

Building Peace after Empire
Philip Metres (English) and Matt Berg (History)
Fall 2015

- ***Peace Studies***

Fox, Michael Allen. *Understanding Peace: A Comprehensive Introduction* (Routledge, 2014)
Howe, Stephen. *Empire: A Very Short Introduction* (Oxford, 2002).
Lederach, John Paul. *The Moral Imagination*.

- ***Northern Ireland***

McKittrick, David, et al. *Lost Lives* (selections).
Deane, Seamus. *Reading in the Dark*. 978-0375700231 [students tend to love this book]
Heaney, Seamus. *Opened Ground: Collected Poems*. 978-0374526788 [also, this could be excerpted]
“In the Name of the Father” (film)
“Five Minutes of Heaven” (film)

- ***South Africa***

Krog, Antjie. *Country of My Skull: Guilt, Sorrow, and the Limits of Forgiveness*.
“Long Night’s Journey into Day.” (film)

Course Description and Goals:

This course is designed to explore the dynamics of conflict and peacemaking at work in South Africa, Northern Ireland and other sites. We will examine the historical and cultural roots of conflict from a multidisciplinary approach by reading histories, narratives, poems, and film. While we will establish a firm background for how and why these conflicts persisted (i.e. the contestedness of history and how each “side” narrates its own stories), we will focus on the courageous but difficult work toward just peace through peace building, conflict transformation, reconciliation, and social restoration. Further, we will ask, how have writers and artists played a role in creating just peace? We take as our inspiration the call for a well-educated solidarity, in which we pose the question, “How can we live together in this time and place?”

Requirements:

Midterm and Final: These exams will be take-home essays consisting of essay questions that will ask you to analyze and synthesize ideas from class conversation.

Quizzes/Response Essays (1-2 pages) there will be weekly quizzes and occasional short papers to test your reading comprehension and develop your critical reading skills.

Special Project Paper/Oral Presentation: an assignment sheet is forthcoming.

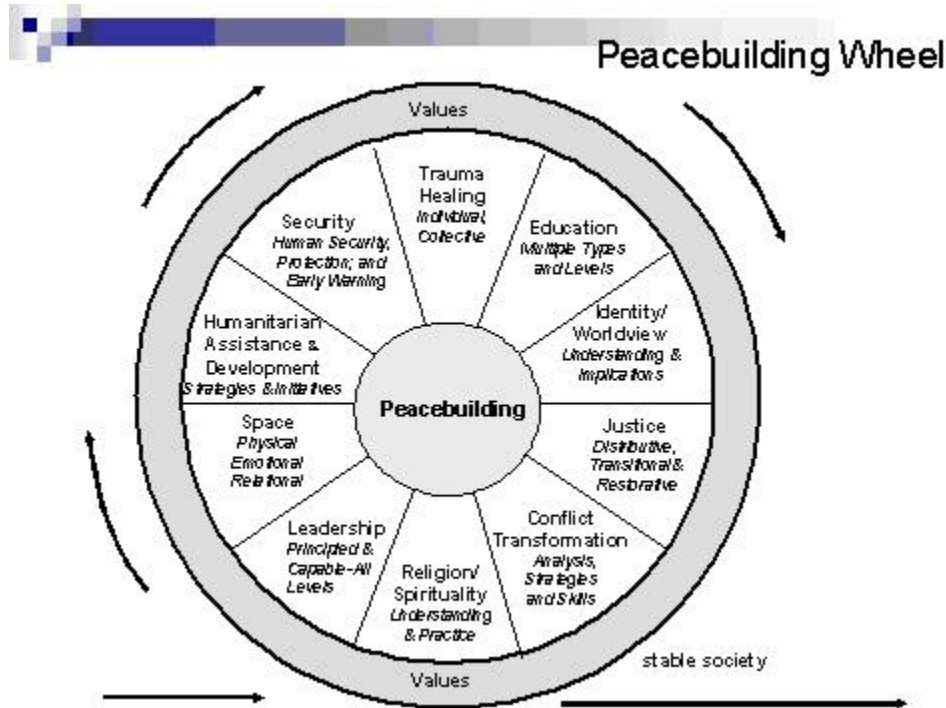
Participation: please come to class prepared to discuss the day’s reading. More than two absences or lateness will lower your course grade by one letter grade and will result in my asking you to drop the course.

Grade Breakdown:

Midterm/Final	400 points (200 points each)
Quizzes/Essays	200 points
Case Study Project	300 points
Participation/Presentations	<u>100 points</u>
	1000 points

Plagiarism: Plagiarism—the uncredited use of another’s words or ideas as your own—will not be tolerated and will result in failure of the course. All work must be your own.

Students with Disabilities: It is your responsibility to see me and JCU’s Coordinator for Students with Disabilities (x4967) at the beginning of the semester to ensure that we swiftly accommodate your needs.



From the Center for Justice and Peacebuilding:

We use the term “*peacebuilding*” instead of “*peacemaking*” because conflicts arise from specific contexts. To address conflicts and build peaceful communities, we have to understand the contexts that lead to conflict and create contexts that promote peace. As John Paul Lederach, our founding director, says, it takes as long to end a conflict as it does to create it. True peace requires us not to just make peace by ending conflicts but to build an infrastructure for peace.

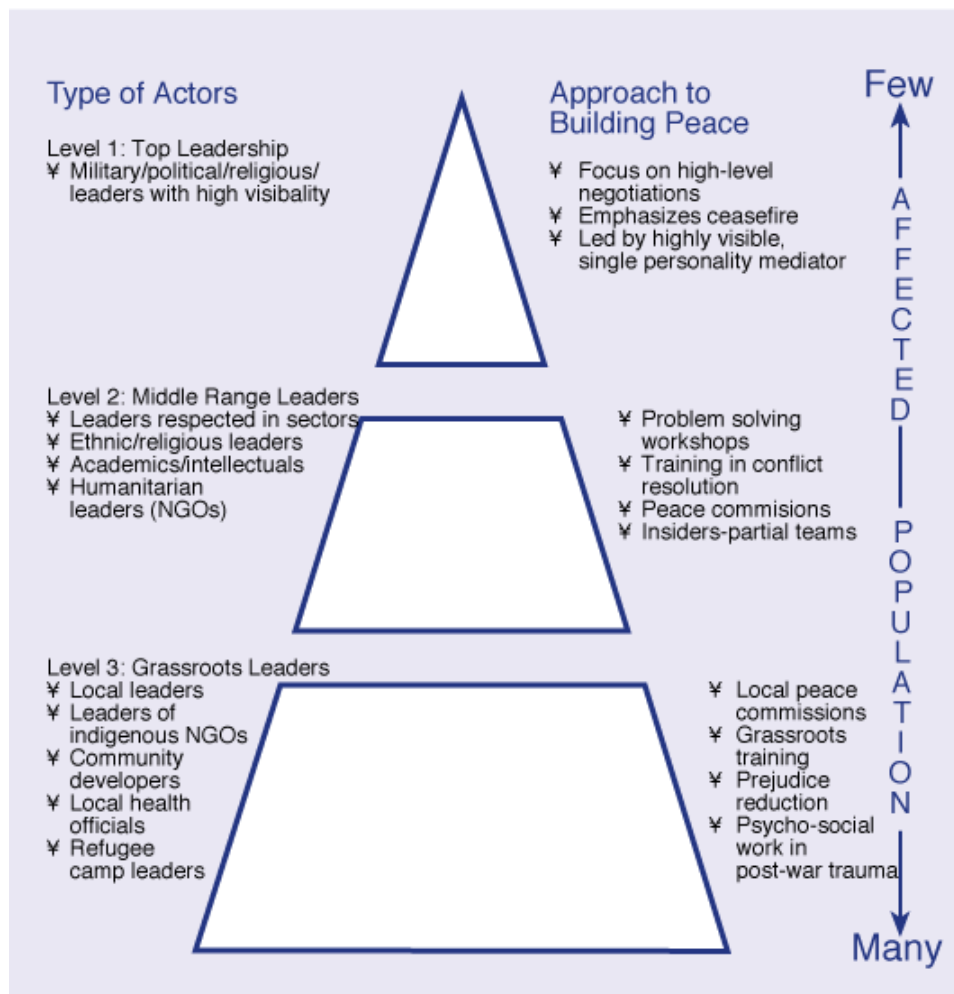
We use the term *conflict* “*transformation*” rather than “*resolution*” to remind ourselves that conflict is normal and can often be an opportunity for growth. Again, it is important to analyze and address the relational and institutional context in which conflict occurs and to encourage healthy contexts in which conflict is manageable and furthers learning and renewal. (A slogan, then: “Conflict is opportunity. Don’t waste it.”)

CJP is organized around three central fields: trauma awareness and healing, conflict transformation and restorative justice. Several other auxiliary fields include healthy organizations and community development. Each of these, as well as other peacebuilding efforts, is connected to the hub of Barry’s wheel. *Each is about building, maintaining and mending healthy and just relationships.* Each has their own contributions to make toward this goal.

Howard Zehr, <http://emu.edu/blog/restorative-justice/2009/04/20/restorative-justice-and-peacebuilding/>

From “Peacebuilders International” website:

Who Can Help Build Peace, and How?



http://www.gppac.net/documents/pbp/part1/1_justpe.htm

Reading Fiction and Non-Fiction

Meaning.

As with poetry, look up words you do not know.

Point of View.

1. Describe the narrative point of view; who is telling the story, and how? What kind of person is the narrator? Can we trust him or her?
2. Is it told in the first person (an “I” character)?
3. Is it told in the third person? If so, is it omniscient? of limited omniscience?
4. Is the narration “objective” (like a camera), more subjective (with commentary), or highly interiorized (stream of consciousness)?
5. How does the narration contribute to our experience of the story?

Character.

1. Describe the characters.
2. What are they like, and how do they interact?
3. Why has the author used these characters in particular to create the story?

Plot.

1. Describe what happens in the story. How is it told?
2. Divide the work into narrative chunks.
3. Is it linear? Circular? Does it jump around in time? Why?
4. How does the structure contribute to our experience of the story?

Imagery and Description.

1. Describe the world the author has created (i.e., the setting).
2. Images are sensory details. What imagery does s/he employ?
3. How does the imagery contribute to the themes of the story?

Style

1. Is the writer’s style sparse or verbose?
2. Does s/he write short sentences or long sentences; are they simple or complex?
3. Does s/he use poetic diction or imagery?
4. How do these choices contribute to the story?

Audience. To whom is this work written, and why? Consider the background and biographical materials. What is the cultural work that this writing is trying to perform? In other words, what does this work aim *to do*?

Unit One: Background: Peacebuilding after Empire

Week One Introduction and The Moral Imagination

Day 1 Introductory Exercise: Experiences of Oppression, Experiences of Peacebuilding and Justice-Seeking

Day 2 Selections from The Moral Imagination (Ch. 1-3, 33-39) by John Paul Lederach
Watch “Long Night’s Journey into Day” (to discuss in class): <http://www.hulu.com/watch/337499>
In your notebooks, make sure to write about the following:

1. How does Lederach define “the moral imagination”?
2. How is the moral imagination related to the project of peacebuilding?
3. How do you see the moral imagination at work in South Africa’s Truth and Reconciliation Commission, as represented in the film, “Long Night’s Journey into Day”?
4. What might be limitations to the concept of the moral imagination?

Week Two Critiques of Peacebuilding Theory: Just War Theory, National Security, Revolutionary Violence

Day 1 Selections from Understanding Peace: Introduction, especially the Six Myths
Something on Just War Theory???

Day 2 “The Limits of Peacebuilding Theory” by Gerald M. Steinberg
“Concerning Violence” by Frantz Fanon

Week Three The Role of Empire: Strange Parallelisms (South Africa, Northern Ireland, et. al.)

Day 1 Selections from Empire: A Very Short Introduction
Selection from Postcolonialism: A Very Short Introduction
“Structural Approaches to Imperialism” by Johan Galtung

Day 2 **First Exam**

Unit Two: South Africa

Week Four South Africa

Day 1 Historical Background: “Apartheid and Amnesty” by Robert Kraft
Something on the role of colonization and empire?

Day 2 Watch “Long Night’s Journey into Day” again:
video online: <http://www.hulu.com/watch/337499>
full transcript: <http://newsreel.org/transcripts/longnight.htm>
teacher guide: <http://newsreel.org/guides/longnight.htm>
Selections of articles?

Week Five Perpetrators, Forgiveness (the moral imagination...)

Day 1 “Confronting Perpetrators and Victims,” “Concerning Violence” by Robert Kraft
“The Moment Where the Gun Went Off” Nadine Gordimer

Day 2 “Remorse, Forgiveness, and Reconciliation” by Pumla Gobodo-Madikizela

Week Six Country of My Skull

Day 1 Selections from Country of My Skull by Antje Krog
Day 2 **Second Exam/Essay?**

Unit Three: Northern Ireland

Week Seven Northern Ireland

Day 1 A Brief History of Ireland and Northern Ireland
http://en.wikipedia.org/wiki/History_of_Ireland
<http://m.youtube.com/watch?v=fCH6sDWR-wA&feature=youtu.be>
Bloody Sunday film + supporting docs
<https://www.youtube.com/watch?v=vkOpgr1ElXg>

Day 2 “In the Name of the Father” film
Selections from Lost Lives about the Guildford Pub Bombing
Quiz on the Film! What insights does this film provide us about the history of Northern Ireland and England, particularly during the “Troubles”? How does the political situation change the main characters? How do the main characters respond to their oppression? What alliances are formed across national or cultural boundaries, and how do they help find justice?

Week Eight Historical Background and “In the Name of the Father”

Day 1 “Easter 1916” by William Butler Yeats
http://www.wnorton.com/college/english/nap/Easter_1916_Yeats.htm
“Guest of the Nation” by Frank O’Connor (handout)
Three protest songs about The Troubles:
1) “Zombie” by the Cranberries:
<http://www.youtube.com/watch?v=6Ejga4kJUts>
<http://www.azlyrics.com/lyrics/cranberries/zombie.html>
http://en.wikipedia.org/wiki/Warrington_bomb_attacks
2) “Sunday Bloody Sunday” by U2
<http://www.youtube.com/watch?v=JFM7Ty1EEvs&feature=related>
3) “Suspect Device” by Stiff Little Fingers
http://www.youtube.com/watch?v=IwVT5Ys_64E

Day 2 Selections from Reading in the Dark by Seamus Deane

Week Nine Reading in the Dark and Poetry

Day 1 “Punishment,” “Singing School,” “After a Killing,” “Voices from Lemnos” by Seamus Heaney
“What I’ve Learned from Seamus Heaney” (on the independence of the artist):
<http://www.irishtimes.com/newspaper/weekend/2011/0326/1224293118137.html>

Day 2 “Five Minutes of Heaven” film
“Reconciliation and the Politics of Forgiveness” (Scott Appleby)

Week Ten

Day 1 Father Alec Reid’s role in the peace:
<http://www.youtube.com/watch?v=53ZuVw-FCRw>
“Peacebuilding in Northern Ireland” by Mari Fitzduff

Day 2 **Exam/Essay due**

Unit Three: Case Studies

Week Eleven Setting Up the Parameters

Day 1 Proposals due; Proposal workshop

Day 2 Research day

Week Twelve

Day 1 Research day

Day 2 Draft Workshop

Week Thirteen: Thanksgiving

Week Fourteen

Case Study Presentations

Week Fifteen: Last Words...

Case Study Presentations

Final Thoughts, Evaluations

Final Examination Essay due