

PHIL 10 Course Outline as of Summer 2022**CATALOG INFORMATION**

Dept and Nbr: PHIL 10 Title: PHILOSOPHY OF PEACE

Full Title: Philosophy of Peace and Nonviolent Action

Last Reviewed: 11/9/2020

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	14	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable

Grading: Grade or P/NP

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly:

Catalog Description:

An inquiry into peace and nonviolence through study of the philosophers and historical movements of nonviolent practice. Stresses philosophical problems or philosophical themes and issues or methods of philosophical inquiry as they pertain to the concepts and practices of peace and nonviolence.

Prerequisites/Corequisites:**Recommended Preparation:**

Eligibility for ENGL 1A or equivalent

Limits on Enrollment:**Schedule of Classes Information:**

Description: An inquiry into peace and nonviolence through study of the philosophers and historical movements of nonviolent practice. Stresses philosophical problems or philosophical themes and issues or methods of philosophical inquiry as they pertain to the concepts and practices of peace and nonviolence. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended: Eligibility for ENGL 1A or equivalent

Limits on Enrollment:

Transfer Credit: CSU;UC.

Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area			Effective:	Inactive:
	E	Humanities		Fall 2008	
CSU GE:	Transfer Area			Effective:	Inactive:
	C2	Humanities		Fall 2008	
IGETC:	Transfer Area			Effective:	Inactive:
	3B	Humanities		Fall 2008	
CSU Transfer:	Transferable	Effective:	Fall 2008	Inactive:	
UC Transfer:	Transferable	Effective:	Fall 2008	Inactive:	

CID:

Certificate/Major Applicable:

Major Applicable Course

COURSE CONTENT

Student Learning Outcomes:

At the conclusion of this course, the student should be able to:

1. Students will be able to form reasoned and well-informed judgments on current issues involving the development of peace and the nonviolent resolution of conflict both within and between individuals and social groups.
2. Students will be able to develop philosophical methods for the understanding of and participation in the social and civic environment insofar as such engagement pertains to the development of peace and the nonviolent resolution of conflict in a global environment.

Objectives:

At the conclusion of this course, the student should be able to:

1. Differentiate between philosophical approaches to peace and nonviolence and other disciplinary approaches: e.g., religious, political, etc.
2. Explain philosophical origins of theory and practice of peace and nonviolence in Eastern, Western, and other intellectual traditions.
3. Examine key topics and questions within the literature of peace studies, e.g. concepts of peace and nonviolence, causes of peace and conflict, theories of human nature, and their accompanying conceptions of peace and conflict, etc.
4. Summarize, analyze, and evaluate key arguments addressing the above topics.
5. Analyze and evaluate contemporary applications of the above arguments.
6. Critically evaluate the contributions and perspectives of women and ethnic minorities to the philosophy of peace.

Topics and Scope:

- I. Theories of human nature and their accompanying concepts of peace and conflict.

- II. Origins of nonviolent action in religious and secular sources.
- III. The nature of peace and nonviolence: Overview of key theoretical approaches to questions of peace and nonviolence; explore modern philosophers of nonviolence, e.g. Henry David Thoreau, Leo Tolstoy, Mohandas K. Gandhi, Martin Luther King Jr., Barbara Demming, Elise Boulding, Ella Baker, Richard Taylor, Gene Sharp, Cesar Chavez, Sara Ruddick, Nel Noddings, Angela Davis, James Gilligan, Mary Midgley, and Margaret Mead.
- IV. Pacifism: Explore the possibilities and limits of pacifism.
- V. Feminism: Explore the feminist perspective on the dominant philosophical tradition.
- VI. Theory and Praxis of Nonviolence I: Explore practical applications of nonviolent theory in the personal, political, economic, and environmental spheres.
- VII. Theory and Praxis on Nonviolence II: Examine empirical cases of nonviolent action in specific historical contexts.

Assignment:

- 1. Regular reading assignments, typically 15-25 pages per week
- 2. Discussion of regular assignments
- 3. Quizzes covering the assigned readings, either multiple choice or short essay
- 4. Midterm examination, essay format, covering readings and lectures
- 5. Final examination, essay format, covering readings and lectures
- 6. Essays and written homework, 2500-5000 words per semester, may include an argumentative or philosophical research paper addressing an issue raised in class, journal entries, reading responses, or other written assignments
- 7. Field work assignments (optional), putting to use concepts and strategies covered in the course, involving at least 2 hours of observation or active participation and a report, presentation, or other writing assignment. Some examples of field work assignments may include, but are not limited to, the following: Volunteering with organizations working for the development of peace and nonviolence, food assistance, conflict resolution, reduction of domestic violence, teen centers, or working with youth sports or after-school programs, or programs for the development of community; Attending, observing, or otherwise participating in a nonviolent direct action, such as a protest, demonstration or rally; Attending an educational event pertaining to nonviolent conflict resolution or the development of peaceful communities.

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Essays and written homework

Writing 30 - 75%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None

Problem solving 0 - 0%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

None

Skill Demonstrations
0 - 0%

Exams: All forms of formal testing, other than skill performance exams.

Quizzes, exams

Exams
25 - 50%

Other: Includes any assessment tools that do not logically fit into the above categories.

Field Work, Class participation

Other Category
0 - 20%

Representative Textbooks and Materials:

A Peace Reader: Essential Readings on War, Justice, Non-Violence and World Order. Armstrong, Richard and Fakey, Joseph, Eds. 1992 (classic)

Approaches to Peace, Barash, David P. 2000 (classic)

Cultures of Peace: The Hidden Side of History. Boulding, Elise. 2000 (classic)

The Essential Gandhi. Gandhi, Mahatma. 1983 (classic)

A Force More Powerful: A Century of Nonviolent Conflict. Ackerman, Peter and Duvall, Jack. 2001 (classic)

Humanity a Moral History of the Twentieth Century. Glover, Jonathan. 2001 (classic)

Introduction to Peace Studies. Barash, David P. 1991 (classic)

Nonviolence in Theory and Practice. 3rd ed. Holmes, Robert L. and Gan, Barry L. 2012 (classic)

Peace is the Way: Writings on Nonviolence from the Fellowship of Reconciliation. Wink, Walther. Ed. 2000 (classic)

Political Protest and Cultural Revolution: Nonviolent Direct Action in the 1970s and 1980s. Epstein, Barbara. 1993 (classic)

The Power of Nonviolence: Writings by Advocates of Peace. Zinn, Howard Ed. 2002 (classic)

The Search for a Nonviolent Future. Nagler, Michael. 2001 (classic)

There are Realistic Alternatives. Sharp, Gene. 2004 (classic)

Waging Nonviolent Struggle: 20th Century Practice and 21st Century Potential. Sharp. Gene. 2005 (classic)

Why Civil Resistance Works. Chenoweth, Erica and Stephan, Maria J. 2012 (classic)