PAX 201
Peace Studies Overview
Fall 2014-2015
Loyola University Chicago

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Piper Hall 210
kmaasweigert@luc.edu
Office hours: Wednesdays from
10:30 a.m. - 11:30 a.m. and by appointment

Goals and Grades

Welcome!

This course is a required course for the minor in Peace Studies, an interdisciplinary program
dedicated to teaching and research in the field variously called Peace Studies, Justice and
Peace Studies or Peace and Conflict Studies (among others). For more information about the
Peace Studies minor and how to sign up for the program, you can talk to me or arrange to see
Prof. Linda Heath, Director of the Program. Here is the website for more information:
http://www.luc.edu/peace/

To contact me: come during my office hour (or set up a time to meet); call my office phone
or email me at the address above --- I will respond within two business days.

Loyola University Chicago operates with the commitment to academic integrity; be
familiar with it: http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml

As a course here at Loyola, it can be seen in relation to the University Mission:

“We are Chicago’s Jesuit Catholic University,
a diverse community seeking to find God in all things and
working to expand knowledge in the service of humanity
through learning, justice and faith.”

As we begin together, here are the frameworks for the course.

A. The objectives or learning goals for this course can be examined under the following
headings:

1. SUBJECT MATTER – As an organized academic field, Justice and Peace Studies is
relatively new. It was in 1948 that Manchester College (now Manchester University) in
Indiana started the first undergraduate peace studies program in the United States. What
we will try to do in this semester is to acquaint ourselves with the basic terminology and
the range of topics that are usually presented in this field, from the war problem to
nonviolent resolution and transformation of conflict, from negative to positive peace,
from individual empowerment to institutional action, from political-social-economic
issues to ethical-moral-religious ones.

2. SKILLS – As a course situated in the college devoted to liberal education, we will
emphasize skills which are central to such an education:
Oral skills --- The course will provide you with opportunities to improve your speaking abilities, to help you weed out ‘crutch phrases’ (“You know,” “um,” “I mean,” “like,” etc.), to strengthen your confidence in speaking in public.

Listening skills --- In order for us to have meaningful discussions, we must learn to really hear what the other is saying. That means not preparing to debate or denounce while the person is speaking but rather trying to understand the other person’s idea and being ready to seek clarification if needs be so we can advance our thinking. Civility is essential.

Writing skills --- There will be a number of writing projects, described below.

Analytical skills --- In seeking solutions to the local and global problems we face, we need to be able to identify what some of the problems are, to discover the different parts of the problems, and to see the various ways in which the problems can be approached.

Skills of synthesis --- We can’t stop at analysis if we want to effect change. We have to be able to see the parts in the context of the whole, to relate one author’s ideas to another’s, to draw on different authors’ contributions.

Skills of imagination --- If we are going to live in a more just and peaceful world, we must envision that world and work to bring it into existence. All our creative energies will be tapped for this demanding task.

3. FAMILIARITY WITH RESOURCES – Our library has excellent resources in the area of justice and peace studies from journals and books to films, DVDs, videos and databases. Our University has many faculty who have an expertise in the various aspects of this field as well. In addition, there are newspapers, magazines, speakers on campus and in the community, etc. We will try to make good use of all kinds of resources.

4. A MODEL of EDUCATION – My philosophy of education has been greatly influenced by a commitment to the process of education. While I think there is a place for the formal lecture, the structure of this course is rooted in student-facilitated discussions of the texts involved. The burden and delight will be on each of us. The Latin phrase, *prinus inter pares*, best expresses what I see my role to be: as ‘first among equals’ I will be here not as an ‘expert’ but as one eager to contribute when I can, to stimulate and guide when called for, and to offer the insights I have as a result of my reading, writing, teaching and action-taking in this area. You will soon read an excerpt from a book by Paulo Freire who speaks of a ‘banking’ model of education, where the teacher deposits learning in the heads of the students. In contrast, he offers a ‘problem-posing’ education where teachers and students are both simultaneously teachers and students. The latter model captures much of what I think is essential in a justice and peace studies course. Each of us has a different experience which can contribute to the goal of education. Each of us must challenge and encourage the others, criticize and praise, analyze and synthesize. In that very process, we acknowledge the differences
which will become evident, and we try to work toward creative resolutions where possible, but in any and every case, in ways that affirm the dignity of each.

5. **VALUES AND ACTION** – Each of us comes to this course with a set of values, some more clearly known to us than others. The course is a structure within which we can come to know our own values more clearly through the process of conversing with others who may not share the same ones. By bringing the values to the surface, we can discover which ones we judge to be more conducive to justice and peace, and which ones we conclude are more impediments. We will be challenged to rethink our positions and to play out the possible implications of the value positions we hold. In so doing, we should be attune to the action which can be (should be?) taken in light of those values. This course is one step in the life-long journey of working with others to create a more peaceful and just world, locally as well as globally. One small step in that process: we will begin each class with announcements, ideas, and resources related to justice and peace.

B. **IDEA: Individual Development and Educational Assessment Forms and Process** --- the new teacher-course evaluation system. The key idea: do you make progress in achieving the objectives?

1. There are three key expectations related to the objectives listed above that I am hoping you will advance in over the semester:
   a. Gaining factual knowledge (terminology, classifications, methods, trends)
   b. Developing skill in expressing oneself orally or in writing.
   c. Acquiring skills in working with others as a member of a team.

2. You will receive an email toward the end of the course asking you to fill out the “Student Form.” It is important for you to do that so I can learn from your ideas about how to strengthen this course and my teaching!

C. The grade for the course is based on the following ingredients:

1. Four writing assignments:

   **PLEASE NOTE:** there is a penalty for *late* papers, one-half point for each class period. All papers must be turned in to pass the course.

   Also: I expect you to use inclusive language in writing (and speaking).

   a. First paper: on the theme of justice and peace and how they are related to each other. (Use a creative title!) **(10 points)**
This is to be a four-to-five page typed, developed statement on the topic, using ONLY your general background and creative thought. Do NOT use outside sources. I am looking for your preliminary ideas on the key concepts of this course. Attention to style, structure, punctuation and, of course, content, is an ingredient to a well-written paper.

**DUE:** **Tuesday, September 2** by class time.

b. For the three other writing assignments see “Second and Third Assignments” and “Fourth Writing Assignment” sheets in Sakai. (30 points)

**Due dates:** Sept. 30; Oct. 30; Dec. 5

2. Participation in class discussions: (20 points)

   Each of us must come prepared, having read and reflected on the readings, to enter into the conversation of the day. Obviously, the quality of what you say is more important than the quantity. Being a good listener is a role each of us must work on, in addition to being a good speaker. I will ask you to do a mid-semester ‘progress report’ on our class structure and work. See “Oral Participation, Evaluative Dimension” sheet on Sakai (“Key Documents”).

3. Facilitate (or co-facilitate with one other student) one class discussion. (10 points)

   You must prepare a handout; see “Guidelines for Facilitating/Co-facilitating a Discussion and Writing a Handout” on our Sakai site.

4. Country/Hot Spot Team: (20 points)

   Because of my conviction about two issues, each of you will get to work on a team which reports to the class about the conflict within a nation-state or between nation-states. The two issues are cooperation-conflict and real-life situations. Regarding the former, I believe it is essential for effecting justice and peace that people learn to cooperate and to settle (manage, resolve, transform) conflicts peacefully. This assignment is a structured opportunity to practice those two skills. Regarding real-life situations, I believe that we can learn much about the difficulties and demands of nonviolent practice by examining large scale situations in which violence seems to be the dominant mode. If we want more peaceful approaches, we have to figure them out within a real-life situation, which will call for our most creative thinking. History can teach us much and we want to learn from it. We also know that we must deal with the situation at hand, in all its complexities, in trying to move a violent-prone
situation to a more peaceful one. The countries/hot spots will be chosen by us as a class. Whatever country/hot spot team you choose, you will work with the other team members to make a presentation to the class about such issues as the origins of the conflict, the contributing factors, the prognosis for a nonviolent resolution/transformation, etc. See our Sakai site ("Key Documents") for more details on the assignment and on the grading process.

5. A final exam: (10 points)

It is an essay exam of four questions; you will write on two; there are choices. The questions will be finalized by us together in advance. This type of an exam is an opportunity for you to pull together and summarize various aspects of the course and ‘take it with you,’ as a gift to yourself.

6. Class Attendance:

I expect you to attend and participate. To ensure your realization of my expectation, your course grade will be lowered 1/2 letter grade for more than three (3) unexcused absences; a failing grade may be given for excessive absences.

C. The Beginning

We are set to begin and as we do I want to mention what some of you may be thinking: we may not (we won’t) agree on everything we do or read in this class. That is not one of the objectives. But surely it is an objective to want to learn more, to want to grow in self-understanding, to want to challenge and be challenged to think about ways of learning to live together with more peace and justice than there is in our world today. If each of us is committed to that, this course can be a vehicle for our individual and community growth and ultimately for action which will contribute to a more just and humane world.

D. These are the required texts for the course:

Course readings are at our Sakai site. Read before the due date, in preparation for the day we discuss the assignments.

Hunger Report 2014 — Ending Hunger in America
Bread for the World Institute --- You can download the 2014 Report at this url:
http://hungerreport.org/downloads/


Please check the writing assignment options and mark your calendars now for the DUE DATES.
You are responsible for getting the assignments in on time; there is a penalty for a late paper unless we have agreed beforehand to an alternative date.

**Final Examination:** Saturday
Dec. 13, 2014
9:00 a.m. to 11:00 a.m.
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Syllabus*


TH Aug. 28 X Pedagogy and Change I

Excerpts from Paulo Freire, Pedagogy of the Oppressed, 1993 (pages 53-54, 60-61) (HO)

Mission Statement Loyola University Chicago

“Some definitions” prepared by Kathleen Maas Weigert (2 pp.) (HO)**


T Sept. 2 X Pedagogy and Change II

“Transformative Education in the Jesuit Tradition”


Multimedia assignment information

--- Email me your writing assignment BEFORE class time

TH Sept. 4 ___ Justice and Peace: Let’s Begin

Kathleen Maas Weigert
Some Justice and Peace Definitions 2011

Kathleen Maas Weigert
“What can I do to advance justice and peace?” chart

Kathleen Maas Weigert
“Moral dimensions of Peace Studies: A case for service-learning.”

* X and ___ If there is an “X” next to the topic, it means it is not available for you to facilitate/co-facilitate.
If there is “___” next to the topic, you can sign up with KMW to facilitate/co-facilitate.

** HO If there is an “HO” next to an item, it means the item will be ‘handed out’ in class. All non-book items are also on Sakai.
Sept. 9___ Human Rights I

The Universal Declaration of Human Rights

Vandana Shiva
“Gandhi’s three pillars of freedom are now the key to our survival.”

Anastasia Busiek
“Leading the (water) way.”
Loyola Magazine 2014 (3 pages)

Sept. 11___ Peace and Justice, War and Violence I

David P. Barash, Introduction to Peace Studies

“War isn’t entertainment – and shouldn’t be treated like it is.”
Open Letter to Chair of NBC Entertainment et al.
Nobel Women’s Initiative (August 13, 2012) (2 pages)

Beth McMurtrie
“Democracy and Terrorism”
The Chronicle of Higher Education (April 5, 2013) (2 pages)

Ken Buttigan
“Breaking the Spell”
8th Day Center (Winter 2014) (1 page)

Sept. 16___ Peace and Justice, War and Violence II

David Adams
“The Seville Statement” (1986)
in “Focus on The Seville Statement on Violence.”

“Sociological Statement on War and Violence.”
March 1992 FOOTNOTES (Vol.20, No.3) (1 page)

Coral Davenport
“Climate Change Deemed Growing Security Threat by Military Researchers”
The New York Times (May 13, 2014) (4 pages)

Institute for Economics & Peace
“Pillars of Peace” --- excerpts (September 2013)(11 pages)

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TH Sept. 18 X  "Faces of the Enemy" --- Discussion topics on Sakai

T Sept. 23 X  SPEAKER/Our Day

TH Sept. 25 X  Just War, Just Policing (debate and discussion in class)

National Conference of Catholic Bishops
The Challenge of Peace: God’s Promise and Our Response, (May 3, 1983) (pp. 26-37)

Gerald Schlabach
“Just policing, not war.”
America (July 7, 2003: 19-21)

“Strategic Peacebuilding Paths” graph
John Paul Lederach and Katie Mansfield
Kroc Institute for International Peace Studies, University of Notre Dame

T Sept. 30 _____ Weapons of Mass Destruction: Nuclear Weapons I

John Hersey, Hiroshima (all)

“Hiroshima and Nagasaki: Atomic Bomb Information” (1 page)

“The peace symbol, explained.”
The New York Times (March 23, 2008:2WK) (1 page)

--- Email me your writing assignment by class time

TH Oct. 2 _____ Weapons of Mass Destruction: Nuclear Weapons II

“Hiroshima” --- slides of drawings of survivors

“Nuclear warhead stockpiles” graph
Chicago Tribune (June 20, 2013) (1 page)

Gareth Cook
“Why did Japan surrender?”
The Boston Globe (August 7, 2011) (4 pages)

George P. Shultz, William J. Perry, Henry A. Kissinger and Sam Nunn
“A world free of nuclear weapons”
Wall Street Journal (January 4, 2007) (3 pages)

Ward Wilson
“The Myth of Nuclear Necessity” and responses
The New York Times (January 13, 2013) (4 pages)
Oct. 7  X  (Mid-semester break: no class)

Oct. 9  X  Mid-Semester Review of Class and Our Work, Next Steps

Oct. 14  ___  Structural Violence: Hunger and Hope I

"Hunger Map 2013" --- World Food Programme (wfp.org)

http://cdn.wfp.org/hungermap/
--- Interactive Hunger Map

2014 Hunger Report: Ending Hunger in America
Bread for the World Institute
pp. 3-57

Oct. 16  ___  Structural Violence: Hunger and Hope II (World Food Day!)

2014 Hunger Report: Ending Hunger in America
Bread for the World Institute
pp. 61-114

-----  Hand in Country/Hot Spot Team Report Outline

Oct. 21  ___  Structural Violence: Hunger and Hope III

2014 Hunger Report: Ending Hunger in America
Bread for the World Institute
pp. 117-171

Oct. 23  ___  Human Rights II: Gender Issues and Trafficking

Julie Turkewitz
"A fight as U.S. Girls Face Genital Cutting Abroad.
The New York Times (June 10, 2014) (4 pages)

UN Women
"United Nations bans female genital mutilation" (1 page)

Nicholas D. Kristof
"Where Young Women Find Healing and Hope."
The New York Times (July 13, 2013) (3 pages)

Rod Nordland
"In Spite of the Law, Afghan ‘Honor Killings’ of Women Continue"

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The New York Times (May 3, 2014) (4 pages)

U.S. Department of State
Trafficking in Persons Report, June 2014 (excerpts) (9 pages)

T  Oct. 28  Nonviolence I

David P. Barash, Introduction to Peace Studies

Sandy Macaskill
"Father of man killed in unrest helps calm tense English City with call for Peace."
The New York Times (August 12, 2011) (1 page)

TH  Oct. 30  Nonviolence II

"A brief glossary of nonviolent struggle."
Nonviolent Sanctions (Winter 1998-1999; Vol. 1 No.3) (2 pages)
The Albert Einstein Institution

April Carter
"Methods of Non-Violent Action"
Direct Action (London: Housmans, 1983) (1 page)

Martin Luther King, Jr.
"Principles of nonviolent resistance"

Sheryl Gay Stolberg
"Shy U.S. intellectual created playbook used in a revolution."

Patrick O’Neill
"Activists who broke into nuclear facility found guilty"
National Catholic Reporter (May 24 – June 6, 2013) (1 page)

--- Email me your writing assignment by class time

T  Nov. 4  Conflict Resolution and Transformation

The Maligned Wolf (1 page)

John Paul Lederach

Ronald S. Kraybill

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“Understanding conflict and the role of mediation.”
*Peace Skills: A Manual for Community Mediators*

Howard Zehr and Harry Mika
“Fundamental principles of restorative justice.”
*The Little Book of Restorative Justice*, Appendix 1, pp. 64-69

Fania Davis
“Where dignity is part of the school day”
YES! (Spring 2014) (3 pages)

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<th>Nov. 6</th>
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<th>SPEAKER/Our Day</th>
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<td>Nov. 11</td>
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<td>Country/Hot Spot Teams</td>
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<td>Country/Hot Spot Teams</td>
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<td>Nov. 18</td>
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<td><strong>Genocide: Case Study of Rwanda</strong></td>
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<td>“Forsaken Cries: The Story of Rwanda” --- video</td>
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<td>Sewell Chan and Dennis Heyesi</td>
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<td>“Alison Des Forges, 66, human rights advocate, dies.”</td>
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<td>Jean-Marie Kamatali</td>
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<td>“Following Orders in Rwanda”</td>
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<td><strong>Genocide and the Responsibility to Protect (RtoP/R2P)</strong></td>
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<td>William Collins Donahue</td>
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<td>“The Skulls of Bisesero”</td>
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<td><em>America</em> (July 1-8, 2013) (4 pages)</td>
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<td>Rachel B. Doyle</td>
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<td>“In Rwanda, Looking to Art to Soothe”</td>
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<td>International Coalition for the Responsibility to Protect</td>
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<td>“Overview of the United Nations Secretary-General Ban Ki-moon’s</td>
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Report on the Responsibility to Protect: State Responsibility and Prevention”
August 2013 (4 pages)

Office of the UN Special Adviser on the Prevention of Genocide (OSAPG)
“Analysis Framework.”
(No date but sometime after Rwanda Genocide)

T Nov. 25 __ Future Worlds I

Esther Duflo
“Social experiments to fight poverty.” TED (16 1/2 minutes)
http://www.ted.com/talks/esther_duflo_social_experiments_to_fight_poverty.html

Perri Klass
“Poverty’s Lasting Ills”

Marjorie Kelly
“The good corporation.”
YES! Spring 2012:46-49

Melissa Boteach
Center for American Progress (August 11, 2014) (4 pages)

TH Nov. 27 X Thanksgiving ---no class

T Dec. 2 __ Future Worlds II

Father Bryan Massingale
“When profiling is ‘reasonable,’ injustice becomes excusable.”
www.usecatholic.org (accessed July 19, 2013) (4 pages)

Elizabeth R. Beavers and Michael Shank
“Get the Military Off of Main Street”
The New York Times (August 15, 2014) (1 page)

“Tools of War” and “The Spread of Military Surplus Gear”
The New York Times (August 16, 2014) (2 pages)

Parker J. Palmer
“Know yourself, change your world.”
Interviewed by Sarah van Gelder.
YES! Fall 2009:48-51.

Paul Rogat Loeb
“Postscript: The Ten Suggestions”
Soul of a Citizen (2010) (1 page)

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TH Dec. 4 X Peace, Justice, You and Our World

FRI Dec. 5 All writing assignments are DUE by 5 p.m., Friday, Dec. 5. Email them to me.

Final Examination: Saturday
Dec. 13, 2014
9:00 a.m. to 11:00 a.m.

Here is the link to the University's academic calendar:
www.luc.edu/academics/schedules

And here is the link to dates of religious holidays:
http://www.luc.edu/campusministry/faithprograms/interfaith/religiousholidays/
## Participation Evaluation Rubric

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<th>EVALUATIVE DIMENSION</th>
<th>SUPERIOR</th>
<th>STRONG</th>
<th>BARELY SUFFICIENT</th>
<th>INSUFFICIENT</th>
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<tr>
<td>PROMPTNESS</td>
<td>Routinely arrives on time for class and is prepared to begin at the designated time as well as following any breaks; student does not leave class early</td>
<td>Occasionally late to class, does not return promptly from designated breaks; OR occasionally leaves early</td>
<td>Demonstrates a pattern of lateness or early departure that interferes with course objectives.</td>
<td>Consistently late to class, does not return from breaks in a timely manner, and/or leaves class early</td>
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<tr>
<td>QUALITY OF CONTRIBUTIONS</td>
<td>Contributions are relevant and routinely integrate course reading and life experiences into the discussion; Arguments are evidenced-based and supported through course content and/or life experiences</td>
<td>Contributions lean more toward either course readings or life experiences, but are relevant to the conversation; Arguments are generally evidence-based</td>
<td>Contributions are not relevant to the conversation and rarely incorporate course readings; Contributions betray a lack of preparation for class; Arguments are rarely evidence-based</td>
<td>No or minimal contributions; or arguments are offered</td>
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<tr>
<td>SIGNIFICANCE OF CONTRIBUTIONS</td>
<td>Contributions add complexity to the conversation and support or build off of others' contributions</td>
<td>Contributions are generally substantive, but occasionally indicate a lack of attention to what others have shared</td>
<td>Contributions repeat what others have shared and thus do not advance the conversation</td>
<td>No or minimal contributions are offered</td>
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<td>GENERAL ENGAGEMENT</td>
<td>Regularly contributes to the class in both large and small group formats; Routinely engaged with course activities and/or discussions</td>
<td>Contributions generally favor either the small or large group; Does not consistently appear engaged in activities and/or discussions</td>
<td>Minimal contributions are offered in either the small or large group; Appears disengaged from activities and/or discussions; Addresses core issues in activities and/or discussions quickly and shifts to personal conversations or off-topic material</td>
<td>No contributions are offered</td>
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<tr>
<td>GATEKEEPING</td>
<td>Does not dominate the conversation; Regularly encourages the participation of others by posing questions or asking for other students' thoughts</td>
<td>Student occasionally encourages the participation of others; recognizes the contributions of others</td>
<td>Dominates the conversation; Does not engage other students in conversation; directs majority of comments to the instructor</td>
<td>No or minimal contributions</td>
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<td>LISTENING/ATTENDING SKILLS</td>
<td>Is considerate (verbally and nonverbally) of appropriately expressed feelings and opinions of others; Actively listens to both peers and instructor; Actively supports peers' learning processes</td>
<td>Generally considerate (verbally and nonverbally) of appropriately expressed feelings and opinions of others; typically displays active listening; generally supports peers' learning processes</td>
<td>Is dismissive (verbally or nonverbally) of others' feelings and opinions; Display a lack of interest; Does not actively support peers' learning processes</td>
<td>Inconsiderate of others' feelings and opinions; Does not actively listen or support others' learning</td>
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Based on Rubric from Prof. David Shriberg, August 2014
Guidelines for Facilitating/Co-facilitating a Discussion and Writing a Handout

1. Read the material thoroughly.
   a. Look up words you don't know.
   b. Be familiar with the main topics of the readings.
   c. Be familiar with the author's/authors' main points for each of the topics.
   d. Consider any questions you have about the material, whether they have to do with clarification of the author's ideas or with alternative explanations of the material, etc.

2. Prepare a number of items to generate discussion on the material and have a handout ready of 1-2 pages for the class period before you are leading --- if possible! Otherwise, give your handout on the day you facilitate/co-facilitate. The overall purpose of the handout and discussion is for us to dig deeper into the author's/authors' material -- not to 'agree' with it willy-nilly.

These are some items you might include on the handout (in addition to your name and the name/names of the articles you are discussing). This is to be no more than 1 page, both sides!

   a. Provide a direct quotation (give page reference on handout) and ask for interpretations.
   b. Write down an idea from the author that you want the class to debate.
   c. Relate the reading to a previous reading and offer an interpretation to be discussed.

3. When actually facilitating the discussion:
   a. Remember: you are not "lecturing"; you are facilitating/co-facilitating a discussion.
   b. Allow "creative silences."
   c. Be willing to follow a line of thinking that you may not have prepared if it seems fruitful BUT be ready to gently cut off tangents.
   d. Watch for cues to see if someone has something to say.
   e. Move on to the next topic when it seems the class is ready.
   f. Vary the format compared to what other discussion facilitators have done (e.g., break into small groups for part; use audio-visual aids; do teams; have role plays; etc.)

4. To close the discussion:
   a. Highlight the key ideas that the class has discussed.
   b. Point out any issues that need further attention
Second and Third Writing Assignments

A. Think about an idea or issue in the readings from the section of the syllabus for the assignment—something that captures your imagination. Then using one of the three options for the second paper, and a different option for the third paper, create an application based that idea/issue; see Part C below.

1. TimeToast --- create a timeline
   

2. Infogram --- create infographics

   [http://infogram/](http://infogram/)

3. Smore --- create an online flyer

   [https://www.smore.com/](https://www.smore.com/)

B. Then write a 2-3 page, double-spaced paper that describes your application --- in relationship to our readings. It must incorporate references (author’s name and page number in body of your paper; not in footnotes) to the assignments since the last paper was due.

C. Here are the time periods for the assignments:

   Second Paper: references to readings from Sept. 4 to Sept. 25
   Third Paper: references from Sept. 30 to Oct. 28

D. DUE DATES: by class time on these dates

   Second Paper: September 30, 2014
   Third Paper: October 30, 2014
Fourth Writing Assignment

We are coming to the close of the “Peace Studies Overview.” You have just been invited back to your high school to speak at a general assembly about the field of peace studies. You have a half hour to present.

You know the audience and what might make an interesting talk to them......

In a four-to-five page paper, “give” that talk.
Country/Hot Spot Team Report: Issues and Outline

Please note: Your team must hand in one group “Outline” of your plan (not the actual research!) for research and presentation, with what each team member has agreed to do. The Outline is due Thursday, October 16 by class time.

A. Background to the current conflict
   1. Provide population and location of country/ies
   2. When did conflict originate?
   3. How?
   4. Why?
   5. What cultural factors need to be considered?
      Are there any polling data on views of the population on war/peace?
      Does religion play a major/minor role? How so?
      What role do the media play?

B. Issues in the current conflict
   1. What are the specific issues over which the parties are fighting?
   2. What are the general issues?

C. Allies and enemies
   1. What groups are fighting?
   2. Who supports which groups?
      a. internally?
      b. in the region?
      c. in the international community?
   3. What kinds of support are the various groups giving?

**** Please Note: Section D MUST constitute the MAJORITY of your presentation*****
D. Nonviolent conflict resolution/transformation potential

1. What is being done to end the violence?
2. By whom?
3. Who gains if the fighting continues? How?
4. Who gains if it ends? How?
5. What is the prognosis for nonviolent resolution/transformation of the conflict?

E. Regarding the actual presentation to the class --- do NOT be boring!

1. Gather the group; do the outline; answer questions, etc.
2. You will disagree as a group; work those out prior to the presentation which should be a coherent whole!
3. Figure out how to handle the “free rider” problem

THINK BIG! THINK CREATIVELY! ENGAGE YOUR AUDIENCE!
Country/Hot Spot Team Presentation and Report: Grade Elements

Your grade for the Country/Hot Spot Team assignment is based on an evaluation of two elements: the actual presentation by the group, which is a group grade (10 points), and a report each of you submits individually (10 points).

A. For the former, this is the grid you all will use in class on the day the teams complete their presentations:

Evaluation of Country Team Reports and Work

Your name: ________________________________
Your country team: _______________________

Please circle the response number or fill in the blank where indicated.
SD = strongly disagree; D = disagree; A = agree; SA = strongly agree

I was absent for this (these) team presentation(s):

**NAME OF COUNTRY/HOT SPOT**

<table>
<thead>
<tr>
<th></th>
<th>SD</th>
<th>D</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Was informative</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. Seemed organized</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. Was engaging</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4. Provided good handouts</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5. Had an integrated “team-like” presentation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6. Really helped me understand the conflict</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7. Was creative in non-violent solutions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8. Overall, I would give this “grade” to this team (Circle)</td>
<td>A</td>
<td>A-</td>
<td>B+</td>
<td>B-</td>
</tr>
</tbody>
</table>

--- Over ---
B. For the latter, this is what I am looking for (3-5 pages):

1. An overview of the team work: when you met, what your decision-making process was, how you worked to complete your time-line --- whatever helps me understand the ‘process’ you went through to get to the actual presentation your team offered.

2. Your self-assessment of the amount of time you put in, the role you played (e.g., initiate group meetings; keep notes; provide the outline; undertake research; help settle disagreements; cajole the “free rider” into doing work; organized the presentation; created the handout; etc.) the advantages and disadvantages of this group report, and what this exercise contributed to your understanding of the country/hot spot itself as well as to your understanding of nonviolence.

Submit your report by 5 p.m. on Friday, December 5, 2014