

PEAC 325: Peace, Justice & Conflict Transformation Fundamentals

Office Hours: Mon, 2:00; Thurs, 2:30; by appointment; I love to meet students so don't hesitate
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Information in this syllabus is crucial. As you read it, use your critical thinking skills to ask questions about what is ahead. If you do not read the syllabus, you will not know what to expect or what is expected of you. If it is too long for you, consider enrolling in another class now.

Course Objectives

Introduce fundamental issues within the broad realm of Peace Studies; deepen student skills in critical thinking, conflict analysis, problem solving; foster international perspective to be a global citizen. Core issues: conflict analysis, non-violent action, violence prevention, warism, conflict transformation, and peacebuilding. Readings and viewings are primarily drawn from practitioners. Class includes exercises that engage these topics. Required on-line "Introduction to Conflict Analysis," offered free by the U.S. Institute of Peace with certificate upon successful completion. Course will help students embrace their own agency in the world, which should empower them for the future. At semester's end students design a concrete project that addresses a personal, local, national, or international issue of their choosing. Students are expected to work effectively as a collective in reaching consensus on: cell phone and texting policy, relative emphasis of course assignments in determining final grade, and group scheduling for *A Force More Powerful* presentation. **This course is a requirement for the undergraduate certificate in Peace, Justice & Conflict Transformation. (For further details see p. 9 below.)**

Required Readings:

The Little Book of Conflict Transformation, John Paul Lederach. (PA: Good Books), 2003.

What Every Person Should Know about War, Christopher Hedges (NY: Free Press), 2003.

Other readings will be found in the Course Reader supplemented with occasional postings on Blackboard. The Course Reader is available from Gray's Bookstore. To anticipate a question from a past student: most readings are covered by copyright and cannot be simply Xeroxed and posted to Blackboard. *Total readings of fewer than 300 pages is NOT high for college.*

Required Films on Reserve

Pray the Devil Back to Hell (also on line) *A Force More Powerful* (6 parts) *Gandhi*

Blackboard: Assignments, handouts, and information from class will be posted occasionally. Check Blackboard regularly. If you lose a handout (such as this syllabus) you may print a new one via Blackboard. If a document is posted, assume it is important. *Breaking news stories and announcements will be sent to students frequently via the Blackboard roster of emails.*

You can assume that, on average, the course will require up to two hours **outside of class** per week for every hour of credit: 2hrs/credit/week x 3 credits= 6 hours/week.

Cell phones and texting: Students will develop class policy by Tuesday, Sept. 2.

Announcements and Class Information: You are responsible for any announcements or

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information communicated in class or via email concerning changes in due dates, schedule, and/or supplemental readings. If you miss a class, you are responsible for obtaining the notes from a classmate. Expect updates and information via Blackboard email so please check your email account regularly.

Students with Disabilities: The University of Louisville is committed to providing access to programs and services for students qualified with disabilities. If you are a student with a disability and require accommodation to participate in and complete requirements for this class, contact the Disability Resource Center (Stevenson Hall, 852-6938) for verification of eligibility and determination of specific accommodations.

Requirements/Grades

Students will collectively determine the value of the following, to total 100%. Use Discussion Board on Blackboard to communicate with each other; make recommendation in class on Sept. 2. Due dates are firm. Late work will be graded down. **Clarity and quality of writing always matter. If English is not your native language, please inform me.** For papers: number pages, staple or clip pages together, proofread. Electronic submissions (email attachments) are not accepted.

1) *Class participation, preparation and attendance:* As noted in Course Objectives, this class provides opportunities to learn in many ways. To maximize your education—and the value of your tuition—be prepared for class and participate. Participation includes having done the reading or other assignments before class so you can participate verbally, nonverbally, and to learn from doing so. Your contributions to the class will increase the understanding and retention of the class material for you and your classmates. We learn from listening to others and thinking through complex issues together. Your preparation and participation are crucial to your own learning and that of others. As Colman McCarthy writes in *I'd Rather Teach Peace*, "Class discussions are expected and dissent is welcome. One skeptic enlivens the class more than a dozen passive agreeers." Students sign in at the start of class; latecomers should do so after class. As part of participation, each student will invite a guest to class once to give that friend, family member, roommate or co-worker a chance to learn about Peace Studies first hand. Students will introduce their guest. Class participation and attendance count for ___ % of your grade.

2) *Complete on-line Conflict Analysis Certification through U.S. Institute of Peace,* <http://www.usip.org/education-training/courses/certificate-course-in-conflict-analysis>. This on-line program runs about 65 pages (already posted on Blackboard). It will help students conduct their conflict interviews with one another and should be undertaken in concert with these. A print out of the certificate of successful completion of the course and its final exam should be submitted in class **on or before Sept. 11.** ___% of grade (multiplied by score on exam)

3) *Student conflict interviews and analysis, presentations Sept. 16, 23.* (Instructions will be posted on Blackboard in the "Assignments" folder.) ___% of grade. If you choose to use computer slides—you are not required to do so—they should be sent to me by noon before class OR put on a thumbdrive and installed BEFORE class. These may not be installed during class.

4) *Team reports of 10-15 minutes on five segments of "A Force More Powerful" series, Oct. 16, 21.* Student groups of 5-6 members should view their team's film as a group and collectively plan their presentation. Scheduling a mutually convenient time may be the most difficult part of this assignment because of conflicting work, class, and social schedules. Making a group plan and presentation requires teamwork and conflict transformation. Plan ahead and

rehearse! Each student will write at least one page connecting the film to the ideas of Thoreau and Sharp, to be submitted the day of the presentation; students should write an additional paragraph on the group process and challenges and rewards it presented; ___% of grade.

5) “*Positive or Negative Peace in Daily Life and Popular Culture.*” Due **Oct. 28**

(Instructions posted on Blackboard in under "Assignments.") Students may chose from one of:

a) “*Popular Song or Image*”

OR

b) “*Militarism and Warism in Daily Life*”

OR

c) *Play, art exhibit, or local event*, students have a "free choice" here to pick an artistic event that relates to issues of the class. **a), b), or c) will be ___% of grade.**

6) *Personal letter*: Write a letter thanking a person for teaching you an important human value. This could be a friend, family member, teacher, author, public figure, or anyone who made a lasting impact. You must be specific about the human value, what you learned, and why this is important to you. If no one has yet taught you such a value, write to an imaginary person focusing on a value you wish to learn. Two pages. **Due Nov. 13** ___%

7) *Quizzes*: These occur regularly throughout the semester and will always focus on assignments since the previous quiz. They will be brief (5 minutes) and show how well students have comprehended readings and other out-of-class assignments. Each quiz is graded 0 (poor or no comprehension), 1 (fair or average comprehension), 2 (excellent comprehension). Quizzes are: **Sept. 11; Oct. 9, 21; Nov. 6, 18.** The lowest quiz will be dropped. ___%

8) *Final Project*: Instead of a term paper at the end of the semester, students will design a concrete peacebuilding project that addresses in detail an issue of their choosing. They might, for example, create a plan to call attention to a particular issue. They might, alternatively, plan to affect legislation and create a series of action steps to do so. Still another choice is to design a project that could be adopted by an existing organization. Whatever their choice, students must find an existing organization or entity to work with as a collaborator or sponsor.

Students are encouraged to “think big.” It is always possible, as the rhyme goes, to:

Think global

Act local.

(The Peace, Justice & Conflict Transformation program commemorates the United Nations' International Day of Peace every year. This year on Sept. 18 Students might imagine a project with their residence, church, or RSO that becomes part of this event. **Admission:** I hope *many* students will form a core of committed volunteers to make next year's celebration a success.)

Final projects *must* include detailed supporting materials:

--a needs analysis of the issues and of current strategies being used to address these as well as their successes and failures;

--a rationale for the goals of the proposed project;

--a timeline for initiating it;

--a list of expected outcomes and the means to measure them;

--analysis of connectors and dividers;

--an explanation of potential obstacles and strategies to overcome them;

--a budget of expenses and also of expected income and sources to meet the budget;

--an explanation of the project's relationship to Peace Studies.

Final projects must be approved in advance on or before Oct. 9. (This is intended to help not hinder you.) Send a two-paragraph email or meet me during office hours. **Start planning sooner rather than later!** Projects will be presented orally **Nov. 25, Dec. 2.** Written material supporting the project is due the day of the presentation. ___ % of grade.

Selected projects may be featured in annual PeaceDay commemoration.

Since the course is intended to help students understand and embrace their own agency, **Final Projects should be conceived and designed with the intention of implementing them. Projects actually completed during the semester will be especially prized and graded accordingly. Students committed to implementing their project after the course ends are welcome to take an Incomplete; the realized project can then influence its grade.**

10) *Final Exam (scheduled for Dec. 13, a Saturday, 4:45-7:15 p.m.) may be shifted.*

Graduate Students will be responsible, in addition to the above, for leading the class for one session and also for securing the participation of a university or community organization in the annual commemoration of the United Nations International Day of Peace.

Extra Credit:

- 1) Submit an essay to accompany *NY Times* columnist Nicholas D. Kristof on an international reporting trip http://www.nytimes.com/marketing/winatrip/?mkt=ROS_TS_Winatrip_336x280
- 2) View film *Salaam Dunk*, Iroquois Public Library, Oct. 28, and write a response
- 3) Attend annual Braden Lecture on Nov. 6 and write a response.

There *may* be other opportunities
+ and – grades will be used

Dates of readings and assignments have been estimated at the beginning of the semester and are subject to change with notice via Blackboard.

The abbreviation CR stands for Course Reader available from Gray's Bookstore.

Unit One: Introduction to Peace and Justice

Aug. 26 Introduction and Expectations:

What Is Peace Studies? Peace Studies Primer
"If the World Were a Village," <http://usaction.org/oreos/>
Paul Bloom, "On the Moral Life of Babies" (in class and BB)
Kentucky Refugee Ministries
Careers in International Affairs

Aug. 28 Some History of Peace Studies

Read syllabus carefully, bring questions to class!
Complete anonymous SurveyMonkey
Barbara Wien, "Introduction" *Peace, Justice and Security Studies*, pp. 1-9, CR
Ian Harris, "Introduction: Peace Studies at the Beginning of the 21st Century," CR
Peace Ed in Nicaragua, <http://www.youtube.com/watch?v=EF9MGEwhSyE>

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Sept. 2 No Peace, No Justice; No Justice, No Peace

Agree upon grading percentages

Oxford International Encyclopedia of Peace, "Justice versus Peace," CR

Positive peace, negative peace (see "Peace Terms" in CR)

Mennonite Conciliation Service, "Restorative Justice," CR

Zehr, "Restorative Justice," p. 21, and "Transcending," 193-97 CR

Begin work at home on U.S. Institute of Peace, conflict analysis, on-line certification

<http://www.usip.org/education-training/courses/certificate-course-in-conflict-analysis>

Sept. 4 More Justice (Is There Ever Too Much?)

Conflict Interview Guidelines (reviewed) and partners assigned

Bryan Stevenson: We need to talk about an injustice"

Aaron Huey: America's native prisoners of

Continue USIP Conflict Analysis

Unit Two: Conflict Analysis

Sept. 9 Conflict: Personal Styles and Roles,

Guest: Eileen Blanton, Peace Education

Joshua N. Weiss, "Third Side Inventory: What Third Side Role(s) are you Best Suited to Play?" complete at home before class, CR

Continue progress on USIP on-line Conflict Analysis

Sept. 11 Conflict Analysis, quiz #1 (readings and USIP Conflict Analysis course)

Sign and submit print out of completed USIP Conflict Analysis course **and score**

Discuss USIP Conflict Analysis

Sept. 16 (begin) Student Conflict Analyses and Presentations

Sept. 18 Diana Ferrus, "Commemorating Twenty Years of South African Democracy Following the End of Apartheid," in Thrust Theatre, reception to follow

Sept. 23 Student Conflict Analyses and Presentations

(**Sept. 24-28**, choice for artistic event, *Eda* [Everyman], Thrust Theatre, 2314 S. Floyd Street)

Unit Three: Warism

Sept. 25 (conclude) Student Conflict Analyses and Presentations

Set teams for *Force More Powerful* presentations.

Why We Fight (in class: reflexive firing)

Sept. 30 Warism #1 LAST DAY TO WITHDRAW

Hedges, *What Every Person Should Know about War*, pp. xi-9; 41-55; 71-90;

"Ben's BBs" (in class)

(trailer in class if time allows) Sam Keene, "Faces of the Enemy"

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Oct. 2 Warism #2

Mark Twain, "The War Prayer"

Cady, *From Warism to Pacifism: A Moral Continuum*: ix-xv; 3-19; 77-93 CR

Cady, "Warism to Pacifism," one-page chart, CR

Peace One Day trailer (in class)

Discuss/Describe Final Project

Oct. 7 Fall Break

Unit Four: Violence and Non-Violence

Oct. 9 Global and Social Violence, Quiz #2

Final Projects approved on or before this date

Henry David Thoreau, "On the Duty of Civil Disobedience" (1849), CR

Watch interview of Johan Galtung, <http://www.youtube.com/watch?v=eJf0m-Nz35E>

(in class if time allows: trailer and prologue: *A Force More Powerful*; Amina Matthews, *The Interrupters*)

Oct. 14 Non-Violence #1

Gandhi, Ekstrom reserve and http://www.youtube.com/watch?v=_HT4BM7cgJw (3:07)

"How to Start a Revolution" (excerpt in class)

The Cherokee Grandfather and Two Wolves (in class)

Oct. 16 Non-Violence #2

Sharp, "The Technique of Nonviolent Action;" "The Methods of Nonviolent Action;"
"198 Methods of Nonviolent Direct Action," CR

Martin Luther King, "Letter from a Birmingham Jail," CR

Force More Powerful, Denmark: Living with the Enemy team report and paper (see p. 2)

Force More Powerful, Nashville: We Were Warriors team report and paper (see, p. 2)

Oct. 21 Non-Violence #, quiz #3

Force More Powerful, Poland: We've Caught God by the Arm, report and paper (see p. 2)

Force More Powerful, Chile: Defeat of a Dictator team report and paper (see p. 2)

Force More Powerful, South Africa: Freedom in Our Lives, report and paper (see p. 2)

Steven Pinker, "Preface" *The Better Angels of Our Nature*, xxi-xxvii

Oct. 23 last day to withdraw

Hawks and Doves; Rousseau's Deer and Hare (in class)

Unit Five: Conflict Transformation and Mediation

Oct. 28 Conflict Transformation #1

Submit "Positive or Negative Peace in Daily Life and Popular Culture"

Guest: Tony Belak, University Ombuds

Lederach, *The Little Book of Conflict Transformation*, pp. 3-47; 61-71;

view at home:

http://www.nonviolentcommunication.com/meet_marshall_rosenberg/mbr-video.htm

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Oct. 30 Conflict Transformation #2

Guest Sally Evans, PEACC Program
The River Crossing (in-class)

Nov. 4 Peacemaking and Peacebuilding #1 (Women)

Heifer: "Secretary of State Clinton Goes the Distance for Women, CR"

Oxfam: "Now Our Children Will Eat,"

View "Women, War & Peace," (Part 4 only, "War Redefined") at

<http://www.pbs.org/wnet/women-war-and-peace/full-episodes/war-redefined>(52:29)

(If time allows in class: "The Girl Effect;" Eve Ensler's "One Billion Rising")

Nov. 6 Peacemaking and Peacebuilding #2 (Women), quiz #4

Watch before class: *Pray the Devil Back to Hell* (at Ekstrom or

<http://www.pbs.org/wnet/women-war-and-peace/full-episodes/pray-the-devil-back-to-hell/>)

Eleanor: In Her Own Words, Universal Declaration of Human Rights (in class)

Assign Rungia responsibilities

Nov. 11 Peacemaking and Peacebuilding Conclusion #3

Mary Anderson, "Can My Good Intentions Make Things Worse?" CR

Rungia: Land of Plenty, Potential, and Poverty (in class)

Unit Six: Inner Peacemaking and Contemplative Practices

Nov. 13 Inner Violence

Personal Letter due (see instructions, p. 2 above)

James Gilligan, from *Preventing Violence*, 56-79, CR

Stanley Milgrim, "Behavioral Study of Obedience," CR

Barbara Wien, "The Milgrim Experiment: A Lesson in Depravity, Peer Pressure, and the Power of Authority," CR

Nov. 18 Inner Peacemaking and Transformation, quiz #5

Lederach, *Conflict Transformation*, pp. 48-60

New Testament Bible, "The Sermon on the Mount," CR

Nicholas Wade, "We May Be Born with an Urge to Help"

Bystander on the Subway (class hand-out)

(Nov. 19-23, choice for artistic event, *Freedom Days*, Thrust Theatre, 2314 S. Floyd Street)

Nov. 20 Inner Peacemaking and Transformation #2,

Guest: Clinical Psychologist Paul Salmon, Ph.D.

Thich Nhat Hahn, "What Is True Peace?" CR

Thich Nhat Hahn film *Peace is Every Step* (in class)

Nov. 25 Peace Project Presentations #1

Nov. 27 Thanksgiving break

REVISED 12 Feb 14 after 2nd snow day

Dec. 2 Peace Project Presentations #2

Dec. 4 Success Stories and Future Options

Howard Zinn, "Failure to Quit," CR

Elise Boulding, "Practice Love and Sustain Hope," CR

John Paul Lederach, Janice Moomaw Jenner, "So What Have We Learned?" CR

Resources for the Future, (hand out)

"Stand by Me' around the World" (in-class)

Dec. 13 (Saturday!) Final Exam, 4:45-7:15

Some Key Terminology

Peace Terms: Glossary of Terms for Conflict Management and Peacebuilding

This useful reference tool from the United States Institute of Peace is posted in the "Course Documents" folder on Blackboard.

Alternative Dispute Resolution (ADR)	Mediation	Peace (and Conflict) Studies
Capacity Building	Negative Peace	Peace Education
Civil Society	Non-Govt. Organ. (NGO; INGO=International Non-Govt. Organization)	Positive Peace
Conflict	Pacifism	Reconstruction
Conflict Analysis	Peace	Violence
Conflict Resolution	Peacebuilding	War
Conflict Transformation	Peacekeeping	Warism
Development	Peacemaking	
Justice		

Rubric for papers or essays: (With permission of Amy Steiger)

Purpose: you have a clearly defined question, problem or argument that provides the foundation for your essay, and you state this purpose clearly and specifically early on.	/20 points
Clarity: the reader can understand what you mean to say throughout the essay, you've checked your writing for errors, and you provide sufficient examples to illustrate your point.	/20 points
Specificity: you cite evidence with examples that you describe using vivid, precise details or direct citations.	/20 points
Logic: your argument or thesis makes sense with the examples you've chosen, and you make direct connections from the evidence back to your point of view on the topic.	/20 points
Concepts: your essay reveals a clear understanding of the concepts behind the different elements you are discussing.	/20 points

Conflict Interview Guidelines

Students have been divided into teams to interview each other. They will focus on a specific conflict that each student has experienced personally as either a witness or active participant. The conflict can be personal, local, national, or even international as long as the person being interviewed has direct personal experience with the conflict. The conflict could have originated in their region, local community, workplace, or school. It might have occurred in their extended or immediate family. It might be one they experienced by supporting a friend who was directly involved. (Be certain you have a deep personal understanding of the conflict if you choose this example.)

The person being interviewed can start with a general narrative of the particular conflict. Alternatively, he or she might respond to specific questions. The interviewer should seek to determine:

First

- the nature of the conflict
- the principal participants involved
- the history of the conflict
- its context

Second

- the specific immediate and secondary impact of the conflict on human relationships
- the role of misunderstanding and misinformation in the conflict
- the efforts made to transform the conflict including techniques that worked and also those that did not.

Third

- the current status of the conflict
- what can be learned from the dynamics of the conflict?
- hindsight being 20/20, what might have been done differently to transform the conflict? Would it be best to focus on the people, the problem, or the process?

Issues, Strategies, Outcomes:

Each student will present an oral summary *up to* 5-minutes in class on Sept. 16 or 23.

The hardest part of this assignment is likely to be the four-minute limit. Summarize the conflict without every detail. Focus on essentials and analysis. Do NOT re-tell the story and every fascinating detail you learned. Rehearse out loud. Everyone will submit a

summary of the conflict the day of his or her presentation. It should cover salient characteristics and analysis in at least three pages. Be sure to: a) identify issues; b) discuss strategies used to address them; c) describe the outcome and provide an update on the current status of the conflict. The on-line USIP Certificate Course in Conflict Analysis and its "Analytic Framework" (pp. 63-64 of the course .pdf, posted among Course Documents on Blackboard) should be helpful in analyzing and understanding these conflicts. **Papers will likely be more thorough than oral presentations.**

The following outline will also be helpful:

1) Causes of Conflict (Kraybill with Evans & Evans)

•Look beneath surface for *issues or incompatibilities* about:

- Information
 - Resources
 - Relationships
 - Interests or needs
 - Structure (social or organizational)
 - Values
- (how is History a factor?)

2) Framework (from USIP)

a) **Actors**

•Who are the primary actors in the conflict? Who are the secondary actors? Who else has influence over events?

b) **Root Causes**

•What is driving the conflict? What are the needs and fears of each group (fear may be underlying, latent, as well as manifest? What motivates each side?

c) **Issues, Scope and Stage**

•What are the key issues for each side? What phase is the conflict in? Who is suffering the most?

d) **Power, Resources and Relationships**

•What are the resources and capacities of each side? What is the state of the relationship among the leaders? What are the existing channels of communication? Is power symmetric or asymmetric?

e) **History of the Relationship**

•Did the parties ever co-exist peacefully? If so, what changed? What were the previous attempts at a settlement? Did they fail? Why? Was there a pattern to the failures?

f) **Justice**

- How is justice an issue?
- Who defines "justice?"
- Who decides?
- Who is most affected by its absence?

g) **Sources of Conflict** (Epstein)

- Power
- Property (real, intellectual, seeds)
- Prestige
- Philosophy (ideology, Weltanschauung, perspective)
- Preserving (one of the above four)

Terminology

Crisis: "Crisis is tense confrontation between armed forces that are mobilized and ready to fight and may be engaged in threats and occasional low-level skirmishes but have not exerted any significant amount of force. The probability of the outbreak of war is high."
(Lund)

Incompatibilities, differences between individuals or groups that can lead to conflict

Primary Actors In conflict analysis, those directly involved in a conflict.

Root Cause(s) In conflict analysis, that which is driving the conflict; the needs and fears of each group.