

## SYLLABUS

**COURSE:** ANTH/PACE 345 Aggression, War and Peace (theory) 3 credits

**PLACE:** Saunders Hall 637, University of Hawai'i @ Manoa

**TIME:** 1:30-4:00 p.m. Wednesdays, Fall Semester 2019

### **INSTRUCTOR:**

Dr. Leslie E. Sponsel, Professor Emeritus

Office: 321 Saunders Hall

Office hours: 4:00-5:00 p.m. Wednesdays

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Autobiographical Sketch: <http://spiritualecology.info/author1/biographical-sketch/>.

“So much depends on our conception of human nature: for individuals, the meaning and purpose of our lives, what we ought to do or strive for, what we may hope to achieve or become; for human societies, what vision of human community we may hope to work toward and what sort of social changes we should make. Our answers to all these huge questions depend on whether we think there is some “true” or “innate” nature of human beings. If so, what is it? Is it different for men and women? Or is there no such “essential” human nature, only a capacity to be molded by the social environment- by economic, political, and cultural forces?” (Stevenson, Leslie, and David L. Haberman, 1998, *Ten Theories of Human Nature*, New York: Oxford

“Echoing the UNESCO Charter ... since killing begins in the minds of men and women, it is there that the change toward a nonkilling society must begin.” (Center for Global Nonkilling <http://nonkilling.org/center/about/the-story/>).

“Everyone has the right to life, liberty and security of person.” (United Nations, *The Universal Declaration of Human Rights*, December 10, 1948, Article 3).

“True security rests on a supportive and sustainable ecological base, on spiritual as well as material well-being, on trust and reliance in one's neighbors, and on justice and understanding in a disarmed world” (Barnaby 1988, *Gaia Atlas of Peace*, New York: Doubleday, p. 212).

## ORIENTATION AND READINGS

The elemental and pivotal proposition explored in this course is that humans have evolved the psychobiological capacity for nonviolence/peace as well as violence/war. The correlated question is: What causes and conditions determine one or the other, and the transition from one to the other? After an overview through a PowerPoint lecture, these matters are considered throughout the five parts of the course.

Part One discusses the history of American militarism, based on the free online book by Joel Andreas titled *Addicted to War: Why the U.S. Can't Kick Militarism* (2004 edition, <http://www.addictedtowar.com>). This will be followed by a guest lecture on the history of the militarization in Hawai`i and prospects for its demilitarization.

Part Two focuses on a monograph by anthropologist Douglas P. Fry and an anthology that he edited: *The Human Potential for Peace: An Anthropological Challenge to Assumptions about War and Violence, War, Peace, and Human Nature: The Convergence of Evolutionary and Cultural Values*. Each student will sign up for a different chapter and report on its highlights for class discussion.

Part Three covers three free books from the website of political scientist Glenn D. Paige's Center for Global Nonkilling (CGNK) (<https://nonkilling.org/center/publications-media/books-cgmk-publications/>). Each

student will sign up for a different chapter and then report on its highlights for class discussion:

Glenn D. Paige, 2009, *Nonkilling Global Political Science*;

Joam Evans Pim, ed., 2009, *Toward A Nonkilling Paradigm*; and

Joam Evans Pim, ed., 2010, *Nonkilling Societies*.

In Part Four opens with a documentary film on the Yanomami called *Warriors of the Amazon*. Next the instructor will present a PowerPoint lecture based on his forthcoming book on them.

Part Five concludes the course with a succession of student panel discussions on selected aspects of violence/nonviolence and war/peace in relation to global climate change in recent times and future possibilities.

This fifth part of the course aims to facilitate climate literacy and generate action by opening discussion and debate on the problem and solutions of global climate change, and also to provide resources to begin further study beyond the course. Global climate change is not a political issue, but a scientific fact. It is not only a current physical reality of the Earth as a result of increasing human impacts on the planet's systems during the Anthropocene, it is potentially an existential threat to humanity and the biosphere. There is no greater national security threat for all countries of the world including the United States of America. Extensive bibliographies of books, films, and websites on global climate change will be posted on the course website for use during the semester and available to be copied for subsequent reference.

You only need to purchase the two books by Fry. These two books were ordered by the UHM Bookstore. Less expensive used copies may be available from Amazon.com. You might defray expenses by sharing books with a classmate or reselling them after the semester ends.

In addition, a few selected readings will be assigned and discussed from other sources, such as the website by Bruce D. Bonta and Douglas P. Fry "Peaceful Societies: Alternatives to Violence and War" (<https://cas.uab.edu/peacefulsocieties/>). These will be sent to you as an email attachment and/or posted on the Laulima course website. However, the recommended readings will not be provided by email or on Laulima.

*On average, you should faithfully set aside a period each week to devote at least one hour for every hour in class (2.5 hours total/week) for regularly reading assignments and making notes for class discussion, writing your weekly journal entry, and planning your final examination essay.*

## **THOUGHT QUESTIONS**

While you should acquire a general familiarity with the contents of the assigned readings, our primary purpose is to *generate critical thinking, discussion, and debate* about the subject matter with a focus on these five pivotal questions:

1. What are the conditions, causes, and consequences of violence?
2. What are the conditions, causes, and consequences of nonviolence?
3. What are the conditions, causes, and consequences of the transition from nonviolence to violence?
4. What are the conditions, causes, and consequences of the transition from violence to nonviolence?
5. What role does/will global climate change play in these four phenomena?

The first four questions were identified as the logic of nonkilling analysis by Glenn D. Paige, visionary pioneer and founder of the Center for Global Nonkilling in Honolulu, Hawai`i. The fifth question deals with what is by far the most serious national security threat for every country of the world. The terms violence and nonviolence are used here because they are far broader than killing and nonkilling.

These five questions comprise the final take-home essay examination, thus you should regularly make careful and detailed notes while reading and attending class throughout the semester, and then use your notes as well as journal as the basis to develop a substantial essay of about one page typed single-spaced for each question.

A copy of the file for your journal should be sent as an email attachment to the instructor for the mid-term examination due October 23. The whole journal and the final examination reflective essay are due by December 20 as two email attachments. Don't wait until the last minute to draft the essay for your final examination.

## **FORMAT**

As primarily a seminar, this class is reading, thinking, and discussion intensive. The volume of readings is modest because quality is more important than quantity. They are carefully selected to cover the subjects, and especially to provoke critical thinking and generate discussion and debate. *You must be seriously committed to this entire approach, if you are to be successful in the course and earn a good grade.* That requires the regular investment of your time and effort. Again, for emphasis, it is best to set aside a regular period each week to conscientiously prepare for this class. If you are not committed to this format and intellectual adventure, then it is best that you drop the course immediately, instead of waiting until the end of the semester to receive a poor or failing grade.

Note that the instructor will only present two lectures in the course this semester. However, PowerPoints are available from several other lectures in previous course offerings. These will be posted on the Laulima course website and students encouraged to explore them. There will also be two guest lectures.

## **LEARNING OUTCOMES**

Through your class reports and discussions, journal, panel, and final essay examination, you should be able to demonstrate the progressive achievement of the following learning outcomes:

1. general familiarity with the course material;
2. with an open mind the ability to seriously, critically, and constructively consider in an informed manner the revolutionary alternative of a nonkilling paradigm with its new worldview, values, attitudes, and actions;
3. a better understanding of the role of global climate change in violence, war, nonviolence, and peace; and
4. a critical analysis and reflection on the customary aggressiveness and militarism of American culture.

## **CLASSROOM ETIQUETTE**

*You are expected to arrive in class on time and to remain fully attentive for the entire period without any interruptions (1:30-4:00).* Attendance will be taken at the beginning and end of every period. You are expected to avoid regular conversation or other distractive behavior out of respect and courtesy for fellow students and the instructor. No extraneous reading material may be used during the class period. Anyone who repeatedly falls asleep in class will receive one letter grade reduction. The final course grade will be reduced for any disruptive or inattentive behavior.

All electronic devices such as cell phones must be turned off before class and remain so throughout the entire period. The use of a laptop computer is not allowed in this class, unless a copy of your class notes is sent to the instructor as an email attachment for each class period after it is used. If you want to use electronic devices for matters unrelated to the class during the period, then you should not take the course.

The only prerequisite for this course is an open mind and willingness to learn through reading, discussion, and debate. *In this class anyone is welcome to say or write anything with only three restrictions--- it is relevant, concise, and polite.* This includes respecting the sensitivities of others and freely allowing others an opportunity to join in any class discussion. Although it will become obvious that the instructor has his own perspective, ultimately there is no “party line” in this course. Indeed, students are encouraged to politely and constructively disagree with the instructor, course material, and each other whenever they wish to do so. Ultimately, for the most part the instructor does not really care what students think; however, he does care very deeply that they think in an informed and critical manner.

See UHM The Student Code of Conduct at:

[http://studentaffairs.manoa.hawaii.edu/policies/conduct\\_code/](http://studentaffairs.manoa.hawaii.edu/policies/conduct_code/)

## **SPECIAL NEEDS**

Reasonable accommodations can be arranged for persons with some disability by visiting the KOKUA Program in QLCSS 013 or by phoning them at 956-7511 or 956-7612.

## **GRADE**

You are required to regularly and effectively participate in all class activities. The final course grade will be calculated as follows:

30% attendance and participation in class discussions;

25% panel discussion;

15% mid-term intellectual journal submitted as an email attachment by October 23; and

30% final intellectual journal (15%) and a reflective essay for the take-home final examination (15%) submitted as two attachments in one email by December 20.

Regular attendance is imperative. Every two unexcused absences will result in the lowering of the final course grade by one letter.

No research papers or other special projects are required for this course. However, extra credit may be earned by writing essays (each about one-page typed single-spaced) in response to lectures, readings, panels, films and/or guests. These should be only reactions, not summaries. They can be accepted up through the date scheduled for the final examination. Five such essays may elevate a borderline grade, and ten may elevate the grade to the next higher level. Also, extra credit may be earned by finding relevant YouTube videos to illustrate course material and emailing the title and link to the instructor. Another more ambitious alternative for extra credit is a substantial written report based on library and/or field research, but the topic must be approved by the instructor in advance.

Any student caught cheating will automatically fail the entire course and be reported to the Dean for administrative action.

## **SCHEDULE**

### **PART 1: Orientation and American Militarism**

August 28 Orientation

PowerPoint Lecture: Anthropology of War and Peace

Required Readings:

Douglas P. Fry, 2015, "Conflict and War: Anthropological Aspects," in *International Encyclopedia of the Social and Behavioral Sciences*, James D. Wright, ed., Oxford: Elsevier 4:614-619.

<https://www.uab.edu/cas/anthropology/people/faculty-directory/douglas-p-fry>

Leslie E. Sponsel, 2015, "Peace and Nonviolence: Anthropological Aspects," in *International Encyclopedia of the Social and Behavioral Sciences*, James D. Wright, ed., Oxford: Elsevier 17:624-630.

#### Recommended (Optional) Readings:

R. Brian Ferguson, 2008 (Summer), "Ten Points on War," *Social Analysis* 52(2):32-49. <https://sasn.rutgers.edu/about-us/faculty-staff/r-brian-ferguson>

David H. Price, St. Martin's University

[http://homepages.stmartin.edu/fac\\_staff/dprice/CW-PUB.htm](http://homepages.stmartin.edu/fac_staff/dprice/CW-PUB.htm),

[http://homepages.stmartin.edu/fac\\_staff/dprice/all.html](http://homepages.stmartin.edu/fac_staff/dprice/all.html).

Anna Simons, 1999, "War: Back to the Future," *Annual Review of Anthropology* 28:73-108. <https://faculty.nps.edu/asimons/>.

Leslie E. Sponsel, 1996, "The Natural History of Peace: A Positive View of Human Nature and Its Potential," in *The Natural History of Peace*, Thomas A. Gregor, ed. Nashville, TN: Vanderbilt University Press, Ch. 4, pp. 95-125.

<https://cas.uab.edu/peacefulsocieties/wp-content/uploads/sites/6/2015/11/Sponsel96.pdf>

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September 4 American Militarism

#### Required Reading:

Joel Andreas, *Addicted to War: Why the U.S. Can't Kick Militarism* [2004 edition available free online at <http://www.addictedtowar.com>].

The Militarization and Demilitarization of Hawai'i - guest to be announced



Required Reading:

Kajihiro, Kyle, 2007 (March 1), “A Brief Overview of Militarization and Resistance in Hawai`i,” [http://www.dmzhawaii.org/dmz-legacy-site/overview\\_military\\_in\\_hawaii.pdf](http://www.dmzhawaii.org/dmz-legacy-site/overview_military_in_hawaii.pdf)

DMZ Hawai`i <http://www.dmzhawaii.org/>

Overview of Military in Hawai`i [http://www.dmzhawaii.org/?page\\_id=10944](http://www.dmzhawaii.org/?page_id=10944)

Recommended Reading:

Blanco, Sebastian, 2009, *U.S. Militarism in Hawai`i: A People’s History*, Kihei, HI: Koa Books.

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## Part 2. Anthropology of War and Peace

September 11 *The Human Potential for Peace* – Douglas Fry - Chapters 1-11  
[covered by a division of labor among students each reporting for class discussion on a different chapter, like the rest of the books listed below]

Recommended Film:

John Lennon and Yoko Ono, 2008, “Imagine” (4 minutes).

<https://www.youtube.com/watch?v=DVg2EJvvlF8>

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September 18 Chapters 12-20

Recommended Documentary Film:

*Dead Birds* (classic on Dani warfare in New Guinea) (2004, 2 DVDs 3976, 83 minutes)

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September 25 *War, Peace, and Human Nature* - Fry - Chapter 1

Part 1 - Ecological and Evolutionary Models - Chapters 2-5

Part 2 - Lessons from Prehistory - Chapter 6-11  
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October 2

Part 3 – Nomadic Foragers - Chapters 12-17

Part 4 - Primatological Context of Human Nature - Chapters 18-22  
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October 9

Part 5 - Taking Seriously Restraint Against Killing - Chapters 23-26

Part 6 – Conclusions - Chapter 27

Recommended Documentary Film:

Soetoro-Ng, Maya, 2015 (August 29), *Pacifism's Last Stand*, Open Mind hosted by Alexander Heffner [28 minutes].

<http://www.thirteen.org/openmind/government/pacifisms-last-stand/5208/>  
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### Part 3. Global Nonkilling

October 16 Glenn D. Paige - *Nonkilling Global Political Science* (2009 edition) - Introduction and Chapters 1-6 <https://nonkilling.org/center/publications-media/books-cgmk-publications/>

Paige, Glenn D., 2009, “Nonkilling: A Better Way” <https://www.youtube.com/watch?v=p17tkI72PsA>.

Additional Required Reading for All Students:

Leslie E. Sponsel, 2018, “One Anthropologist’s Answer to Glenn D. Paige’s Question Challenging Peace Studies” *Journal of Peace Education* 15(3): 267-287.

Documentary Film: *Human Terrain: War Becomes Academic* [anthropologists with US military at war in Afghanistan and Iraq, 2010, DVD 84 minutes].

Recommended Reading:

Carolyn Fluehr-Lobban, 2002 (March), “A Century of Ethics and Professional Anthropology,” *AAA Anthropology News* 43(3):20.

Gusterson, Hugh, 2007, “Anthropology and Militarism,” *Annual Review of Anthropology* 36:155-175. <https://anthropology.columbian.gwu.edu/hugh-gusterson>.

Network of Concerned Anthropologists  
<http://concerned.anthropologists.googlepages.com>.

Robert A. Rubinstein – Syracuse University  
[https://www.maxwell.syr.edu/anthro/Rubinstein,\\_Robert\\_A/](https://www.maxwell.syr.edu/anthro/Rubinstein,_Robert_A/),  
<https://rar.expressions.syr.edu/>

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October 23 Joam Evans Pim - *Toward a Nonkilling Paradigm* – division of labor to cover all chapters

<https://nonkilling.org/center/publications-media/books-cgmk-publications/>

Required Reading for All Students:

Leslie E. Sponsel, 2009, “Nonkilling Anthropology: Reflections on the Possibilities of a Nonkilling Society,” in *Toward a Nonkilling Paradigm*, pp. 35-72. <https://nonkilling.org/center/publications-media/books-cgmk-publications/>

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October 30 Joam Evans Pim – *Nonkilling Societies* - Chapters – all chapters through division of labor

<https://nonkilling.org/center/publications-media/books-cgmk-publications/>

Recommended Documentary Film:

*End of the Spear* [111 minutes, Waorani case, Maui CC DVD 420, also available on YouTube <https://www.youtube.com/watch?v=fvIWnlyicVE>]

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#### **Part 4. Yanomami of the Amazon**

November 6 Documentary film: *Warriors of the Amazon* [Yanomami of the Venezuelan Amazon, 1996, 56 minutes, VHS 18554]

Recommended Documentary Films:

*Napoleon Chagnon: Blood Is Their Argument*, Edge 2013,  
[https://www.edge.org/conversation/napoleon\\_chagnon-steven\\_pinker-richard\\_wrangham-daniel\\_c\\_dennett-david\\_haig-napoleon](https://www.edge.org/conversation/napoleon_chagnon-steven_pinker-richard_wrangham-daniel_c_dennett-david_haig-napoleon),  
<https://anthropology.missouri.edu/people/chagnon>

Tate, Ben. 2007. A Conversation with philosopher Harry G. Frankfurt on his book *Bullshit*, YouTube [11 minutes].  
<https://www.youtube.com/watch?v=lArA7nMIqSI>.

Padilha, Jose, 2010, *Secrets of the Tribe* [BBC and HBO film on ethical controversy surrounding fieldwork of Napoleon A. Chagnon with the Yanomami, 90 minutes] <https://www.youtube.com/watch?v=zd7SXbsn0hU>.

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November 13 - PowerPoint Lecture: Questioning the Portrayal of the Yanomami as “Hobbesian Savages”

Required Reading for All Students:

Leslie E. Sponsel, 2010, “Into the Heart of Darkness,” in *Nonkilling Societies*, Chapter 6, pp. 197-242. <https://nonkilling.org/center/publications-media/books-cgnk-publications/>

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## **Part 5. War and Peace in Relation to Climate Change**

November 20

Documentary Film: *This Changes Everything* [2015, 89 minutes, DVD 14201]

Naomi Klein <http://www.naomiklein.org/main>

<https://thischangeseverything.org/>

<https://thischangeseverything.org/wp-content/uploads/2015/10/48780-this-changes-everything-curriculum-singlepages-1.pdf>

<https://theleap.org/portfolio-items/green-new-deal/>

<https://solutions.thischangeseverything.org/>

Guest to be announced

UHM Institute for Climate and Peace

<https://www.hawaii.edu/news/2019/03/15/youth-leadership-needed-climate/>

<https://www.climateandpeace.org/>

East-West Center - Pacific Regional Integrated Sciences and Assessments Program (Pacific RISA) <https://www.eastwestcenter.org/node/35719>

Recommended:

Documentary Film: *Six Degrees Could Change the World* [2008, 90 minutes, available as streaming video from UHM library]

Intergovernmental Panel on Climate Change <https://www.ipcc.ch/>

Bill McKibben <https://350.org/>

Al Gore's Climate Reality Project <https://www.climaterealityproject.org/>

George Monibot – *The Guardian*

<https://www.theguardian.com/profile/georgemonbiot+environment/climate-change>

Sunrise Movement <https://www.sunrisemovement.org/>.

*Green New Deal* of U.S. Congresswoman Alexandria Ocasio-Cortez

<https://www.congress.gov/116/bills/hres109/BILLS-116hres109ih.pdf>

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November 27 - Student Panels on Global Climate Change

December 4 - continued

December 11- continued

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December 20 - FINAL EXAMINATION DUE (2:15-4:15)

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## APPENDICES

### 1. GUIDELINES FOR JOURNAL

Each week type an entry of at least one paragraph single-spaced in your accumulating intellectual journal for the course. Do this faithfully, don't get behind. Actually, you can draft this during class in your notebook, then type a revised version into an accumulating file on your laptop at home.

Be sure to date each entry for the class period covered. Keep entries in a single file, don't make a separate file for each entry. Then submit the single file for the mid-term as an email attachment by October 23. The whole journal as a single file covering the entire semester should be submitted as an email attachment by December 20.

*The journal entries should clearly demonstrate that you are actively engaged with the class material and seriously thinking about it. Your own reactions to class material are far more important than a mere summary.*

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## 2. GUIDELINES FOR PANEL DISCUSSIONS

**PANEL SIZE AND COORDINATION** The optimum size for a student panel is around three individuals, a smaller or larger number can be awkward. One member of the panel should volunteer or be elected to serve as its coordinator. The coordinator should make a list of the names and email addresses of all members of the panel to set up a group email to facilitate effective communication and coordination of the panel as a whole outside of the classroom.

**TWO MEETINGS** Each panel should meet outside of class at least twice in order to successively plan, integrate, and rehearse the whole presentation. It is especially important for the panel to rehearse the presentation before it is given in class in order to work out any problems, gauge timing, and make it run as smoothly as possible. In effect, panel meetings outside of class should be like a small seminar on the subject under consideration as part of the active and collaborative learning style emphasized in this course. The instructor will also schedule some class time for panels to get organized.

**INSTRUCTOR FEEDBACK** Ideally the entire panel or at least a representative should meet with the instructor during his office hours to outline the presentation and obtain feedback. Since the panel presentation comprises 25% of the final course grade feedback from the instructor can be especially helpful and important. The panel will be graded as a whole, although it will be noted if an individual panelist excels or falters. If any panel member does not do their fair share of the work, then the instructor should be informed.

**CRITICAL ANALYSIS** The members of each panel should dialog among themselves in person and by email to identify three to five key points to explore in their class discussion. In this presentation panel members should engage together in a conversation about their individual conclusions from their own case study, perhaps focusing in turn on each of three to five main points on the subject. Avoid each panelist simply summarizing their own reading or research in succession. The panel must involve a dialog among panelists.

**IDEAS AND DELIVERY** The panel should keep its presentation simple, just focus on discussing the primary argument and three to five main points. Try to accomplish this in a manner that attracts and holds the attention of the class. In



other words, both the ideas and their delivery are important for an effective presentation. If feasible, it is desirable for the panelists to engage in a debate on the subject with different individuals taking opposing or alternative sides in a constructive argument. The panel presentation may be facilitated by a PowerPoint presentation, but keep it simple and relevant, don't get lost with details and gimmicks.

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### **3. GUIDELINES FOR POWERPOINTS PRESENTATIONS**

Limit the number of frames in your PowerPoint to about one frame for every one to two minutes according to the time available. For example, use about a dozen frames if you have only 15 minutes for your presentation, or about two dozen frames if you have 30 minutes.

When you start developing your PowerPoint presentation, carefully select a frame design and color combination that best reflects your subject matter. Be sure to use a strong contrast in the colors of the text and background. For instance, it is easy for your audience to read something like a yellow text on a dark blue background, or vice versa. Avoid using either a light or dark color for both text and background. Use a bold font in the largest size that will fit on the frame.

The goal is to design the PowerPoint so that it can be easily read by the audience without straining. It should also be aesthetically pleasing as well as informative.

Limit the text on each frame of the PowerPoint to a few key words or phrases avoiding too much detail. The text is simply a guide to help your memory as the speaker and an outline for the audience to help them follow the main points of your talk. Do not read the text on each frame to your audience; they are literate and will be more actively engaged in your presentation if they read the text on each frame for themselves. Instead, explain the key words and phrases on each frame to elaborate on the main points outlined. If you use a quote, then ask the audience to read it for themselves in order to involve them more actively in the presentation.

Use a few striking but relevant illustrations or images for most frames, but not necessarily on every one of them. Careful selection of images that are most

relevant and of the highest quality will greatly enhance your PowerPoint. Pictures and other illustrations may be found at Google Images.

Sometimes special effects or gimmicks with the PowerPoint such as animation can enhance a presentation, but if they are not handled very carefully, then they can be distracting for the audience. Your primary goal is to inform your audience, rather than dazzle them with your technical skills and in the process sacrifice your message.

Video segments from YouTube and/or another source may be useful, but only if you have time and if they can be accessed easily and quickly.

You should bring your PowerPoint file on a USB, flash drive, or other external storage device that can be installed easily and quickly in the computer provided in the classroom, rather than wasting time installing your laptop, trying to download the PowerPoint from your email, or some other venue. Install this device well ahead of the time for your panel presentation for efficiency. Your PowerPoint file can be inserted on the desktop of the classroom computer, then extract and keep your USB to avoid forgetting and losing it. Be sure to test and rehearse with any equipment in advance in order to avoid any frustration with technical problems for you and your audience.

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#### **4. GUIDELINES FOR FINAL EXAMINATION**

The reflective essay for the take-home final examination should be sent as an email attachment to the instructor by December 20. A late final examination cannot be accepted because of university regulations.

*One or more letter grades will be subtracted from the examination grade for failure to carefully follow these guidelines.*

Identify the number and topic of the question you are answering in your essay. Each answer should be a clear and concise but penetrating. Limit your answer to each of the five questions to one page typed single-spaced. (The instructor will not read more). Include introductory and concluding paragraphs. Explicitly identify by number 3-4 main points in answering each of the five questions. Use paraphrasing instead of quotes, don't waste space.

Ultimately your essays must be the product of your own scholarship and creativity. However, you are welcome to consult with any person as well as any print and internet resources, although *covering the required readings for the course is by far the most important*. One or more letter grades will be subtracted from your final course grade if coverage of required readings and other course material is inadequate. Be careful to properly acknowledge the source for very specific information and ideas. Also, be sure to include your own insights, comments, reactions, criticisms, and questions, not just summarize course material.

Your essay should be a thorough and penetrating synthesis of all of the relevant course material. Cite the course textbooks, other sources including publications, lectures, films, case studies, websites, class discussion, handouts, and guests. In each reading citation include the author, year, and page (for example, Paige 2009:54-55). Other sources can be documented as follows: (lecture November 13), (panel discussion November 25), (film title), or (personal communication with Mohandas Gandhi, September 2, 2019). It is not necessary to append a bibliography with the full citation of any sources provided that they are already in the syllabus, rather the name of the author and year of publication is sufficient.

The purposes of each of the five essays are to: (1) convincingly demonstrate your general familiarity with the course material, (2) present a critical analysis of it, and (3) discuss your own reactions to it. Your grade will be based on fulfilling these three purposes, the guidelines for the examination and course, and the course learning outcomes as listed previously in this syllabus. In grading the instructor will emphasize content. However, you should routinely perform a grammar and spelling check with your computer. Misspellings, typos, and/or grammatical errors will not impress any instructor.

The instructor is willing to read and comment on an outline or draft of an essay sent by email well in advance of the due date for the examination.

*From past experience, students who do well on these essays start sooner than later.* Since the questions are already available in the course syllabus by the first day of class it is possible and highly desirable to keep a file of reading and class notes, ideas, and observations toward answering each question throughout the semester. You might even keep a separate file for notes on each of the five questions.

The five questions are:

1. What are the conditions, causes, and consequences of violence?

2. What are the conditions, causes, and consequences of nonviolence?
3. What are the conditions, causes, and consequences of the transition from nonviolence to violence?
4. What are the conditions, causes, and consequences of the transition from violence to nonviolence?
5. What role does/will global climate change play in these four phenomena?

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## **5. SELECTED RECOMMENDED BACKGROUND AND REFERENCE BOOKS**

Alvarez, Alex, 2017, *Unstable Ground: Climate Change, Conflict, and Genocide*, Lanham, MD: Rowman and Littlefield Publishers.

Barash, David P., and Charles P. Webel, 2018, *Peace and Conflict Studies*, Thousand Oaks, CA: Sage Publishers, Inc.

Dyer, Gwynne, 2011, *Climate Wars: The Fight for Survival as the World Overheats*, London, UK: Oneworld Publications.

Fagan, Brian, 2008, *The Great Warming: Climate Change and the Rise and Fall of Civilizations*, New York, NY: Bloomsbury Press.

Fox, Michael Allen, 2013, *Understanding Peace: A Comprehensive Introduction*, New York, NY: Routledge.

Gittings, John, 2012, *The Glorious Art of Peace: From the Iliad to Iraq*, New York, NY: Oxford University Press.

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