

# Examining the role of the military: War and Peace Studies

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## War and Peace Studies.

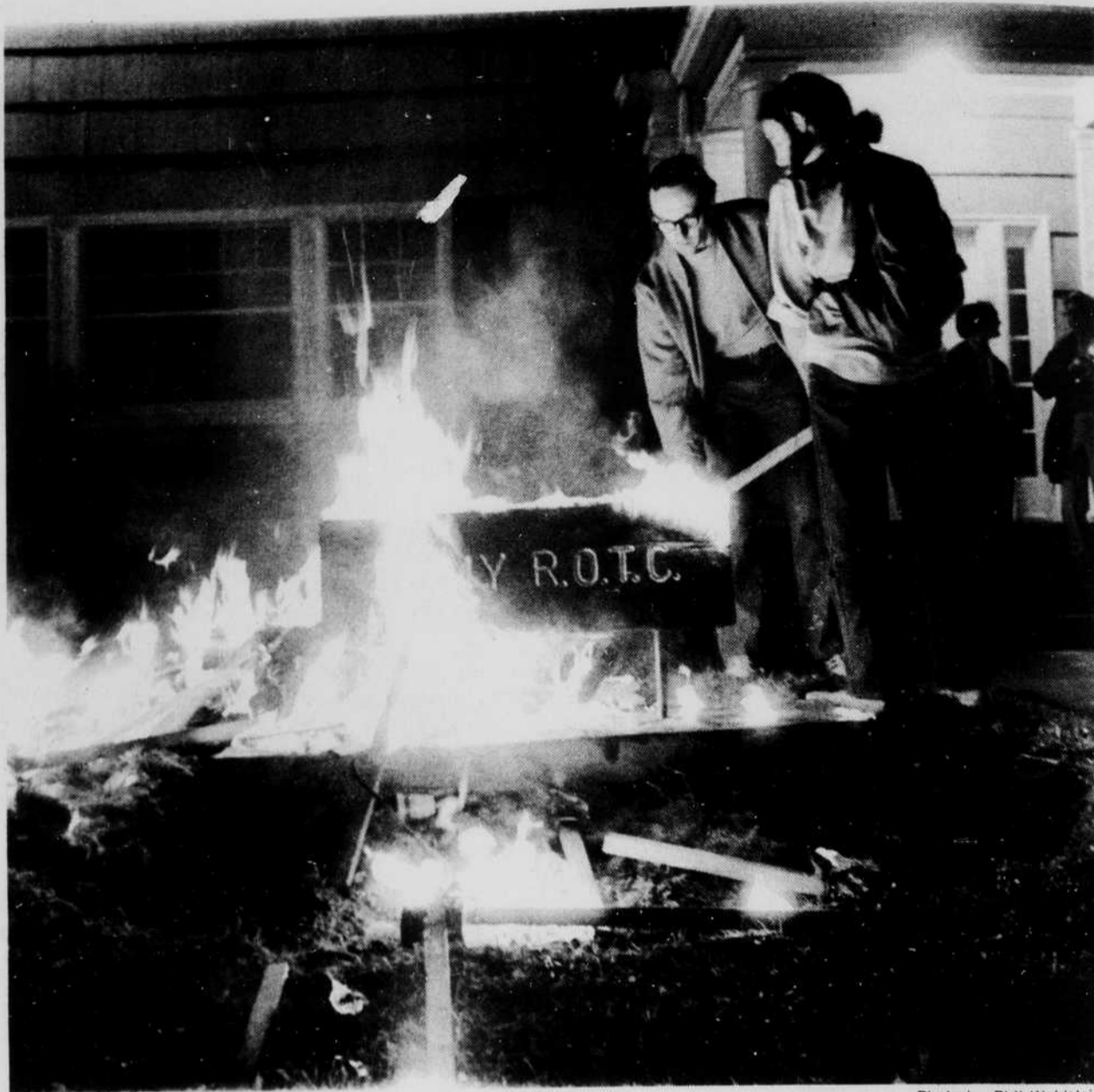
It's a necessary part of the University curriculum, the standing ROTC Advisory Committee has reasoned in its 45-page report to the faculty.

The report—which makes 15 recommendations regarding the University's much maligned Reserve Officer Training Corps program—was the result of a 1971 faculty charge to University President Robert Clark. Clark is to report to the faculty no later than the October, 1972, faculty meeting on "progress toward (finding) an acceptable alternative to the present ROTC program." The report, completed last spring, was mailed to faculty members this summer.

Included in the report are recommendations concerning additional course requirements for ROTC cadets, reimbursement to the University for ROTC costs, titles, qualifications and voting privileges of ROTC staff, credit for ROTC courses and renegotiation of the Air Force ROTC contract.

The recommendation which will probably have the most far-reaching effects on the most persons is the proposed War and Peace Studies curriculum, as it is designed for both cadets and civilian students.

The report describes War and Peace Studies as an



ROTC: The University's most embattled course.

Photo by Phil Waldstein

attempt to examine "the role of military phenomena in the world today, and alternatives to the use of force in achieving national objectives."

Such courses would benefit the military officer, the report argues, but more importantly they would "serve a genuine need in the liberal education of the responsible citizen, whose daily life and whose very future are affected in countless ways by military phenomena and the dominant position they occupy in the life of the nation and of the world."

In proposing such a curriculum, the committee points to the fact that the United States and much of the world are "spending more money for armaments than on education and health combined."

"If these are, as it seems to many of us, disastrously the wrong priorities, reflecting the values of death and fear, not those of life and hope, it will take more than either fulminations or pious good intentions to set them right."

Thus, the report sees the War and Peace Studies curriculum as a beginning for changing national priorities, "for they should help to provide the necessary basis of knowledge and understanding for informed and effective action."

The curriculum would be administered by a director of war and peace studies, who would be a permanent member of the University faculty. Clark is requested to

appoint a director at approximately .30 FTE (full-time equivalent) at the beginning of the 1973-74 school year.

With the help of a Committee on War and Peace Studies—which would be composed of faculty members from disciplines covered by the war and peace courses—the director would be responsible for "identifying and developing a body of courses" concerning the military's impact on society.

Implementation of such a curriculum is not possible until the 1975-76 year, the report says, because of lack of funds, departmental apathy or opposition, and/or opposition by the State System of Higher Education Chancellor's office to the addition of new courses.

War and Peace Studies courses must be offered "at a level that will make them accessible to the general student as well as the cadet," the report says, as some possible war and peace courses in the present curriculum have prerequisites or are taught at a level that might make it difficult, if not impossible, for the non-major to take.

As examples of War and Peace courses, the report lists courses from other university's peace studies curriculums, such as "The Analysis of War and Peace," "International Relations," "Conflict Resolution (Interpersonal and Intergroup)," "Literature of Peace and War," "Religious Dimensions of Peace," "World Economic Geography," "American Foreign Policy," "Comparative Foreign Policy," "International Law" and "Diplomatic History of the United States."

ROTC cadets would be required to select two courses from the War and Peace Studies curriculum as part of their programs.

This requirement puts "undue restrictions on the over-all academic programs of ROTC students," ROTC advisory committee member Barry Siegel says in a minority report. Siegel says he feels the six additional hours—in addition to 30 hours in ROTC military-academic course work—almost would require ROTC students to have double majors.

Siegel also says he opposes paying for a director of War and Peace Studies.

ROTC at the University has been the subject of controversy for the general faculty for the past four years.

The faculty voted in the spring of 1969 to retain academic credit for the two ROTC programs—Army and Air Force. In the spring of 1970, the faculty voted against abolishing the program by a vote of 199-185. In the spring of 1971, the faculty voted to spend a year looking for alternatives to the present ROTC program, and commissioned the ROTC advisory committee to do this.

Last spring, the faculty considered a motion to abolish ROTC at the University, but turned it down in favor of continuing with its own spring, 1971, legislation.

Along with faculty debate on whether or not to abolish the program, there have been many campus demonstrations concerning ROTC in past years.

But the question of ROTC on campus may cease to be a question after this October. After several months work by the ROTC advisory committee—and the completion of its lengthy report proposing a War and Peace Studies curriculum—the question of whether ROTC should remain on campus, and, if so, in what form, will again be in the faculty's hands.



Cadets graduate into the military.

Photo by James Link