

Mount Union College Catalogue Description:

CM 260 Peace Communication. Topics include the nature of conflict and peace, the communication strategies used to both create and manage conflict, and the messages of the peace movement. Attention will be given to persuasive tactics, language strategies, and message development of those voices raised before, during, and after times of conflict. Focus will be on social, economic, political, religious, and/or human rights conflicts on local, regional, national, or international levels. This course examines issues of peace and conflict from a communication perspective utilizing case studies such as the 1945 bombings of Hiroshima and Nagasaki. Students successfully completing this course will be eligible to travel to Hiroshima to participate in a seminar sponsored by the Hiroshima Peace Culture Foundation by enrolling in CM 305: Communication Study Travel Seminar. 3 Sem. Hrs.

COMMUNICATION 260: Peace Communication

Dr. William Coleman

One day we must come to see that peace is not merely a distant goal we seek, but that it is a means by which we arrive at that goal. We must pursue peaceful ends through peaceful means.

--Martin Luther King Jr.

In war, truth is the first casualty.

-Aeschylus

Greek tragic dramatist (525 BC - 456 BC)

Great spirits have always encountered violent opposition from mediocre minds.

-Albert Einstein

Utilizing the 1945 bombings of Hiroshima and Nagasaki as a case study, this seminar will examine the nature of conflict and peace and the communication strategies employed both to justify the use of violence and to wage peace. Attention will be given to persuasive tactics, language strategies, and the messages of those advocates in support of violence and those opposed. Students successfully completing this course will be eligible to enroll in CM 305: Travel Seminar and travel to Hiroshima in August 2010 to participate in a peace seminar sponsored by the Hiroshima Peace Culture Foundation and Hiroshima Jogakuin University.

Textbooks:

Robert L. Ivie, Dissent from War (Bloomfield, KT: Kumarian Press, 2007).

John Hersey, Hiroshima (New York: Vintage Books, 1989).

Ronald Takaki, Hiroshima: Why American Dropped the Atomic Bomb (Back Bay Books, 1996)

Joseph Nye, Soft Power the Means to Success in World Politics (Public Affairs, 2005)

Department goals met by this course include:

Demonstrate competency in critical thinking skills related to the analysis, interpretation, and criticism of messages.

Demonstrate competency in skills related to the construction and analysis of argumentation and persuasive discourse.

Demonstrate an understanding of the importance of free expression and the responsibilities it entails.

Demonstrate competency in the analysis and practice of ethical communication.

Assignments:

Class Participation & Response Paragraphs	130 points
Midterm Exam	100 points
Peacemaker Paper	100 points
Final Exam	100 points

International Peace Exchange Project

50 points

Peacemaker Paper. You will select a “peacemaker” (either an individual or an organization) and research the relevant history, background, mission, goals, and communication tactics. Details for the assignment will be given in class. Due: the last day of class.

International Peace Exchange. You will be paired with an exchange partner in Japan and will establish an email relationship with them keeping a journal of your interactions. Details will be provided.

Class Participation. Constructive student input is necessary for the seminar to work effectively. Therefore, assignments are to be read before class to enhance the discussion process. Here are a few guidelines for your class participation beyond the days you are assigned specific responsibilities: be in class on time, be attentive to whomever is speaking, be willing to ask and answer questions, be willing to make comments, (in other words, be involved in class), and be respectful to others and their comments. Comments that are vague, unrelated to the current topic, disrespectful of others, or without sufficient foundation will be evaluated negatively. What matters is the quality of your contributions. Guidelines for evaluating participation that I will use:

Outstanding Contributor. One whose comments reflect exceptional preparation. Ideas are always substantive and provide major insights. It is quite obvious to everyone that this individual has read the course material and has reflected upon it. Challenges are well substantiated and persuasively presented. If the person were not a member of this class, the quality of the discussion would diminish markedly.

Good Contributor. One whose contributions reflect thorough preparation. Ideas are usually substantive and provide good insights. Challenges are substantiated and often persuasive. It is obvious that this person has read the course material. If this person were not a member of this class, the quality of the discussion would diminish.

Adequate Contributor. Contributions reflect satisfactory preparation. Ideas are sometimes substantive and sometimes insightful. Challenges are sometimes presented. This person has read some of the material. If this person were not a member of this class, the quality of discussion would be slightly diminished.

Non-participant. One who says little or nothing in class. Hence, there is not an adequate basis for evaluation. It is not evident that this person has read the course material. If this person were not a member of this class, the quality of discussion would not be affected. Students uncomfortable with speaking up in class are encouraged to establish an email dialogue with me.

Unsatisfactory Contributor. Contributions reflect inadequate preparation. Ideas and comments offered are seldom substantive and provide few, if any, insights. Input is superficial and obvious. It is evident that this person has not fully understood the material or prepared for class. If this individual were not a member of this class, productive class time would not be lost.

Response Paragraphs. As part of your class participation grade, on the days when a particular reading is marked with an asterisk (*), you are to submit at the beginning of class, a one-paragraph response to that reading. Your response should be a reaction to something you read – something that “got your attention.” Tell me what that “something” is and explain why you responded the way you did. Example: “I was surprised with Takaki’s position on because”

This is a discussion/activity-formatted seminar. Your attendance and class input is essential to the success of the class. Therefore regular attendance is expected. Absences in excess of two will affect your course grade adversely as will a pattern of arriving late to class.

Academic Honesty

Familiarize yourself with the College’s Academic Honesty Policy: “Academic work is expected to be the student’s own unless otherwise clearly indicated. Plagiarism and other forms of cheating or dishonesty will subject the student to possible suspension or dismissal.” Plagiarism is defined as: to knowingly take and pass off as one’s own the ideas, writings, words, or concepts of another.” Academic dishonesty or plagiarizing is grounds for failing the course.

TENTATIVE COURSE SCHEDULE

January 12	Introduction to “peace communication” <u>Assignment:</u> If conflict is defined as, “involving a perceived or real incompatibility of goals, values, expectations, processes, or outcomes between two or more interdependent individuals or groups” (J. Martin and T. Nakayama, <u>Experiencing Intercultural Communication</u> , 3 rd ed, Boston: McGraw-Hill, 2008, p. 211), how do we define “peace”?
January 14	Preliminary Issues: What is peace? *Elliott J. Gorn: “Professing History: Distinguishing Between Memory and the Past” *Walter Wink: “The Myth of Redemptive Violence” http://www.ekklesia.co.uk/content/cpt/article_060823wink.shtml *Ira Leonard: “Violence is the American Way” http://www.alternet.org/story/15665
January 16	Causes of Conflict Debate: “Women are always the victims of war. Males profit most from war.” Extent of violence in the world today Human Rights Watch: http://www.hrw.org/ Amnesty International: http://www.amnesty.org/ Freedom House: http://www.freedomhouse.org/template.cfm?page=1 Southern Poverty Law Center: http://www.splcenter.org/intel/intpro.jsp
January 19	MLK DAY
January 21	Understanding the realities of war: WWII as a case study “Saving Private Ryan”
January 23	Hiroshima: Why? How the “rules” of war were changed in WWII *Ronald Takaki, <u>Hiroshima: Why American Dropped the Atomic Bomb</u>
January 26	*continued
January 28	*continued
January 30	* continued
February 2	Smithsonian Institute and the Enola Gay controversy Enola Gay’s Exhibit: Historians’ letter to the Smithsonian: http://www.doug-long.com/letter.htm General Paul Tibbets: Statement: http://www.stbrendanschool.com/WWII/EnolaGay/ThePlane.pdf Review: Elliott J. Gorn: “Professing History: Distinguishing Between Memory and the Past”
February 4	Hiroshima: after the bomb *John Hersey, <u>Hiroshima</u> Guest speaker: Kyoko Niijama, Hiroshima Jogakuin High School graduate, 2008 <u>Peace Seeds:</u> http://www.chugoku-np.co.jp/hiroshima-koku/en/special/index_20081111.html Mayors for Peace

February 6	TBA
February 9	The role of propaganda in wartime Anup Shah: "War, Propaganda and the Media" http://www.globalissues.org/article/157/war-propaganda-and-the-media#ElementsofPropaganda (1-23) *Robert Ivie, "Images of Savagery in American Justifications for War." <i>Communication Monographs</i> (47) (1980) 279-94.
February 11	Construction of Stereotypes Michelle Malese: "What it Means to Dehumanize" http://www.beyondintractability.org/essay/dehumanization/
February 12	Frank Capra: "Why We Fight" American cartoons
February 16	Propaganda and the Iraq War George W. Bush, "Axis of Evil" State of the Union Speech First strike/Pre-emptive philosophy Bill Moyers: http://www.pbs.org/moyers/journal/blog/war/
February 18	<i>War Made Easy: How Presidents and Pundits Keep Spinning Us to Death</i> (DVD)
February 20	Guest from CPA: Cleveland Peace Action
February 23	Toward Rhetoric of Peace: the necessity of dissent *Robert L. Ivie, <u>Dissent from War</u> : chapters 1, 2
February 25	* <u>Dissent from War</u> : chapter 3
February 27	* <u>Dissent from War</u> : chapter 4
March 2	* <u>Dissent from War</u> : chapter 5
March 4	* <u>Dissent from War</u> : chapter 6
March 6	Midterm Exam
March 7-15	Spring Break
March 16	Peacemakers and the Rhetoric of Peace Dr. Martin Luther King
March 18	Human Rights Universal Declaration of Human Rights: http://www.hrweb.org/legal/undocs.html#UDHR Geneva Convention on Torture and Treatment of Prisoners of War: http://www2.ohchr.org/english/law/cat.htm Susan Sontag: "Regarding the Torture of Others" <i>New York Times</i> , May 23, 2004
March 20	Human Rights, continued Human Rights in the United States: http://www.hrw.org/en/united-states <i>China Daily</i> : http://www.chinadaily.com.cn/china/2008-03/13/content_6533121.htm

The International Criminal Court

March 23	The Role of the Media in Peace and Conflict Gadai Wolfsfeld, <u>Media and the Path to Peace</u> , pages 8-44 (ELR)
March 25	Peace Journalism J. Galtung: http://www.biggpicture.tv/videos/watch/b73ce398c Jake Lynch & McGoldrick, <u>Peace Journalism</u> , chapter 1 (ELR)
March 27	chapter 2
March 30	chapter 3
April 1	TBA
April 3	Managing Conflict: Soft Power *Joseph Nye, <u>Soft Power the Means to Success in World Politics</u> chapters: 1, 2
April 6	*Nye, chapters 3, 4
April 8	*Nye, chapter 5
April 10	GOOD FRIDAY
April 13	International Peace Exchange Project Reports
April 15	Peacemaker Reports
April 17	Peacemaker Reports
April 20	Peacemaker Reports
April 22	Peacemaker Reports
April 24	Documentary about WWII internment camps for Japanese citizens in the U.S. The Cats of Mirikitani (2006) Starring: <u>Tsutomu Mirikitani</u> Director: <u>Linda Hattendorf</u>
April 27	Final exam review

Note. The above is only a tentative schedule of the seminar. More than likely this schedule will change as the course evolves.

If you need accommodations because of a documented disability, please contact Disability Support Services in the Hoover-Price Campus Center for assistance in developing a plan for addressing your academic needs. You may also see me privately to discuss your needs.

