

 <p>THE CENTER FOR JUSTICE & PEACEBUILDING</p> <p>A PROGRAM OF EASTERN Mennonite UNIVERSITY</p>	<p>GLOBAL CHALLENGES, LOCAL STRUGGLES, AND TRANSNATIONAL SOLIDARITIES PAX 635</p> <p>SPI 2024</p> <p>Session 2: May 23 - 31, 2024 – in person only</p>
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INSTRUCTOR INFORMATION:

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COURSE DESCRIPTION:

This course will focus on social and global processes of transformation by exploring global challenges, local experiences and struggles, and transnational solidarities that emerge in response to those challenges. It will be concerned with institutions, relations of power, and the relationship between power and the production of justice and peacebuilding theories and practices. It will pick up where the core courses *Formation for Peacebuilding Practice* and *Analysis: Understanding Conflict* left off, aiming to add to students' comprehensive overview of justice and peacebuilding practice and its multi-disciplinary, multi-level aspects.

Whereas *Formation for Peacebuilding Practice* and *Analysis: Understanding Conflict* centered on personal, interpersonal and communitarian transformation analysis, theory and practice, this course will equip students to further develop their knowledge and skills for dealing with conflict and situations of injustice and building sustainable peace. Particular focus will be given to social, state, and political change with increased sensitivity to race, gender, ecology, and other political economy traditions. Particular attention will be given to the colonial legacies and decolonial possibilities in justice and peacebuilding, exploring decoloniality as both an epistemic and a political project.

Action and struggle for justice and peacebuilding are always found in peoples' local, place-based experiences, but to gain understanding in order to effect change, we have to explore their global features. To do this we will examine the intersections and overlaps among the local and the global, including the transnational solidarities that connect local struggles around the world. Students will become familiar with theories and frameworks that help explain the causes and dynamics of larger-scale conflicts, injustice, and structural violence. Students will work individually and in small groups to apply these ideas and skills to cases that progress in complexity from the community to the national and global levels (and back again). Students will also continue to develop their self-awareness as well as their capacity for professional judgment and reflective practice with attention to vocation, values, ethics, faith and spirituality.

This course is designed to be a 3-credit course and will not be offered for reduced credit. It is required for all MACT and MARJ students.

COURSE GOALS AND OBJECTIVES:

Course objectives emerge out of three general areas to form a foundation in justice and peacebuilding theory and practice: overview of the field, analysis and practice, and formation and vocation.

1. Continue to develop deeper familiarity with the fields of justice and peacebuilding (with particular attention to the strategic peacebuilding wheel).
2. Explore and gain understanding of theories and frameworks that help explain the causes and dynamics of larger-scale conflicts, injustice, and structural violence.
3. Explore and gain understanding of the roles of social-movement organizations, practitioner groups, and policy engagement for dealing with such situations.
4. Apply these ideas and skills to cases that progress in complexity from the community to the national and global levels (and back again).
5. Continue to develop self-awareness, capacity for professional judgment and reflective practice with attention to vocation, values, ethics, faith and spirituality.
6. Learn to read about justice and peacebuilding in discerning ways and write about it in clear, analytically cogent prose for both professional and public audiences.

COURSE DELIVERY AND DATES

The course will be conducted as part of EMU's Summer Peacebuilding Institute (SPI). It will take place Thursday May 23 through Friday May 31.

REQUIRED TEXTS AND OTHER RESOURCES:

1. Anderson, Mary B. 1999. *Do No Harm: How Aid Can Support Peace—Or War*. Boulder, CO: Lynne Rienner.
2. Hill Collins, Patricia and Sirma Bilge. 2016. *Intersectionality (Key Concepts)*. Cambridge: Polity.
3. Smith, Jackie and Ernesto Verdeja (eds.) 2013. *Globalization, Social Movements and Peacebuilding*. Syracuse, NY: Syracuse University.
4. Additional readings will be posted on Moodle (see "References" section). **Some reading assignments may change over the course of the semester.**

Recommended Texts:

5. Demmers, Jolle. 2016. *Theories of Violent Conflict: An Introduction* (2nd ed.). London: Routledge.
6. Fanon, Frantz. 2005 [1965]. *The Wretched of the Earth*, trans. R. Philcox. New York: Grove.
7. Lederach, John Paul. 2005. *The Moral Imagination: The Art and Soul of Building Peace*. Oxford: Oxford University.
8. Richmond, Oliver P. (Ed.). 2010. *Palgrave Advances in Peacebuilding: Critical Developments and Approaches*. New York: Palgrave Macmillan.

REQUIRED ASSIGNMENTS:

Auditing the course

Please note that this is an advanced Foundations 2 class. CJP students are required to have completed the Foundations 1 sequence prior to registering for this class. For others, previous experience on peacebuilding and/or conflict transformation theory/practice is required. Those

auditing the class are not required to do the assignments described below, but are expected to fully participate in class.

Course evaluation will be based on students' demonstration of critically engaging, analyzing, and applying the course material. The final grade will be based on the following course requirements:

- 25% Class participation, reading responses, and facilitation
- 50% Group project
- 25% Reflective research essay

Class participation, reading responses, and facilitation (25%): This class will be in a seminar format, so student participation is essential. Students are expected to attend all classes, take an active and constructive role in class discussions and presentations, and support the learning and skills development of others in the course.

Active reading and written reflection: Course readings including written materials, podcasts and videos will expose you to conceptual and analytical frameworks, issues, theories, and approaches. Completing the readings and taking careful notes on key concepts, theories, and ideas, will be crucial to achieve the learning objectives. All participants are asked to share some of their key "take home points," critical questions, and potential implications and applications that emerged for them from the readings. Students are expected to post these reading responses to each topic's Discussion Forum on Moodle. As you interact with the content, pay attention to your thoughts and reactions as well as situations and stories that come to mind. **Reading responses are due weekly in June and July.**

Presentation and facilitation: Starting with Day 2, students will kick off our collective discussion by sharing insights and questions from their assigned readings. Groups should plan to collectively spend no more than 15 minutes talking, raising questions for class discussion, and 20 minutes facilitating a class discussion, moderating fruitful discussion among your classmates. Creative visuals and participatory learning methods are encouraged (e.g. this could be large group or small group conversations, world cafe, chalk talks, or other movement or arts-based approaches).

Forming our learning community: We want to ensure a healthy, constructive space for conversation and learning by promoting practices that include active listening, asking questions respectfully, openness to multiple voices, finding your own perspective while respecting others' perspectives, acknowledging your proximity to the issues and experiences being discussed, being aware of your impact on others, and being sensitive to others' needs and concerns; in other words participating in ways that invite the participation of your colleagues. As these are critical skills in justice and peacebuilding, they are also key factors in your evaluation. Please put away all devices when they are not being utilized for the course. If you are taking notes on your device, please refrain from engaging in other activities (e.g. social media). This course will at times explore ideas and experiences that have caused harms and trauma responses in people's lives and communities. Check out the section on trauma-informed classroom care as well as ideas for [grounding techniques](#) on Moodle. If you find yourself struggling with your mental, emotional, or physical health this semester, please feel free to let me know or you can contact the Campus Care Team at careteam@emu.edu. You can also always contact counseling services at 540-432-4317 or counselingservices@emu.edu and student life at 540-432-4159 or coachlink@emu.edu.

Group project: transnational explorations of justice and peacebuilding (50%): In small groups (3-4), you will identify an issue (e.g. political violence, forced displacement, settler colonialism) that

manifests as a site of violence locally and globally and study that issue through five movements or phases of exploration: narration, manifestation, inspiration, imagination, and application.

1. *Narration*: tell a story about the issue, narrating examples of what this violence looks like and is experienced in three different national contexts.
2. *Manifestation*: perform an analysis explaining how this issue presents in these three different contexts using a variety of critical tools of analysis.
3. *Inspiration*: explore and curate different responses that address these forms of violence based in various modalities of justice and peacebuilding (e.g. community organizing, restorative justice, etc.)
4. *Imagination*: tell a new story where the presenting issue no longer exists or is drastically different.
5. *Application*: develop a response/ engagement/ intervention to one of the initial narratives of violence that emerges from imagination and vision and moves toward the new story.

The final product may be in the form of a written paper, a series of blog posts, or some other multimedia format (e.g. a web site, video with narration, series of podcasts, or another creative format). *Request and obtain permission in writing to use a creative format before commencing work.*

Presentations should utilize multimedia and demonstrate your ability to think about your case in the terms and language you have learned over the course of the semester. Guidance Notes as well as the EMU writing rubric can be found on Moodle. The following summarizes the due dates for this project:

Assignment	Due Date
<i>Proposal</i> : one-paragraph including your issue, the (3) contexts, and project format.	May 30 at 2:00 p.m. ET.
<i>Progress report</i> : including an abstract, outline, and bibliography.	June 21 at 11:59 p.m. ET.
<i>Group project final drafts & recording of presentations.</i>	July 30, at 11:59 p.m. ET.

Reflective research essay (25%): This assignment integrates two complementary approaches to knowledge production: reflective writing (as in a reflective essay) and academic and professional research (as in a traditional research paper). For this assignment, you will need to choose a specific thematic challenge and key question that is central to your vocational interests. You will map out this question, analyze how the literature, as well as your lived experiences, suggests possible ways of understanding it, and identify relevant processes and methods for contributing to justice and peacebuilding that emerge from your reflection and analysis. As a reflective research essay, engage in both research and reflection on practice:

- Draw on the readings assigned for this course and other academic and professional sources.
- Deeply reflect on your own perspectives and past work, mining the lessons, theories, strategies and ideas you have also learned through lived experience and on-the-ground practice.

You are strongly encouraged to go beyond the “canon” of justice and peacebuilding to develop and utilize an archive of resources from organizers, activists, peacebuilders, justice leaders, cultural workers and theorists from around the world—as is appropriate to your project. This assignment should be the equivalent of a paper in the 2,000-2,500 word range (8-10 pages double-spaced). You will need to choose a specific “form” for this paper, such as a scholarly article, professional discussion paper,

series of blogs, or public talk or presentation (e.g. the script of a talk to a specific audience; a powerpoint with the talking points written out in the notes section). This can also be presented in the form of a multimedia project (e.g. a web site), a video with an explanatory memo, a series of podcasts, or another creative format. *Request and obtain permission in writing to use a nontraditional format before first drafts are due.* The following summarizes the due dates for this assignment:

Assignment	Due Date
<i>Proposal</i> : one-paragraph including your key question, topic, and format.	May 31 - at 2:00 pm
<i>Abstract and bibliography</i> : summary description including goals, methods, and references.	Monday, June 23 at 11:59 p.m. ET.
<i>Essay final drafts & presentation recording</i>	Friday, August 11 at 11:59 p.m. ET.

These are brief descriptions of required graded assignments for the course. More details for each assignment can be found on the "Guidance Notes" that will be provided in class.

Assignments should be double-spaced, 12-point, Times Roman Numeral font, one-inch margins, and include a word count. All references should be properly cited using a consistent reference style (e.g. APA). Assignments are due at the beginning of class on the due date (unless otherwise stated), submitted on Moodle. Late assignments will result in a deduction of half a grade for each day late, unless an extension has been requested and approved in advance.

SCHEDULE AND TOPICS (TENTATIVE):

	Date	Topic
	Part 1. Introduction: power and knowledge in justice and peacebuilding.	
Day 1	Morning	1. Introductions and reviews: justice, peacebuilding, and social change.
	Afternoon	2. Critical theory and the politics of knowledge in justice and peacebuilding.
Day 2	Morning	3. Global-local views in justice and peacebuilding.
	Afternoon	4. Coloniality/decoloniality in justice and peacebuilding.
Day 3	Morning	5. Power, resistance, and transnational solidarities.
	Part 2. Introduction to systemic and participatory approaches to analysis and action.	
	Afternoon	6. Reparative justice: systems, structures and transformation.
Day 4	Morning	7. Power analysis: policy advocacy, popular education, and community organizing.
	Afternoon	8. Systems thinking and "Do No Harm": from humanitarian action to conflict transformation.
	Part 3. Global challenges and local struggles: politics, economics, ecology, art & spirituality.	
Day 5	Morning	9. Political economies of peace, justice, and development.
	Afternoon	10. Governance, policy-making, and the state in justice and peacebuilding.
Day 6	Morning	11. Art and spirituality within justice and healing.
	Afternoon	12. Love, liberation, and living soil: revolutionary practice for land and culture.
Day 7	Morning	13. Transnational explorations of justice and peacebuilding: case studies
	Afternoon	14. Formation, vision, and vocation: reflective research essay presentations. Course reflection and evaluation.

There may be adjustments to the schedule of topics. Updates will be reflected on Moodle.

SPI ATTENDANCE POLICY:

It is expected that individuals registering for an SPI session will attend the entire course (barring unforeseen travel delays or emergencies). Please contact SPI directly at spi@emu.edu before registering if you know you will have to miss any days of a course. SPI certificates are provided to participants only if they miss no more than one class day unless prior arrangements have been made with the SPI Director. For-credit participants are expected to attend all class sessions unless they are given permission from the instructor to miss a session. SPI courses rely on active student participation in a learning community. If a participant misses class repeatedly and this disrupts the learning for others, they will be asked to leave the course and no money will be refunded for remaining course time.

GRADING CRITERIA AND OTHER POLICIES:

SPI provides all students taking the course for graduate credit some supplemental information that will serve as a resource after SPI when students are working on course assignments. This includes information on library resources, EMU's academic integrity policy, and guidelines for writing graduate papers, information regarding the grading scale and course deadlines, and then some suggestions we have for you in order to make your experience of taking SPI courses for graduate credit as successful as possible! These documents are all available online.