



**THE CENTER
FOR JUSTICE &
PEACEBUILDING**

A PROGRAM OF EASTERN Mennonite UNIVERSITY

FORMATION FOR PEACEBUILDING PRACTICE PAX 532 B

Summer Peacebuilding Institute (SPI)
May 11-June 12, 2020
Various Times – see schedule below

CO-INSTRUCTOR INFORMATION:

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COURSE DESCRIPTION:

As individuals working for peace, social justice, reduction of violence, and the possibility of reconciliation, **we** are the instruments of the work. How can we best prepare ourselves to take constructive action whether in a professional role or in a personal relationship? This course will explore four areas of awareness and accountability essential for effectiveness in our action efforts. These areas of content and engagement, described more fully in the syllabus, are self-awareness, self-assessment, self-management, and self- and community care.

In focusing on these four areas, we'll consider the roles we play, the skills we have and need, and the processes available to us for doing the work. The intensive on-line experience will make use of in-person instruction and conversation, video inputs, personal action and reflection, paired and plenary discussion, demonstration/presentation and a sampling of non-traditional forms of learning and integration (e.g arts-based methods, play, music/rhythm, etc). We will also plan and practice (as appropriate) selected strategies for structuring conversations and decision-making. Course participants will strengthen their abilities to understand and manage self, attend to self/communal care, and assess appropriateness of action. And in this unusual time globally, we will practice and reflect on physical, intellectual, emotional, social and spiritual elements of well-being and growth. *This course is being offered for 3 graduate academic credits. It cannot be taken for reduced credit or as training.*

COURSE CONTENT:

This course will explore four areas of awareness and accountability that we must attend to in order to be effective in our action efforts and to keep from causing further harm or injustice.

Self-awareness is crucial for our understanding of who we are personally as we engage with others around issues of conflict and injustice. We will consider how **values**; personal and social **identity** (personality, biography/life experience, social groups, and spirituality/faith); **cultural** beliefs and norms; human **needs** and dignity; social **systems**, and **power** and influence (including leadership and participation styles) impact our work and how we engage others, affect how others experience us, and influence the actions we take.

Self-assessment. In addition to personal awareness, we must also be equipped to ask ourselves questions about personal or professional action and if we are the most appropriate actors. What am I uniquely able to contribute? What **roles** will I take in the situation? And how do these influence the power I have to act? How am I empowered and disempowered in a context and how do these affect my ability and effectiveness in taking action? Do I have the **skills** and experience for the needed role or action? What do I need to know how to do? What do I have experience doing? Do I know and have experience with effective **process** strategies (including contemporary methods of facilitation, dialogue and decision-making)?

Self-Management, or what some call self-discipline or self-control, arises when we challenge ourselves and hold ourselves accountable to our values. Self-management asks us to do no harm, but rather to practice ethically (**ethics**), work toward non-destructive **engagement** with others (through good communication, honoring dignity, and reserving judgments etc.), and build relational structures for **accountability**.

Self-Care is also an essential part of our sustainability in the work of peace and justice. It is embedded not in individualistic care for self, but in an ethic of community care and mutuality where webs of support are nourished and maintained for the well-being of all. Self-care implies **reflection** on practice (action taking) to facilitate personal and professional growth, development of communal **support** (for emotional and resource needs), establishing personal and professional **boundaries**, and regularly engaging approaches (e.g. spiritual, physical, relational, or creative activities and other strategies) for building **resilience**.

In peace and justice seeking, we must practice what we preach in order to be effective in our action efforts. Our values for equity and access, healthy relationships and systems, meeting needs and honoring dignity, doing no harm and reducing violence, and seeking reconciliation, restoration and resilience all depend on our own ability to model and live these out. To do this well, whether we are in professional fields like peacebuilding and conflict transformation, global development, and restorative justice, in the helping professions like ministry, healthcare, teaching, mental health and social work, and other professional practice (e.g. law, trades, crafts, etc.) or even in our own personal lives, we must continuously strive to grow into our better selves.

COURSE GOALS AND OBJECTIVES:

The goal of this course is to help prepare us to be reflective practitioners who skillfully and ethically respond to a call to engage in the difficult social dilemmas of our time. This is done by supporting the personal and professional integration of theory, analysis and practice into processes of constructive social change and peacebuilding as we also develop and sustain practices of self-awareness, self-assessment, self-management, and self and communal care.

The course asks participants to:

- Practice self-awareness by reflecting on values, personal characteristics, abilities and areas for growth.
- Deepen self-assessment and understanding of others in relation to our social identity, culture, needs, systems, and power and how these affect actions we take as participants, practitioners, and social change leaders (among other roles).
- Practice needed skills and processes identified through self-assessment to gain experience in facilitating effective communication, decision-making, and team-building.
- Practice self-management by choosing appropriate actions or interventions and roles to play that are ethically sound, non-destructive, and have built-in accountability structures.
- Exhibit the ability to exercise self and communal care by establishing regular reflective practice, developing communal support, establishing boundaries, and building resilience.

Course Delivery and Dates

This online course will be conducted as part of EMU's Summer Peacebuilding Institute (SPI) through an online learning platform called Moodle and through Zoom, an audio/visual communication platform for synchronous sessions. These platforms are made available by EMU upon registration for the course.

Synchronous online Zoom sessions will take place Mondays and Wednesdays, 1:30-3:30 p.m. US Eastern Daylight Time (US EDT) between May 11 – June 12, 2020. These sessions will be recorded. Attendance at these sessions is required. Please notify the instructors if you encounter unavoidable problems in joining us. Two additional optional synchronous sessions may be possible, one in July and one in August by mutual agreement.

Asynchronous engagement, activities, and assignments will need to be completed outside of synchronous times during the five weeks of the course, and throughout the summer months following. **All final work will be due by August 20 2020.** All assignments are due on Mondays of each week on the dates noted, by no later than noon (before class). Please alert instructors if you encounter problems in meeting deadlines.

Course Philosophy

We, as instructors, seek the creation of a dynamic learning community in which everyone is a teacher and a learner. Our personal and professional lives, social identities, cultural heritage and spiritual beliefs impact the way we, the instructors, understand the course content and how we present it. Likewise, we invite all course participants to bring the multiple dimensions of your experience and identity into the course. We ask that we all work to:

- a. Respect others' points of view (even when you think and believe differently)
- b. Listen to gain insights, fresh ideas, and new perspectives, and
- c. Accept that we are here to learn with and from one another.
- d. Give each other the benefit of the doubt -- we are in an unusual time with much uncertainty and the unexpected. Some of us deal with this by going with the flow, some of us deal with it by creating cocoons of certainty around us. And most of us are somewhere in between. Let's give each other as much grace and flexibility as possible.

These principles are even more important in an online learning environment where engagement must be intentional and scheduled. You will be asked to interact with each other and instructors individually outside of the synchronous sessions. We hope that you will share what you know, and help us all to learn by listening with curiosity to others, help to hold us all accountable to our values, and find ways to share your constructive criticism, your concerns about process or content, and help us all to be at our best together.

PRE-CLASS ASSIGNMENTS:

To be read by all participants before the course begins:

1. **Fisher, Simon, et al.** *Working with Conflict: Skills and Strategies for Change*, Chapters 1, 2, and 3 (available on Moodle). This is from a practitioners' handbook for conflict transformation and provides important definitions and a basic conceptual framework (although these will be up for discussion and can be challenged). Also required for PAX 533 Analysis.
2. ***Rhodes, Gloria.** 2020. *Formation as Peacebuilding Practice*. Session from the 2nd Global Anabaptist Peacebuilding Conference and Festival, Mennorode, Netherlands, (Forthcoming). This is a summary of a presentation Gloria gave at a conference last summer. It is a basic summary of the formation topics we will be covering in this class. **Available after April 13** on Moodle.
3. Lederach, J. P., Neufeldt, R., & Culbertson, H. 2007. **Reflective peacebuilding: A planning, monitoring, and learning toolkit**, Chapters 1-6. Access from https://pulte.nd.edu/assets/172927/reflective_peacebuilding_a_planning_monitoring_and_learning_toolkit.pdf
4. If you haven't already read the following resources, please do so as these will provide additional basic history and definitions frequently in use at CJP.
 - A. Conflict Transformation - <http://www.beyondintractability.org/essay/transformation>
 - B. Peacebuilding - <http://www.beyondintractability.org/essay/peacebuilding>

- C. Docherty and Lantz-Simmons. 2017. *A Genealogy of Ideas 1: What is old is new again*. Center for Justice and Peacebuilding, Eastern Mennonite University, Volume 1. Available from: <https://issuu.com/easternmennoniteuniversity/docs/a-genealogy-of-ideas-journal-1-2016>

All participants should come to the course having completed the following assignments:

1. Take some time to reflect on how your family (whatever unit you grew up as part of) handled conflict. How did it promote peace and justice or not? What were you taught about how to deal with problems? How did your parents or caregivers model handling conflict, inequities or difficult issues? What are your definitions of peace and justice now? How has your perspective changed? Please contribute your thinking on this to a Forum Discussion for this purpose.
Forum Discussion Due May 11, by 12 noon US EDT.
2. Identify a situation of conflict or injustice that you know well and that you could potentially do something about. The situation should involve one other person, a few people or small group of people (e.g. it could be a small organization, or part of an organization, a family or two, or a subset of a larger group). This will be your primary project throughout the summer. Describe the conflict or justice situation on paper with as many details as possible. What is the change you'd like to see here? This will be for your own use, not for submission or sharing with the group unless you are willing to share it. **Due in our synchronous class May 13.**

REQUIRED TEXTS (FOR YOUR PURCHASE):

The books and resources listed must be read for graduate credit and to fully meet the Foundations I equivalent together with PAX 533 Analysis (a requirement for CJP graduate students). Books are available through the EMU bookstore at <https://emu.edu/bookstore/> for purchase if needed. All other resources are available online or on Moodle. Students have reading options where noted. The name, title, or keywords in **BOLD** below will be the name referred to on the course schedule for assignments and readings.

Docherty, Jayne. 2005. *Strategic Negotiation*. Intercourse, PA: Good Books. ISBN: 978-1561484287. Approximate price: \$5. Please purchase this book.

Mitchell, Sherri. 2018. ***Sacred Instructions***: Indigenous Wisdom for Living Spirit-Based Change. Berkeley, CA: North Atlantic Books. Chs. 6, 8-10.

Neufeldt, Reina. 2016. ***Ethics for Peacebuilders***. Lanham, MD: Rowman and Littlefield.

Trujillo, Mary Adams and S. Y. Bowland. 2008. *Re-Centering: Culture and Knowledge in Conflict Resolution Practice*. Syracuse, NY: Syracuse University Press. Selected Chapters. This book is required for PAX 534 Analysis and PAX 532. Please purchase this text. One chapter is available on Moodle.

Additional Required Reading Materials (posted on Moodle) may include:

Folger, Joseph, Marshall Scott Poole, and Randall Stutman. 2012. Third-Party Intervention. And Power. In *Working through Conflict: Strategies for Relationships, Groups, and Organizations*, 7th Edition. New York: Routledge. Chapters 5 and 7.

King, Ruth. 2018. *Mindful of Race: Transforming Racism from the Inside Out*. Boulder, CO: Sounds True Inc. [Selected pages] available in Moodle.

Lang, Michael D. 2019. *Reflective Practice in Conflict Resolution*. Lanham, MD: Rowman & Littlefield. Selected chapters.

Lederach 1, John Paul. 2001. Five Qualities of Practice in Support of Reconciliation Processes. In *Forgiveness and Reconciliation: Religion, Public Policy and Conflict Transformation*, edited by Raymond Helmick and Rodney Petersen. Philadelphia: Templeton Foundation Press.

*Lederach, J. P., Neufeldt, R., and Culbertson, H. 2007. **Reflective peacebuilding: A planning, monitoring, and learning toolkit**. Mindanao, Philippines: Joan B. Kroc Institute for International Peace Studies and Catholic Relief Services (East Asia Regional Office). Download from Moodle or from http://kroc.nd.edu/sites/default/files/crs_reflective_final.pdf

Mayer, Bernard. 2012. *The Dynamics of Conflict: A guide to engagement and intervention*. 2nd Ed. San Francisco: John Wiley & Sons, Inc. Selected chapters 1-4.

Spinks, David. 2020. A Comprehensive List of Tips, Tools, and Examples for Event Organizers During the Coronavirus Outbreak. Accessed 4/7/2020 at <https://cmxhub.com/a-comprehensive-list-of-tips-tools-and-examples-for-event-organizers-during-the-coronavirus-outbreak/>

Stevenson, Brian. 2013. *We need to talk about an Injustice: TEDX talk*. Accessed on April 7, 2020 at <https://youtu.be/8cKfCmSqZ5s>

Tuck, Eve and **Yang**, K. Wayne. 2012. Decolonization is Not a Metaphor: Decolonization: Indigeneity, Education, & Society. Vol. 1, 2012, pp.1-40 [available in Moodle]

Tuso, H., & Flaherty, M. P. 2016. Creating the third force : indigenous processes of peacemaking. Lanham, Maryland : Lexington Books, an imprint of The Rowman & Littlefield Publishing Group, Inc. Chapter 23 and conclusion.

REQUIRED READINGS FOR FOCUS AREAS (FOR YOUR PURCHASE):

Reading Options for Facilitation Presentation/Demonstration - With a partner, you will research a facilitation process that is new to you. This will fall into the rough broad categories of (processes for

understanding/dialogue, processes for decision making including generating, evaluating, prioritizing, and deciding (consensus and voting options). You will create a recording for presentation about the process with a demonstration, and video elements if possible. Full instructions are provided in the Guidance notes for this project. The recording will be posted, and all students will be asked to view and give feedback on each of the presented process tools.

Required for all: Kelsey, Dee, Pam Plumb and Beth Braganca. (2004.) *Great Meetings! Great Results!* Hanson Park. ISBN: 978-0965835411. This resource is fully available online. Link will be provided in Moodle.

Choose one of the following (or propose your own)

Allen, Will. 2005-2019. *Facilitation Tools & Techniques* from Learning for Sustainability. Available from: <https://learningforsustainability.net/facilitation/>

Brown, Juanita with David Isaacs. 2005. *The World Café: Shaping Our Futures Through Conversations That Matter*. San Francisco: Berrett-Kohler

Corrigan, Chris. *Facilitation Resources*. Really excellent guide for various group process tools. Read the bio, Chris works primarily with aboriginal groups. Available from: <http://www.chriscorrigan.com/parkinglot/facilitation-resources/>

Kraybill, Ron and Evelyn Wright. (2006). *The Little Book of Cool Tools for Hot Topics: Group Tools to Facilitate Meetings When Things Are Hot*. Intercourse, PA: Good Books. ISBN: 9781561485437.

Mohr, Bernard and Jane Magruder Watkins. 2002. *The Essentials of Appreciative Inquiry: A Roadmap for Creating Positive Futures*. Pegasus Communications.

Pranis, Kay. 2005. *The Little Book of Circle Processes*. New York, NY: Good Books. ISBN: 978 156148-5512.

Schirch, Lisa and David Camp. 2007. *The Little Book of Dialogue for Difficult Subjects: A Practical Hands-On Guide*. Intercourse, PA: Good Books. ISBN: 978-156148-5512.

SeedsforChange.org.uk. 2019. *Facilitation tools for meetings and workshops: A compilation of tools and techniques for working in groups and facilitating meetings or workshops*. Available from: <https://seedsforchange.org.uk/tools.pdf>

Reading Options for Reading Reflection 1 - Practice in Challenging Situations (Choose One or suggest your own). You will select a book to read, preferably one that relates in some way to the area of change that you are working on for this course. Integrate concepts from the book into your practice and reflection journal, and evaluate its usefulness to practice in a forum post.

Stone, Douglas and Patton, Bruce, and Sheila Heen. 2000. **Difficult Conversations: How to discuss what matters most.** New York: Penguin. 10th anniversary edition.

Cloke, Kenneth. 2018. *Politics, Dialogue and the Evolution of Democracy: how to discuss race, abortion, immigration, gun control, climate change, same sex marriage, and other hot topics.* Dallas, TX: Good Media Press.

Seligman, Rahel and Montgomery. 2015. **Living with Difference: How to Build Community in a Divided World.** Oakland, CA: University of California Press.

DeWolf, Thomas and Jodie Geddes. 2019. **The Little Book of Racial Healing: Coming to the Table for Truth-Telling, Liberation, and Transformation.** New York, New York: Good Books.

Reading Options for Personal Reflection 2 - Leadership (Choose one or suggest your own) You will select a book to read, preferably one that relates in some way to the area of change that you are working on for this course. Integrate concepts from the book into your practice and reflection journal, and evaluate its usefulness to practice in a forum post. Prompts will be supplied on Moodle.

Hicks, Donna. 2018. **Leading with Dignity: How to Create a Culture That Brings Out the Best in People.** Yale University Press.

Lencioni, Patrick. *The Five Dysfunctions of a Team: A Leadership Fable.* 2007. Jossey Bass. ISBN: 978-8126506750. Approximate price: \$25.00

Schein, Edgar. 2011. *Helping: How to Offer, Give, and Receive Help. Understanding Effective Dynamics in One-to-One, Group, and Organizational Relationships.* San Francisco: Berrett-Koehler Publishers.

Sharma, Monica. 2017. *Radical Transformational Leadership: Strategic Action for Change Agents.* New York: North Atlantic Books.

Recommended Supplemental Reading Materials

We will provide supplemental reading ideas on Moodle and below. Some need to be purchased or accessed individually. Others will be provided on Moodle as noted below. We may make reference to these materials, but they are not required reading.

Erenrich, Susan and Jon Wergin, eds. 2017. *Grassroots Leadership and the Arts for Social Change*. New York: Emerald Publishing.

Goldberg, Marshall. 2003. *Nonviolent Communication: A Language for Life: Life-Changing Tools for Healthy Relationships*. 3rd ed. Encinitas, CA: PuddleDancer Press. ISBN: 978-1892005281
Approximate price: \$20.00. [selected pages]

Laue, James and Gerald Cormick. 1978. The Ethics of Intervention in Community Disputes. In *The Ethics of Social Intervention*, edited by Gordon Bermant, Herbert C. Kelman, and Donald P. Warwick. Washington, DC: Halsted Press.

Others provided on Moodle.

REQUIRED ASSIGNMENTS:

These are brief descriptions of required graded assignments for the course with assessment worth (percentage). More details for most assignments can be found in the "Guidance Notes" section that will be provided on Moodle.

Participation and Personal Weekly Reflections during the five weeks (5 @ 5% = 25%)

Course participants are expected to attend every synchronous class session prepared to participate in discussions, exercises and other learning activities. Preparation will include asynchronous activities including individual assignments (assessments etc.), paired conversations, group work, and reading.

After reading or doing assigned activities, respond in a Forum post to the prompts on the following topics. Then respond to at least one other classmate each week. See prompts on Moodle.

- A. Conflict Biography - Due May 11
- B. Self-Awareness/Conflict Style/Identity - Due May 18
- C. Self-Assessment/Roles, Skills, Processes - Due May 25
- D. Self-Management/Ethics/Accountability - Due June 1
- E. Self and Communal Care/Reconciliation/Resilience - Due June 8

Presentation/Facilitation/Demonstration 20%

This project is meant to be flexible and meaningful, thus it needs 3 names. Together with one other classmate, you will contribute to a presentation/facilitation/demonstration about one group facilitation or decision-making technique. Group facilitation is at the heart of transformation for groups. This project will include consideration of groups' contexts, needs, dynamics, goals, and opportunities and constraints. Participants will also conduct a self-assessment of personal contributions, identity, power and appropriateness of action. This presentation will be recorded through Zoom. Further details of the assignment will be available through Guidance Notes on Moodle.

Practitioner Interview or Observation (10%)

Interview and/or observe a peacebuilding practitioner or social change leader who you respect. Write a 3-5 (single-spaced) page paper to describe your chosen leader's work and practice, guiding values and vision, the skills and qualities this person embodies, and the peacebuilding processes the practitioner and her/his organization uses. Your discussion should include an analysis of personal characteristics, training and educational background, the roles chosen and given, and the methods, tools and skills used. Finally, highlight what you have learned about the leader's approach to one or more "core values" such as balance, empowerment, interdependence, and leverage. See Guidance Notes for further details. Alternative forms of content including media/arts may be proposed for this assignment instead of writing a paper.

Reading Responses (20%)

1. **Reflections on Practice in Challenging Situations (10%)** *You will select a book to read, preferably one that relates in some way to the area of change that you are working on for this course. Integrate concepts from the book into your practice and reflection journal, and evaluate its usefulness to practice in a forum post. Journal and Forum response prompts will be available on Moodle.*
2. **Reflections on Leadership (10%)** *You will select a book to read, preferably one that relates in some way to the area of change that you are working on for this course. Integrate concepts from the book into your practice and reflection journal, and evaluate its usefulness to practice in a forum post. Journal and Forum response prompts will be available on Moodle.*

Practice and Professional Development Journal (25%)

You will identify one specific context, conflict or justice issue/situation (your "case") that you would like to address. This situation may be in a personal or professional context. You will do an initial analysis and self-assessment and a plan for engagement (Part 1). Then you will take action, and reflect on how it went as well as next steps (Part 2). Throughout the process, you are asked to reflect on and apply the topics, skills, processes and approaches you are considering in this class.

For Part 1 (10%) You will submit an analysis of the case, a self-assessment, and a plan. The analysis and self-assessment expectations are described in Guidance Notes (on Moodle). For the plan, you will identify areas from your analysis that need your attention and action. Then you are asked to identify 4 - 5 specific theories, topics or skills, processes, and approaches that you would like to further develop or practice related to your case during this course (May-August). Two of these should be from books that you would like to read and apply to your work with your case. Either instructor will be glad to help recommend books that may be appropriate to your situation. You may use visual analysis lenses as desired.

For Part 2 (10%) You will keep a journal of your progress as you take action. As noted under "Reading Responses" above, you must include reflection on "challenging situations" and "leadership" and draw on the Reading Responses above. Additional areas could include situation analysis, nonviolent communication, appreciative inquiry, team-building, self-awareness, reflective listening, and specific

dialogue and decision-making processes or other topics of your choice. Keep a journal documenting your learning, specific plans to apply what you are learning, and your progress in utilizing these skills, processes, and approaches within the context/situation you chose, and/or your everyday life. Your reflections should not merely be a list of what you are doing, but who you are in relation to what you are doing and reflection on your process and how you're making decisions.

While the pages for this assignment will vary, expect to write about 4-5 single-spaced pages for each part. You may also propose alternative media for presenting your work. The Guidance notes will include prompts for this assignment.

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 available online at <https://www.emu.edu/cjp/spi/participants/graduate-credit>.

SPI ATTENDANCE POLICY:

It is expected that individuals registering for an SPI course will participate in the entire course (barring unforeseen emergencies). Please contact SPI directly at spi@emu.edu before registering if you know you will have to miss any portions of a course. For-credit participants are expected to attend all synchronous 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.

COURSE SCHEDULE:

Tentative Course Schedule - An updated schedule will be provided on the first day of our synchronous class (May 11). We are still determining specific reading assignments for some weeks, and details related to the synchronous portion of the class. Assignment links and resources will be provided on Moodle along with this schedule. Check there for details.

Date	Topic	Assignments Due/Readings
Week One May 11, 13	Introductions Course Overview Introduction to Formation Five areas of Well-Being: Physical Values and Ethics What is the Change you want to see?	Conflict Biography Due Monday What situation do you want to impact? <i>Rhodes</i> <i>Lederach</i> <i>Simon et al</i> <i>Mitchell, Ch.6</i>
Week Two May 18, 20	Self-Awareness Conflict Styles Personal and Social Identity Culture/Worldview Five areas of Well-Being: Cognitive/Intellectual	Forum Discussion Due Monday (How will identity impact your action?) Conflict Styles Profile <i>Read Mayer Chs 1-2 and 4</i> <i>Mitchell Ch. 15</i> <i>Read links provided on Moodle</i> <i>Additional readings to be assigned</i>
Week Three May 25, 27	Self-Assessment: Roles, Skills, Processes Process as Transformation Motivations: Needs/Dignity, Trauma, Worldview Five areas of Well-Being: Spiritual	Forum Discussion due Monday (Self-assessment for action) <i>Laue and Cormick</i> <i>Docherty Little Book</i>
Week Four June 1, 3	Self-Management Engagement Communication Power, Influence, Domination Accountability Five areas of Well-Being: Emotional	Forum Discussion Due Monday (How will power/influence and domination relate to your work?) <i>Mayer Ch. 3,</i> <i>Ethics for Peacebuilders reading</i> <i>Tuck and Yang</i> <i>Dance of Anger, ch. 8 (pp. 154-188)</i> <i>Thinking in Threes stepping out of family triangles</i> <i>Mitchell, Chs. 8-10, Re-Centering 14</i>
Week Five June 8, 10	Self and Communal Care Reflective Practice Boundaries and Sustainability Forgiveness and Reconciliation Resilience Five areas of Well-Being: Social	

June 22		Practitioner Interview Due
June 29		Basic Analysis and Self-Assessment Due (Practice Journal Part I)
July 13		Reading Response 1 Due
August 10		Reading Response 2 Due
August 17		Final Practice Journal (Part II) Due

COURSE ASSIGNMENT DUE DATE TIMELINE (FOR ANALYSIS AND FORMATION)

Most students taking this PAX 532B Formation class are also taking PAX 533B Analysis. For the purposes of coordinating due dates, the following schedule includes assignments for both Analysis and Formation. **Formation assignment Due Dates appear in bold.** Analysis assignments are not bolded:

Week 1 Synchronous Sessions (SS) Opening

May 11 – Analysis Reading Response 1 Culture, Identity, Values and Self-awareness (5%)
I am From Due

May 11 - Formation Personal Reflection A – Conflict Biography

May 15 – Analysis Paired Exercise

Week 2 SS Identity

May 18 – Formation Personal Reflection B – Self-Awareness/Identity

May 18 - Conflict Styles Profile

May 22 Analysis Reading Response 2 Core understandings: Definitions of conflict, violence, peace and justice (5%) (Due in Pairs)

Week 3 SS Systems

May 25 – Formation Personal Reflection C – Self-Assessment/Roles, Skills, Processes

May 29 - Visual Lenses Due in Pairs

Week 4 SS Power

June 1 – Formation Personal Reflection D – Self- Management/Ethics/Accountability

June 5 - Visual Lenses Due in Pairs

Week 5 SS Closing

June 8 – Formation Personal Reflection E - Self and Communal Care/Reconciliation/Resilience

June 12 - Analysis Representation of Family Unit Due (Genogram or other visual or tactile mechanism)

Asynchronous Assignments

June

June 22 - Practitioner Interview for Formation Due

June 26 - Analysis Reading Response 3 Core understandings: Definitions of peacebuilding, conflict transformation (5%) in pairs

June 29 - Formation Practice Reflection Journal Due (Part 1) Basic Analysis and Self-Assessment

July

July 3 – Analysis Reading Response 4 Motivations for Violence: Human Needs, Grievance, Shame, Trauma - in pairs

July 13 - Formation Reading Response 1 Difficult Situations

July 24 – Analysis Paper Rough Draft Due

August

August 9 - Feedback on Analysis papers to students Due from Instructor

August 10 - Formation Reading Response 2 Leadership Due

August 17 - Final Formation Practice Reflection Journal Due (Part 2)

August 20 – Final Analysis Paper Due