

HISTORY 471R – PJST 475R

PEACE AND VIOLENCE IN AMERICA

FALL 2016
Tue-Thu 10:00 am - 11:15 am
CB 106A

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Office Hours: MW 12-1 p.m. or by appt.

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Office Hours: MW 9-10 a.m., T 1-2 p.m.

This is an interdisciplinary course on peace and violence in America. We will explore what peace and violence mean from an historical and peace studies perspective, with a particular focus on the colonial, Revolutionary, and modern eras. This is a vast topic; we cannot expect to cover everything. Rather, we will approach the course thematically. Topics of discussion will include slavery and abolition; colonization and indigenous perspectives on peace and warfare; and contemporary antiwar movements and Black Lives Matter. A key assumption of the course is that “peace” is much more than an absence of violence (“negative peace”); it is a “discourse;” that is, it is a language and an articulation of a particular ideal or an assertion how things ought to be ordered (what peace studies scholars call “positive peace”). Another basic assumption of the course is that peace can only truly be understood in relationship to violence, and vice versa.

ESSENTIAL LEARNING OUTCOMES

This course addresses the following UVU Essential Learning Outcomes:

- Integrative and Applied Learning
- Information Literacy, Communication, and Qualitative Reasoning (within Intellectual and Practical Skills Foundation)
- People of Integrity
- Professional Competency
- Knowledge Foundation

For more on UVU’s Essential Learning Outcomes, please visit: <http://www.uvu.edu/aqa/elo.html>

REQUIRED TEXT

Ta-Nehisi Coates, *Between the World and Me* (Spiegel & Grau, 2015) ISBN-10: 0812993543

GRADE DISTRIBUTION

- | | |
|------------------------|-------------------------------|
| 1. Participation – 20% | 2. Four Response Papers – 35% |
| 3. Debate – 20% | 4. Final Exam – 25% |

ASSIGNMENTS

Participation (20%)

This is an undergraduate seminar, which demands much more from you as a student. **You cannot be a passive learner in this class.** This means **you must** take responsibility for your own learning. Students are expected to be on time for class and prepared to discuss the assigned work for that day. On the day readings are due, we expect that will you have not only read the material, but also reflected on it. It is **strongly recommended** that you take notes on the assigned readings beforehand and bring them with you to class. For full participation credit, you must demonstrate that you have read and have reflected on the assigned material by contributing to the class discussion in some substantial way.

YOU MUST BRING THE READINGS TO CLASS (HARD COPY OR ELECTRONIC).

All written work for this course should be reflective, free of grammatical errors, and clearly written.

Response Papers (35%)

Students will submit four response papers during the semester (indicated below in the course outline). Each response paper **must address** the following: (1) the author's main argument and use of evidence and (2) connections with other readings, themes, and/or further questions raised by the text. Response papers should focus on analysis. You will not get full credit for just summarizing the text. The length of the response papers will be cumulative: The first paper will be one page; the second paper two pages, the third one, three pages, and so on.

All response papers **must be typed in MS WORD, doubled-spaced** in 12 pt. font, Times New Roman and will be uploaded onto Canvas in the appropriate assignments tab.

Debate (20%)

In Week 13, students will be organized into four debate teams (consisting of 3-4 students per group) to research an assigned topic (to be determined) in preparation for an **in-class debate Thursday, Dec. 01**. On debate day, the four teams will pair off into two separate groups, with one team in each pair debating the "pro" side of the topic (for example, "The U.S. War in Vietnam Was Just"), while the other argues for the "con" side (for example, "The U.S. War in Vietnam Was Unjust").

Each debate team will be expected to turn in a bibliography of primary and secondary sources on Nov. 17. Students will also turn in a written summary of notes (typed, single-spaced) on the material presented in class. The grade for the assignment will break down as follows: Bibliography (20%); debate presentation (60%); Written Summary (20%).

Final Exam (25%)

There final exam will be a take-home essay. On the last day of class (December 8) we will have a review session, and the instructors will hand out the question prompt for the exam. The final should be approximately 4-5 pages in length, double-spaced, 1 inch margins on all sides, 12 pt. font, Times New Roman and will be **DUE ON CANVAS 5 p.m. Thursday, December 15.**

EXPECTATIONS

Attendance

Attendance is mandatory. Students with **4 or more absences** are subject to having their final grade drop by one full letter, (i.e., if you have a “B” with 4 absences, I reserve the right to assign you a “C” and so forth). I will not grant incompletes for any reason except in the direst of cases (such as medical emergency or death in the immediate family).

If you are absent for more than half the semester, I reserve the right to issue you a failing grade instead of granting you an “unofficial withdrawal.” It is your responsibility to make arrangements with me if illness or some other crisis prevents you from participating consistently and regularly in class. Work and family responsibilities are not acceptable reasons for missing classes and assignments.

Late Assignments

I will accept late assignments without penalty *if* you have a documented medical emergency or death in the immediate family. Unexcused late assignments are subject to a 10% reduction in grade per day. The professor is the ultimate arbiter in assessing whether a late assignment is excused or not.

Changes to Course/Email communication

If I need to amend the schedule or assignments, I will send an email message to all students' UVU emails. *Please be sure to regularly check your UVU email.* If you tend to forget to check your university email account, please forward it to your primary email so you don't miss any messages.

Electronics Policy

Computers and tablets are acceptable for class related activities **ONLY**, such as taking notes or pulling up readings. If I notice you are using your computer for a reason not related to class, I reserve the right to ask you to turn it off. No texting in class. Please set cell phones to silent. No earphones.

Accommodations

Students who need accommodations because of a disability may contact the UVU Accessibility Services Department (ASD), located on the Orem Campus in LC 312. To schedule an appointment or to speak with a counselor, call the ASD office at 801-863-8747. For Deaf/Hard of Hearing individuals, email nicole.hemmingsen@uvu.edu or text 385-208-2677.

COURSE OUTLINE

****RR (Response Paper Due)**

Week 1 – Introductions

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|--------|--|
| Aug 23 | Overview of Course |
| Aug 25 | Five C's of Historical Thinking; Positive and Negative Peace |

PART ONE: COLONIALISM AND EARLY AMERICA

Week 2 – Historical Pacifism and Theories of Violence

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|--------|---------------------------------|
| Aug 30 | Direct and Indirect Violence |
| Sep 01 | Quaker Pacifism and Colonialism |

Readings:

Meredith Weddle, *Walking in the Way of Peace: Quaker Pacifism in the Seventeenth-Century* (Oxford, 2001), 55-73

Geoffrey Plank, *John Woolman's Path to the Peaceable Kingdom: a Quaker in the British Empire* (University of Pennsylvania Press, 2012), 97-120

Choose one:

Thomas Lurting, *The Fighting Sailor Turned Peaceable Christian* (1711):
<http://www.qhpress.org/texts/lurting.html>

The Journal and Essays of John Woolman (1922), 187-203
<https://archive.org/details/journalessaysofj00wool>

Week 3 – Native Americans and Colonization

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|--------|------------------------------|
| Sep 06 | Indian Warfare and Restraint |
| Sep 08 | Iroquois Diplomacy |

Readings:

Wayne Lee, "Peace Chiefs and Blood Revenge: Patterns of Restraint in Native American Warfare, 1500–1800," *Journal of Military History* 71:3 (July 2007): 701-741

Daniel Richter, *Trade, Land, Power: The Struggle for Eastern North America* (University of Pennsylvania Press, 2013), 113-132

Great Treaty of 1722 reprinted in Vaughan, ed., *Early American Indian Documents: Virginia treaties, 1607-1722* (University Publications of America, 2004)

Week 4 – Slavery

Sep 13 Slave Trade

Sep 15 Venture Smith's World: Negotiating Slavery in New England **(RR)**

Readings

Gregory O'Malley, *The Intercolonial Slave Trade of British America, 1619-1807* (University of North Carolina Press, 2014), 171-218 **(skim)**

John Sweet, *Bodies Politic: Negotiating Race in the American North, 1730-1830* (Johns Hopkins University Press, 2003), 58-101

David Brion Davis, *Inhuman Bondage: The Rise and Fall of Slavery in the New World* (Oxford University Press, 2006), 124-40

The Atlantic Slave Trade Database:

<http://www.slavevoyages.org/>

Selling of Joseph:

<http://nationalhumanitiescenter.org/pds/becomingamer/ideas/text3/slaverychristian.pdf>

Week 5 – Violence and the American Revolution

Sep 20 Seven Years' War: The First War of Independence

Sep 22 Slavery and the American Revolution **(RR)**

Readings

Colin Calloway, *The Scratch of a Pen: 1763 and the Transformation of North America* (Oxford University Press, 2006), 66-91

David Brion Davis, *Inhuman Bondage: The Rise and Fall of Slavery in the New World* (Oxford University Press, 2006), 141-156, 251-267

Massachusetts Slaves Petition Governor Thomas Gage (1777):

PART TWO: MODERN AMERICA

Week 6 – Race and Immigration

- Sep 27 Race, Immigration, and Citizenship
Sep 29 Chinese Exclusion

Readings

Erika Lee and Judy Yung, *Angel Island: Immigrant Gateway to America* (Oxford University Press, 2010), 68-109

Natalia Molina, *How Race is Made in America: Immigration, Citizenship, and the Historical Power of Racial Scripts*. (University of California, 2014), 1-11, 19-42, 68-88

Week 7 – World Wars

- Oct 04 World War I
Oct 06 WWII as “the Good War?”

Readings

Joyce Blackwell, *No Peace without Freedom: Race and the Women's International League for Peace and Freedom, 1915-1975* (Southern Illinois University Press, 2004), 19-33, 66-110

Studs Terkel, *The Good War: An Oral History of World War Two* (Pantheon Books, 1984), 108-85 (selected), 343-349 (all), 350-384 (selected)

Week 8 – Cold War America

- Oct 11 Keith Lowe, *Savage Continent*
Oct 13 Nuclear Disarmament

Readings

Keith Lowe, *Savage Continent: Europe in the Aftermath of World War II* (St. Martin's Press, 2012), 61-2, 75-77, 125-44, 249-68, 271-75, 221-39, 359-64, 365-80

Ward Wilson, *Five Myths about Nuclear Weapons* (Houghton Mifflin, 2013), 87-117

Week 9 – Red Lives Matter

Oct 18 Indigenous Peoples' History (**RR**)

Oct 20 **FALL BREAK – NO CLASS**

Readings

Roxanne Dunbar-Ortiz, *An Indigenous Peoples' History of the United States* (Beacon Press, 2014), 1-14, 32-42, 133-60

Week 10 – Vietnam

Oct 25 *The Fog of War* (documentary)

Oct 27 Refusing War

Readings

Suchang Chan, "Vietnam: 1945-2000: The Global Dimensions of Decolonization, War, Revolution, and Refugee Outflows," in Mark Juergensmeyer, ed., *Thinking Globally: A Global Studies Reader* (University of California Press, 2014), 142-9

David Cortright, *Peace: A History of Movements and Ideas* (Cambridge University Press, 2008), 155-180

Week 11 – Red Lives Matter (cont.) and the Military Industrial Complex

Nov 01 Indigenous People's History (part two)

Nov 03 *Why We Fight* (documentary)

Readings

Roxanne Dunbar-Ortiz, *An Indigenous Peoples' History of the United States* (Beacon Press, 2014), 197-235

Steven Rabe, *The Killing Zone: The United States Wages Cold War in Latin America* (Oxford University Press, 2012), Introduction and 150-80

Week 12 – ISIS and the War on Terror

Nov 08 ISIS: Who They Are

Nov 10 Defeating ISIS (**RR**)

Readings

Malcolm Nance, *Defeating ISIS: Who They Are, How They Fight, What They Believe* (Skyhorse Publishing, 2016), 3-16, 138-160, 302-18, 405-41

Week 13 – Ta-Nehisi Coates

Nov 15 *Between the World and Me* (part one)

Nov 17 *Between the World and Me* (part two)

Debate Bibliography DUE in class Nov. 17

Week 14 –

Nov 22-24 **THANKSGIVING BREAK – NO CLASS**

Week 15 – Presentations

Nov 29 Debate Prep

Dec 01 **CLASS DEBATE**

Week 16 – Conclusion

Dec 06 Debrief of Presentations

Dec 08 Final Exam Review

TAKE-HOME FINAL DUE ON CANVAS THURSDAY DEC 15