Beyond Conflict Resolution: The Evolution of Grassroots Peacebuilding
Peace, Justice, and Conflict Studies Program, DePaul University
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Adar Cohen, Ph.D.
acohen17@depaul.edu
Office hours: Mon and Wed by appointment

Mondays and Wednesdays, 4:20 – 5:50pm
Lincoln Park Campus
O’Connell 250

Learning objectives
Like the discipline of peace studies, this course is an interdisciplinary inquiry. Drawing on learning from our respective disciplines as well as our experiences in service, activism, and other forms of civic engagement, we will engage critically, creatively, and collaboratively with texts through student-led discussions and weekly writing assignments. Class readings and independent research will culminate in a project. Through readings, discussions, and research, students will deepen their capacity for critical inquiry and integrative analysis concerning the causes, sustaining factors, and possible resolutions of conflict, violence, and injustice. We will ask challenging questions about conflict resolution, investigate contemporary developments in grassroots peacebuilding, and assess the comparative advantages and distinct applications of various conflict resolution modalities.

Response Papers
A one-page response to each reading completed in a given week is due Sunday, by midnight, submitted through D2L. Most weeks, we will all read from the Lederach text (as outlined in the Course Schedule, below) and each student will also select at least two readings from the Additional Reading List (also below). This means that, most of the time, students will write three one-page responses per week. Please put all three of these responses into a single document before uploading to D2L. If briefly summarizing the reading is helpful to you, that’s fine – but what’s most important is analytical engagement with the text (see the Response Paper Rubric, below). This is your opportunity to think critically and creatively in preparation for the in-class discussions. Late response papers will not be accepted; response papers count toward the participation grade.

Facilitating Discussion
For most class meetings, a team of students will lead discussion. To achieve our course objectives, it is essential for each individual to have an active role in guiding the course. Every student will lead discussion at least once. For more details on facilitating discussion, see the Evaluation Rubric below.
Project

The project is an opportunity for students to engage their personal interests in a cumulative and creative final assignment, and to delve deeply into a particular topic area from the course. First, choose a prompt (or develop your own):

1. Assess, research, describe, and propose a resolution process for a conflict at DePaul University.
2. Is reconciliation an indispensable component of conflict resolution? Using case studies, assess the impact of reconciliation efforts on conflict resolution.
3. Apply Lederach’s theories of peacebuilding to a contemporary national or international conflict. What are the strengths and weaknesses of these theories?
4. Is Johan Galtung’s concept of “structural violence” relevant to modern-day conflict resolution?

Next, begin to think about how you will approach your research. Obviously, you will make extensive use of the assigned readings and the Additional Reading List. But do your own research as well, spending time in the library as well as out in Chicago. What follows is a very brief list of suggestions toward possible approaches. The purpose of this list is to get you thinking, so don’t feel limited by these suggestions.

1. Attend, document, and analyze event(s) addressing topics from the class
2. Organize an event that deals with a topic from the class
3. Create an oral history project related to a topic from the class
4. Read fiction, nonfiction, essays, poetry, opinion pieces, news stories, comics, scripts and screenplays, investigative journalism
5. View theater, film, visual art
6. Listen to music recordings, live performances, radio documentaries, and international news coverage
7. Conduct observational research

Finally, pursue your prompt using any number of approaches and refer to the Project Rubric along the way. We will discuss our progress on the projects periodically throughout the course, so there will be ample opportunities to share ideas, explore collaboration possibilities, and seek further clarification or confusion.
COURSE SCHEDULE

Wednesday, 1/4
Introductions, syllabus, expectations
Divide facilitation responsibilities
Assignments and reminders:
*Bring your name card to class*
i = 11, Lederach
*Explore reading lists, begin to identify selections*
*No response papers are due yet*

Monday, 1/9
Adar leads opening discussion
Assignments and reminders:
*11 – 37, Lederach*
One additional reading

Wednesday, 1/11
Discussion facilitated by:

Assignments and reminders:
*37 – 63, Lederach*
One additional reading
*Response papers submitted through D2L by midnight Sunday*

Monday, 1/16
Discussion facilitated by:

Assignments and reminders:
*63 – 73, Lederach*
One additional reading
Wednesday, 1/18
Discussion facilitated by:

Assignments and reminders:
73 – 87, Lederach
One additional reading
Response papers submitted through D2L by midnight Sunday

Monday, 1/23
Discussion facilitated by:

Assignments and reminders:
87 – 99, Lederach
One additional reading

Wednesday, 1/25
Discussion facilitated by:

Assignments and reminders:
99 – 107, Lederach
One additional reading
Response papers submitted through D2L by midnight Sunday

Monday, 1/30
Discussion facilitated by:

Assignments and reminders:
107 – 119 (up to the “descriptive list”), Lederach
One additional reading

Wednesday, 2/1
Discussion of Sharp reading and A Force More Powerful film facilitated by:

Assignments and reminders:
119 – 129, Lederach
One additional reading
Response papers submitted through D2L by midnight Sunday

Monday, 2/6
Discussion facilitated by:

Assignments and reminders:
129 – 137 (up to “Creating Strategic and Responsive Tools for Evaluation”) 
One additional reading

Wednesday, 2/8
Discussion facilitated by:

Assignments and reminders:
137 – 149, Lederach
One additional reading
Response papers submitted through D2L by midnight Sunday

Monday, 2/13
Discussion facilitated by:

Assignments and reminders:
149 – 153, Lederach
One additional reading

Wednesday, 2/15
Discussion facilitated by:

Assignments and reminders:
153 – 161, Prendergast (in Lederach)
One additional reading
Response papers submitted through D2L by midnight Sunday
Monday, 2/20
Discussion facilitated by:

Assignments and reminders:
161 – 170, Prendergast (in Lederach)
One additional reading

Wednesday, 2/22
Discussion facilitated by:

Assignments and reminders:
170 – 181, Prendergast (in Lederach)
One additional reading
Response papers submitted through D2L by midnight Sunday
Written portions of projects due in class on 2/27
Presentations of projects begin on 2/27

Monday, 2/27
Project presentations

Wednesday, 2/29
Project presentations

Monday, 3/5
Project presentations

Wednesday, 3/7
Project presentations

Monday, 3/12
Project presentations
Reflection, de-briefing, evaluation

Finals Week
TBA
READING

Please secure a copy of Building Peace: Sustainable Reconciliation in Divided Societies by John Paul Lederach. Additional readings are available at the Library reserves desk and on the Library’s website.

Books available at the Lincoln Park Library reserves desk


Readings available online through the library’s Course Reserves system (password: pax381)


Evaluation Rubric for Response Papers

A one-page response to each reading completed in a given week is due Sunday, by midnight, submitted through D2L. This means that, most of the time, students will write three one-page responses per week. Please put all three of these responses into a single document before uploading to D2L. These short reflections are intended to stimulate critical and creative thinking which uses the readings as launching points for inquiry that is both individual (written) as well as collective (through discussions).

Response papers will be graded on a scale of 1 to 4. A response paper which earns a 4 will engage analytically with the text, perhaps by addressing some of the following questions:

Beyond liking or not liking the reading, what is your analytical response to the reading?

Beyond summarizing the author’s points, what questions does the text raise?

What assumptions have been made by the author? What are the implications of these assumptions?

What are the implications of the ideas presented in the reading(s)? What are the problems with these implications? What are the possibilities?

How do ideas from the reading complicate, clarify, or otherwise compare with ideas from class, other readings, your own experiences, or contemporary events?

What are potential applications of ideas presented in this reading? Where in the world, and how, could these ideas be useful?
Evaluation Rubric for Project

The project is an opportunity for students to engage their personal interests in a cumulative and creative final assignment, and to delve deeply into a particular topic area from the course.

**Project meaningfully integrates course content** / 25

**Project incorporates rigorous and appropriately cited research** / 25

**Project concludes with high quality, well-planned, 30 minute presentation in class** / 25

**Project contributes original, critical, and creative insights** / 25

**TOTAL POINTS** / 100

Comments:
Evaluation Rubric for Leading Discussion

At each class meeting, a team of students will lead discussion. Because the course relies on discussion as a means of collective inquiry, discussions should be planned for thoroughly and facilitated thoughtfully.

A succinct overview of the Lederach reading, with background information and context when necessary; this may include supplementary items like definitions, timelines, videos, or other material

/ 25

A comprehensive summary and analysis of additional readings (from the “Additional Reading List”) – selected, read, and discussed by the facilitation team in advance – which deepen and extend the discussion

/ 25

Balanced participation (everyone is talking and everyone is listening) and balanced facilitation among facilitators

/ 25

There are text-based questions, questions that push the group to consider the implications of the reading, and questions that link the reading to course content, current events, and students’ research

/ 25

TOTAL POINTS / 100
EVALUATION

1. **Participation** (25%). Because the course prioritizes collaborative learning and follows a discussion format, attendance is crucial to each student’s success as well as to the success of the class. Students should come to class ready to share observations from the readings, raise questions, make text-based arguments, and integrate examples from earlier readings and their own research.

2. **Response papers (25%).** A one-page response to each reading completed in a given week is due Sunday, by midnight, submitted through D2L. This means that, most of the time, students will write three one-page responses per week.

3. **Facilitating Discussions** (25%). In-class discussions will be facilitated by teams of students. To fulfill our learning objectives, it is essential for every student to be actively engaged in every class discussion: discussion leaders have the responsibility of ensuring this happens.

4. **Project** (25%). The project is an opportunity for students to engage their personal interests in a cumulative and creative final assignment, and to delve deeply into a particular topic area from the course.

**Changes to syllabus**
It is possible that the reading and class schedule may need to be modified during the quarter. Any other changes to the syllabus will require a majority vote by students.

**Learning needs**
If you require any type of assistance, please speak to the instructor for accommodations.

**Academic integrity**
http://studentaffairs.depaul.edu/homehandbook.html

**Emergency evacuation policy and procedures**
http://rmehs.depaul.edu/emergency/evacuation.asp