: THE JUSTICE OF WAR
   WEEK 1: JAN 12-16
   - Michael Walzer, The Moral Reality of War: “Against Realism” (Supplementary reading, available on Blackboard)

2. PACIFISM
   WEEKS 2-3 (JAN 19-30)
   - Note: Monday, Jan 19: Martin Luther King Day/No Classes
   - Holmes & Gan, Chapters 21, 23, 25 and 27
   - Iain Atack, Pacifism and Nonviolence (Chapter 6)
     - Exam 1 (Jan 29)

3. THE PHILOSOPHY OF NOVIOLENCE
   WEEK 4 (FEB 2-6)
   - Holmes & Gan, “General Introduction” (pp. xvii-xxii) and Chapter 32
   - Iain Atack, Chapter 1

4. NONVIOLENCE: SPIRITUAL AND RELIGIOUS PERSPECTIVES
WEEK 5-6 (FEB 9-20)
- Nonviolence in Eastern Philosophy and Religion (Holmes & Gan, chapters 1-4)
- Nonviolence in Judaism, Christianity and Islam (Holmes & Gan, Chapters 5-8)

5. CIVIL RESISTANCE/CIVIL DISOBEDIENCE: CHALLENGES TO INJUSTICE AND POLITICAL POWER
WEEK 7-8 (FEB 23-MAR 6)
- Iain Atack, Chapter 2
- Holmes & Gan, Chapter 9 and 10.
- John Rawls (supplementary reading; available on Blackboard)
  ❖ Exam 2 (Mar 5)

WEEK 9 (MAR 9-14) SPRING BREAK

6. PASSIVE RESISTANCE, DIRECT ACTION AND ACTIVE NONVIOLENCE
WEEKS 10-12 (MAR 16-APR 3)
- Iain Atack, Chapter 3
- Gene Sharp (Holmes & Gan, Chapter 33)
- Leo Tolstoy (Holmes & Gan, Chapter 11)
- Mohandas Gandhi (Holmes & Gan, Chapter 12)
- Martin Luther King, Jr. (Holmes & Gan, Chapters 14 and 15)

7. WOMEN AND NONVIOLENCE
WEEKS 13-14 (APR 6-17)
- Iain Atack, chapter 5
- Holmes & Gan, chapters 16, 18, 19
- Victor Asal, Gender Ideologies and Forms of continuous Mobilization in the Middle East (supplementary reading; available on Blackboard)
  ❖ Philosophy Bowl (Team 1 v Team 2) (April 9)—Team 1 presents, and Team 2 rebuts.
  ❖ Philosophy Bowl (Team 2 v Team 1) (April 16)—Team 2 presents, and Team 1 rebuts.

8. POLITICAL REVOLUTIONS AND DEMOCRATIZATION
WEEKS 15-16 (APR 20-MAY 1)
- Iain Atack, chapter 4
- Holmes & Gan, chapters 34.
- Sharon Erickson Nepstad, Mutiny and Nonviolence in the Arab spring: Exploring Military Defections and Loyalty in Egypt, Bahrain, and Syria
  ❖ Philosophy Bowl (Team 3 v Team 4) (April 23)—Team 3 presents, and Team 4 rebuts.
  ❖ Philosophy Bowl (Team 4 v Team 3) (April 30)—Team 4 presents, and Team 3 rebuts.

OTHER DEADLINES
- Term Project/Paper: May 1, 11:59PM (submit on Blackboard)
- Final Exam: Tuesday, May 5, 1:00-3:00PM.