University Studies
Cluster Proposal Cover Sheet
2004-2005

Cluster: Global Environmental Change
Title of course: Ecology of War + Peace
Course Number: CR 314
Proposing Faculty: Tom Hastings
Cluster Coordinator: Georg Grafhoff

Cluster Course to New Cluster
Other clusters this course is assigned to:

Non 'U' course proposed to Cluster
Removal

UNST Committee-- PASS: Yes ☐ No ☐
If no, reason: ____________________________

UCC Committee-- PASS: Yes ☐ No ☐
If no, reason: ____________________________
University Studies  
Cluster Course Addition  
Adding a previously unapproved course to a cluster  
(Revised September 9, 2002)  
(When addressing questions, please attach a separate sheet)

PROPOSING FACULTY (Name, signature, and department)

1. THE COURSE

   A. COURSE TITLE, NUMBER, AND CATALOG DESCRIPTION

   B. DEVELOPMENT
   Is the course based upon an existing course, or is it a new course under development?

   C. AVAILABILITY
   With what regularity has the course been—or will the course be—offered?

   D. PREREQUISITES
   List any course prerequisites beyond the cluster Sophomore Inquiry course.

2. COURSE OUTLINE.
   Provide a detailed outline of the proposed course, also including its preliminary reading list, and the
   name(s) of instructor(s) committed to teaching the course.

3. GENERAL EDUCATION GOALS.

   A. COURSE CONTENT & SUITABILITY FOR CLUSTER
   Discuss the course content in relationship to the thematic focus of the cluster.

   B. UNST GOALS
   Indicate what materials and assignments will address those University Studies goals
   appropriate to the course content and cluster theme (the goals are Inquiry and Critical
   Thinking, Communication, Diversity of Human Experience, and Ethical Issues & Social
   Responsibility).

   C. CLASSROOM ENVIRONMENT
   Discuss the teaching strategies employed in the course and how they articulate with the
   student-centered, active-learning strategies characteristic of University Studies courses.
PROPOSING FACULTY: 

COURSE TITLE AND NUMBER: Ecology of War & Peace 3141

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OBTAIN CHAIR AND CLUSTER COORDINATOR SIGNATURES BEFORE SUBMITTING TO UNIVERSITY STUDIES OFFICE

DEPARTMENT CHAIR(S): 

DATE: 05/07/2003

CLUSTER COORDINATOR: 

DATE: 05/07/2003

All changes to Clusters must be approved by PSU’s Senate Curriculum Committee.

THE ORIGINAL + 12 COPIES OF THE PROPOSAL MUST BE RECEIVED AT UNIVERSITY STUDIES (CH 163) BY OCTOBER 31, 2002

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COURSE APPROVED FOR CLUSTER INCLUSION

CHAIR, CLUSTER COORDINATORS: ____________________________ DATE: ____________

CHAIR, UNST COMMITTEE: ____________________________ DATE: ____________
Proposing faculty: Tom H. Hastings, Director, Peace and Nonviolence Studies, Conflict Resolution Program

1. THE COURSE
A. Ecology of War and Peace, CR314U. Ecology of War and Peace is an examination of the ecological effects of preparing to wage war and waging war as well as the elements of an ecology of peace (by which is meant, literally, a serious reduction of environmental costs to a nation-state which develops peaceful means of resolving conflict and by which is intended a metaphor of a peace system as an interconnected ecology of elements). The costs of conflict are as important as the benefits in our democratic discourse and decisionmaking. For an informed leadership and informed citizenry to collaborate on decisions as basic as the methods of conflict management and the anticipation of conflict is basic to democracy. Just as understanding economic implications of a war or defense budget is an important component, so too is this ecological piece.

B. This course was initially developed by the professor when he directed the Peace and Conflict Studies program at Northland College in Wisconsin, an environmental liberal arts college. After teaching it there during two semesters, he wrote a text by the same name. Ecology of War and Peace is currently being taught by him here at PSU.

C. Ecology of War and Peace will be offered annually, in spring session.

D. No prerequisites.

2. COURSE OUTLINE
Each major topic covers two subtopics, each of which takes two in-class hours.

Ecology of War overview
- Ecological costs of preparing for war
- Ecological costs of waging war

Environmental drivers to war overview
- Energy resource competition
- Renewable resource conflict

Water conflict
- Riparian rights and identity
- Water capture and conflict

Environmental racism and conflict
- Cases: Native peoples and global nuclear arms
- Select cases of resource capture on race basis

Ecology of Peace overview
- Complex components
- Systems mapping, growth projections

Peace and justice movements
- Peace education
- Media and culture of peace

Nonviolent force
- International interposition work
- Domestic application of nonviolent force to foreign policy

Creative Conflict Resolution
- UN and nation-state diplomacy
- Nongovernmental tracks

International Law
- International Court of Justice
- International Criminal Court

Student presentations
Each student presents final paper; each approved topic generated review of course materials as they apply to topics of student research.

**texts:**

3. GENERAL EDUCATION GOALS

**A. COURSE CONTENT & SUITABILITY FOR CLUSTER**
Ecology of War and Peace is an effort to bridge the obscure and often scientific reports of environmental costs of preparing for and waging war on the one hand and offering a sustainable alternative on the other. It is of particular potential value as an offering in the Global Environmental Change cluster for that reason. Since the environmental issues in question are tremendous from virtually every standpoint, this material is a crucial component in any holistic study of what it means to be either unsustainable or sustainable and to mitigate anthropogenic changes to our planet's overall and site-specific ecology.

**B. UNST GOALS**
The very perspective that conflict is inevitable and that a society must adequately assess its options is a part of critical thinking fostered by this course of study. Consistently throughout the student is encouraged to apply all available critical thinking skills to this set of complex, interdisciplinary questions.

Meeting the communications goals of this cluster is accomplished by this course in three ways. First, the class is discussion-based and all are expected to participate each class session. Second, each student presents on her final paper topic, thus combining a written paper and an oral presentation. Third, there is a section in the course devoted to conflict resolution communications skills.

With units on environmental racism and the global impact of the world's militaries on indigenous lives and lifeways, this course offers a unique element of diversity education. Further, the section on nonviolent liberation as a component in a potential ecology of peace emphasizes leadership historically from communities of color and examines the new model of women's leadership being offered by nonviolent peace and ecology movements around the world.

The basic premise of the class is that there are essential ethical issues at stake in the very methods of conflict management and how they affect our abilities to thrive even in a world system that is leading to both overconsumption and overpopulation—which leads, inexorably, to global environmental change. Certainly the entire endeavor is about social responsibility to human rights and to sustainability.

**C. CLASSROOM ENVIRONMENT**
Since Ecology of War and Peace is a discussion-based course with high expectations of participation and rotating co-facilitation, we can expect one outcome will be students who are more versed in posing and counterposing questions, articulating options for mutual gain and co-facilitating class sessions. While the professor sets up the framework and is involved moment-to-moment, students feel a great deal of the discipline of academic discussion is self-discipline rather than imposed, which is the hallmark of good conflict resolution courses.