

EVERYDAY PEACE: COMMUNITY-BASED APPROACHES TO PEACE BUILDING

PSYC 502-202 | Fall 2016 | HSS 342 | Wednesday 3:30-6:20pm

Contact Information

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Office Hours

Monday and Wednesday 10 - 11:30 am or by appointment.

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Course Description

This course will introduce students to critical issues in community-based approaches to everyday violence and peacebuilding. Premised on the idea that peace cannot be understood in isolation of other of other social processes, the courses explores the concept of peace in terms of capacity building and social justice. Drawing from community-based and critical perspectives in community social psychology and other social sciences, we will critically examine key conceptual and methodological issues in community-level peacebuilding. The course employs collaborative peace labs to build on the notion of everyday peace as an antidote to the normalized and endemic violence in society.

The University of Massachusetts Lowell rests on the ancestral, traditional, and contemporary lands of the Pennacook people. We recognize the colonial violence perpetrated by settlers and affirm that this acknowledgement is insufficient to undo the harm that has been done and continues to be perpetrated against Indigenous peoples.

Course Overview

This course marks a shift from crisis-based politics and is anchored in the “everyday.” Crisis-based approaches tend to view situations as unstable, exceptional, and as a break from normal or routine processes; thus failing to take into account the enmeshed systems of domination and oppression that function in people’s everyday lives. Not all acts of violence occur within the bounds of exceptional circumstances or declared war, thus making it necessary to study “peacetime violence,” that is violence that become part of the social fabric and are no longer questioned.

We will not only expand our understanding of the scope of violence in people’s lives, but also explore interventions to address such violence. Premised on the idea that peace cannot be understood or studied in isolation of other of other social processes, through this course we will collectively engage with key conceptual, methodological and praxis related issues in peacebuilding.

Drawing from community-based and critical perspectives in psychology and other social sciences, we will focus on developing the notion of “everyday peace” as an antidote to the normalized and endemic violence in society. Community-based/participatory approaches view local people and communities as central agents in their own development. From this standpoint, peacebuilding efforts must focus on strengthening local community capacities. Throughout the course of this semester we will work to define peace for ourselves, and to see how peace is both enabled and constrained by larger social structures.

Course Objectives

- ✦ Introduction to community-based and participatory approaches to conflict and peacebuilding.
- ✦ Survey key themes in studying everyday violence.
- ✦ Enable you to identify cultural practices and social structural realities associated with conflicts over resources, power, images, language, and identity between and among various groups.
- ✦ Develop a working formulation of ‘everyday peace.’
- ✦ Help you explore the role of participatory action research in studying and promoting everyday peace.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- π Define structural violence and identify instances and instances of structural violence in local and global contexts.
- π Recognize and explain how categories of race, gender, culture, and class are implicated in violence.
- π Integrate research and reflection to formulate a definition of everyday peace.
- π Analyze the concept of peace using multiple ecological levels and approaches.
- π Evaluate the strengths and limitations of various community-based research approaches.
- π Inspect your own values, assumptions, and socialization messages and to recognize how they might impact our research and engagement.
- π Effectively communicate awareness and understanding of conflict and peacebuilding.
- π Apply techniques developed in the peace labs to other organizational or community contexts.



Critical Thinking

Critical thinking or learning to question the taken-for-granted in our world will be an important component of the course. Critical thinking is defined by a willingness to respectfully engage new ideas and questions. Among the questions we will ask are the following: What does it mean to be ecologically mindful in understanding conflict and peace? Why is it so important to consider the meaning of peace from multiple perspectives? How are social inequities at the intersections of race, gender, class, caste, religion, nationality, ethnicity and so on implicated in conflict and peacebuilding? To what extent are our conceptualizations of peace constrained and/or facilitated by institutions and the society at large? To what extent and how can we engage in social transformations?

Teaching Philosophy

“The academy is not paradise . . . the classroom, with all its limitations, remains a location of possibility. In that field of possibility we have the opportunity to labor for freedom, to demand of ourselves and our comrades, an openness of mind and heart that allows us to face reality even as we collectively imagine ways to move beyond boundaries, to transgress” (bell hooks, 1994, 207)

My teaching of this course will be guided by a strong social justice orientation. I believe that students learn best when they engage with the topic under study and can relate it to their own lives. Consequently, I will create opportunities for you to bring in relevant experiences to class. I expect students to take some ownership over the classroom experience, holding themselves and others accountable. Therefore, success in this course entails mutual preparation, engagement, and participation. I am available to help you, but you need to want to learn it, and put effort into doing your part of the process as well. This class is meant to be somewhat flexible to adapt and adjust to what works best for each student and class. These adjustments will be made as I see necessary.

Class Structure

This course is designed as a seminar and it is expected that everyone will actively participate in the teaching-learning process. This goal requires informed contributions from all of us and, therefore, requires that students will have read the relevant materials and completed the relevant assignments BEFORE the class in which they will be discussed. All writing assignments have been organized to maximize meaningful class participation. It is expected that all students will complete assignments by their due dates. Class will generally be composed of some combination following, depending on the day's topic:

- ⊗ **Discussion:** The majority of class will consist of discussion-based learning. I will sometimes provide discussion questions to frame and move us through the readings. In addition, several class segments will be set aside specifically for student-led discussions.
- ⊗ **Lecture/Presentation:** In some classes, I will provide a brief lecture or presentation to go over key concepts in that day's readings.
- ⊗ **Application:** Classes will typically involve some type of application. This may take the form of small group work, collaborative tasks, video screenings, or interactive sessions with guest speakers.

Course Requirements

1. **Lead a Class Discussion (10%):** Each of you will be responsible for leading class discussions in groups of 2 or 3. Please refer to the course schedule to see when your group is scheduled. On the assigned day, you will:
 - i) Come prepared with your group members to facilitate a 1.5 - 2hrs discussion based on the readings. You may use powerpoint slides, develop critical discussion questions, individual or group activities, show videos, etc. to lead the session. Please note that your primary role is to generate a discussion, so do not simply summarize the readings.
 - ii) Turn in a 1.5 to 2 page (single-spaced) write-up that summarizes the key points from the readings for the day. Be sure to highlight any key terms or theories that are taken up in the readings. **Please submit a hardcopy in class on the day of your presentation (one per group).**
 - iii) Submit any other additional materials (e.g., discussion questions and powerpoint slides) that you have used to facilitate the class (e.g., discussion questions. **Please submit a hardcopy in class on the day of your presentation. Powerpoint slides and other audiovisual materials must be emailed to me before class on the day that you present.**

You will be graded as follows: up to 10 points for the write-up and up to 10 points for facilitation (preparedness, quality of questions/discussion, comprehensiveness, and critical thinking).

2. **Peace Labs (40%):** This is the major applied and experimental component of the course. The goal of this segment is to work collectively toward building concepts, developing peace building tools and methods, and generating action projects. Each lab will consist of two portions—a reading and/or writing assignment in preparation for the lab and in-class applied work. Both of these portions will be graded. There will be four labs, each contributing 10% of the course grade —i.e., a total of 40% toward the overall course grade. You will receive more details about specific labs as the course progresses.
3. **Term Paper – Critical Literature Review (30%):** For your term paper, you will identify a specific topic (problem/issue/contradiction) based on the three core areas in this course (it may be a combination of more than one area): conflict, structural violence, and/or peacebuilding. You will then critically review the literature on gender, race, class and/or power as it relates to your topic. Your review must be conducted through the critical lenses of participatory action research, decolonized research, and/or activist scholarship; i.e., use frameworks you learn in class to conceptualize your review. The paper must follow APA style 6th Edition. It must be double-spaced, typed, and the page lengths (excluding cover page and abstract) are as follows:

Undergraduate level: 12 pages
 Master's (including certificate) level: 15-20 pages
 Doctoral level: 20-25 pages

Please do not exceed upper limit of pages.

- i) Topic approval: Submit a 100-150 word description of the topic and what you hope to achieve in your critical literature review. The topic is due on Blackboard by midnight on **October 2**. This is worth 5pts. Failure to get your topic approved in a timely fashion will not only cost you these points but you will also miss the opportunity to get feedback and suggestions. **I strongly recommend that you meet with me at least once during the semester to discuss your paper.**
- ii) Rough draft (optional): If you would like feedback on a draft of your paper (or part of it), please email it to me or hand in a hard copy **no later than November 16**. Please note that the draft is not worth any points; rather it is an opportunity for you to seek feedback and revise your paper.
- iii) Final paper: The final version of the paper is due on Blackboard by **midnight on December 7**.

4. Integrative Presentations (20%): This will take place during the last two classes. This will be an integrative presentation where you will present your learning trajectory over the course of the semester in three key areas:

i) Perspective taking: Discuss an area/topic from your social environment that has been reframed by your developing knowledge of everyday violence and everyday peace;

iii) Critical intellectual growth: Share key findings from your critical literature review; and

ii) Future directions: Discuss key lessons and challenges. For example, what did you learn from this course? Where and how do you anticipate applying these ideas or principles? What are some challenges/obstacles you anticipate?

The presentations will be grouped together as symposia (based on your paper topics), each session consisting of 3-4 individual presentations. The goal is to facilitate focused discussion on particular topical areas. Each of you will have 10-12 minutes to present.

Attendance Regulations: Although not graded, attendance and class participation are crucial for success in this course. You are expected to attend and participate in class. Class participation means that you: come to class having completed any assigned reading before class, have thoughtfully considered the issues raised by the readings, and contribute to the class discussion. If you are not prepared, you will likely feel bored or alienated in class, with little to contribute. This is a discussion-based seminar; therefore the effectiveness of the class relies significantly on your thoughtful participation and engaging each other in critical discussions. You are expected to be on time and to stay for the entire duration of the class. If you are unable to attend class due to sickness or other extenuating circumstances, please inform me as soon as possible.

Grading Policy

Grading

Grading will follow the 100% scale. (Standard math rounding applies: 88.5=89, 88.4=88 without exceptions). Keep track of all your graded work until after final grades are submitted. You are responsible for hanging onto them as evidence of your grade should a typo occur in my records.

Re-Grading Policy: If you are dissatisfied with your grade on an exam or paper, discuss it with me. All assignment re-grades will be done for the entire test/assignment, not just the part you are dissatisfied with. The re-grade will be the final grade, even if it is lower than the original grade.

It is your responsibility to keep track of your scores in Blackboard. Keep copies of all of your graded work in case any discrepancies arise. If you notice that a score has been incorrectly entered into Blackboard, you must show me the original paper with the correct grade before finals week. If you are unable to produce the graded work, you will receive the grade that appears in Blackboard.

Lead a class discussion	10%
Peace Labs	40%
Term Paper	30%
Integrative Presentation	20%

Letter Grade	
A+	97-100
A	93-96
A-	90-92
B+	88-89
B	83-87
B-	80-82
C+	78-79
C	74-78
C-	70-73
F	0-69

Course Expectations

- Reading:** Each week you will have assigned readings that generally include 2-3 journal articles or book chapters. It is important that you not only read the material but that you —process the material. This means that you make concerted efforts to understand and apply the content.
- Thinking:** I expect that you will engage in active listening and thinking during class discussions. Engaging in course materials will also mean bringing it with you as you go to your other courses and about your day-to-day life. More concretely, I expect your coursework and discussion to be thoughtful. This means that you have given it thought and grappled with it before writing about it.
- Writing:** Writing is an art that needs to be practiced. I expect all students to take notes throughout class, to type out responses to questions or prompts when assigned, and to engage in writing exercises. Good writing typically means good editing. I am willing to give feedback on drafts before the final product, provided you give me enough lead time.
- Communicating:** Communicating, presenting, and explaining your ideas to diverse audiences are an integral part of graduate school. It is also an important skill for those of you who work (or plan to work) with communities/organizations. I expect you to work on these skills through the class. Various assignments interspersed across the semester will provide you with opportunities to enhance your oral and written communication.

Tentative Course Schedule

Wk	Date	Topic	Readings/Tasks
1	Sept 7	Orientation and Introduction	Please read the syllabus and complete the course expectations survey before coming to class.
I. Foundations of Everyday Violence			
2	Sept 14	Identity and Belonging <i>Psychosocial foundations of “othering” and “us” vs “them” distinctions.</i>	<ol style="list-style-type: none"> 1. Yuval-Davis, N. (2010). Theorizing identity: beyond the “us” and “them” dichotomy. <i>Patterns of Prejudice</i>, 44(3), 261–280. 2. Carolissen, R. (2012). “Belonging” as a theoretical framework for the study of psychology and globalization. <i>Journal of Social Issues</i>, 68(3), 630–642. 3. Yuval-Davis, N. (2006). Belonging and the politics of belonging. <i>Patterns of Prejudice</i>, 40(3), 197–214.
3	Sept 21	Everyday Violence - Part 1	<ol style="list-style-type: none"> 1. Scheper-Hughes, N. (2006). Dangerous and endangered youth: Social structures and determinants of violence. <i>Annals of the New York Academy of Sciences</i>, 1036, 13–46. 2. McIntyre, A. (2000). Constructing meaning about violence, school, and community: Participatory action research with urban youth. <i>The Urban Review</i>, 32(2), 123–154.
4	Sept 28	Peace Lab I: Collaborative Concept-building	<p>Complete assigned tasks <u>before</u> coming to class. In class work will be graded.</p> <p>Read: Appadurai, A. (2006). The right to research. <i>Globalisation, Societies and Education</i>, 4(2), 167–177.</p>
5	Oct 5	Everyday Violence - Part 2	Alexander, M. (2011). <i>The new Jim Crow: Mass incarceration in the age of colorblindness</i> . New York, NY: The New Press. - Read Introduction
II. From Everyday Violence to Everyday Peace			
6	Oct 12	Rethinking research from the “margins”	<ol style="list-style-type: none"> 1. Tuck, E. (2009). Suspending damage: A letter to communities. <i>Harvard Educational Review</i>, 79(3), 409–428. 2. Smith, L. T. (2012). <i>Decolonizing methodologies: Research and indigenous peoples</i> (2nd ed.). London; New York: Zed Books. (Read the introduction and Chapter 8)

Wk	Date	Topic	Readings/Tasks
7	Oct 19	Participatory Action Research	<ol style="list-style-type: none"> 1. Torre, M. E., Fine, M., Stoudt, B. G., & Fox, M. (2012). Critical participatory action research as public science. In H. Cooper, P. M. Camic, D. L. Long, A. . Panter, D. Rindskopf, & K. J. Sher (Eds.), <i>APA Handbook of Research Methods in Psychology</i> (Vol. 2, pp. 171-184). Washington, DC: American Psychological Association. 2. Lykes, M. B. (2013). Participatory and action research as a transformative praxis: Responding to humanitarian crises from the margins. <i>American Psychologist</i>, 68(8), 774-783.
8	Oct 26	Peace Lab 2:	<p>Complete assigned tasks before coming to class. In class work will be graded.</p> <p>Read: Lederach, J. P., & Maiese, M. (2003). Conflict transformation. Beyond Intractability. Retrieved from http://www.beyondintractability.org/essay/transformation</p>
III. Community-based Approaches to Everyday Peacebuilding			
9	Nov 16	Displacement, Memory, and Transformation	<p>Review Voices of Displacement (http://www.sasoundportraits.com/#!/about/ciofk) before coming to class.</p> <p>Read:</p> <ol style="list-style-type: none"> 1. Sonn, C. C. (2012). Speaking unspoken memories: Remembering apartheid racism in Australia. <i>Peace and Conflict: Journal of Peace Psychology</i>, 18(3), 240-251. 2. Listening Guide <p>Guest Lecture & Discussion Guests: Dr. Christopher Sonn, Victoria University, Melbourne, Australia</p>
10	Nov 9	Peace Lab 3	<p>Complete assigned tasks before coming to class. In class work will be graded.</p> <p>Read: Segalo, P., Manoff, E., & Fine, M. (2015). Working with embroideries and counter-maps: Engaging memory and imagination within decolonizing frameworks. <i>Journal of Social and Political Psychology</i>, 3(1), 342-364.</p>

Wk	Date	Topic	Readings/Tasks
11	Nov 9	Critical Social Transformations	<ol style="list-style-type: none"> Sonn, C., Smith, K., & Meyer, K. (2015). Challenging Structural Violence Through Community Drama: Exploring Theatre as Transformative Praxis. In D. Bretherton & S. F. Law (Eds.), <i>Methodologies in Peace Psychology</i> (Vol. 26, pp. 293-308). Springer. Duncan, N., Stevens, G., & Canham, H. (2014). Living through the legacy: the Apartheid Archive Project and the possibilities for psychosocial transformation. <i>South African Journal of Psychology</i>, 44(3), 282-291.
11	Nov 23	Peace Lab 4: Activist Scholarship Projects	<p>Complete assigned tasks <u>before</u> coming to class. In class work will be graded.</p> <p>Read:</p> <ol style="list-style-type: none"> Pulido, L. (2008). FAQs: Frequent (Un)Asked Questions about being a scholar activist. In C. R. Hale (Ed.), <i>Engaging contradictions: theory, politics, and methods of activist scholarship</i> (pp. 341-366). Berkeley and Los Angeles, CA: University of California Press. McIntyre, A. (2006). Activist research and student agency in universities and urban communities. <i>Urban Education</i>, 41(6), 628-647.
13	Nov 30	Integrative Symposia	TBD
14	Dec 7	Integrative Symposia	TBD Term Paper due by midnight

Policies

Classroom Environment: It is essential that our classroom be a place where people do not feel threatened (by fear of unduly critical or judgmental responses) while expressing their thoughts. I expect all students to be respectful of the varied experiences and backgrounds presented by classroom members. You may expect the same level of respect from me.



Note that some of our discussions may evoke discomfort, as is often the nature of critical discussions that interrogate the status quo. We will strive to work through any issues that arise. **But** disrespect or discrimination on any basis, including but not limited to ethnicity, sex, sexual orientation, physical ability, social class, religion, or value system, will not be tolerated. While it is important for you to participate in class discussions, it is imperative that you do so in a way that is not disrespectful to others.

Disruptive behavior (including lateness/leaving early/maintaining parallel conversations) is not acceptable and may result in the offending student(s) being excused from class. Cell phones are not allowed during class. **PLEASE make sure that your cell phones are on silent mode and kept away before the beginning of class.** You may bring your notebooks or laptops to take notes or follow readings. **However browsing, checking emails, and social media are strictly forbidden.** It is imperative that you maintain respect and professionalism toward whoever is leading the class discussion as well as toward your peers.

Communication Policy: E-mail is a great way to get in touch with me regarding any questions you have about the class. Please allow enough time for me to receive and respond to your e-mail. I check my email a few times a day and in most circumstances, I will do my best to respond within **1-2 business days**. I expect the same from you.

If what you ask is a good question that is relevant to the rest of the class, I will frequently address your question in class instead of responding to the e-mail. Alternatively, you may ask a question that is far too detailed or complex to be answered over e-mail. In these instances, I will suggest that you drop in during my office hours or make an appointment to speak with me in person.

Before sending me an e-mail, please ask yourself: Can I answer this question myself (e.g., information is available on syllabus or Blackboard). Important emails regarding the course will be sent to your UML email accounts. If you do not check your UML email account, you should have that email forwarded to an account you do check. I will only send emails to UML accounts.

Policy on Late Work & Missed Exams:. Please check assignments for specific late policies.

Accommodations: Any student who may need an accommodation for a disability at any point in the term should register with the UMass Lowell Office of Disability Services to receive these accommodations.

Incomplete Grade: The symbol INC (incomplete) is a temporary notation, which is assigned for incomplete work in courses when the records of students justify the expectation

that they will obtain a passing grade but for emergency reasons they have missed a minor part of the course requirement. Any missed final examination or other final course evaluation requires a student explanation within 48 hours so the instructor can file the proper course notation with the Student Records Office. A student who has evidenced an unsatisfactory course record, who has failed to complete a portion of course requirements, or who fails to provide the instructor with a satisfactory reason for absence from a final examination or final course evaluation within the specified 48 hour period may not be assigned the letter symbol INC.

Academic Integrity: This is a friendly reminder about cheating and plagiarism—don't do it! Any student who is caught cheating on an exam, writing another student's project, or copying from another source (e.g., a website, a magazine, a published research article, another student's paper) without proper citations will be

disciplined under the University's regulations for academic honesty. **Note that this includes re-using your own assignments from other courses.** All work in this class must be original and not written in part or full by your friend, roommate, tutor, etc. You are welcome to work with tutors to help you to understand concepts and to develop plans for completing assignments, and who may look over work that you have done and give you feedback, **but who may not** do any of the actual work you submit. **All assignments are individual assignments unless explicitly stated otherwise.** Students who violate the academic principles of this University may receive a failing grade on the assignment, receive a failing grade in the course, or be suspended from the University. The University's website on academic honesty is: <https://www.uml.edu/Catalog/Graduate/Policies/Academic-Integrity.aspx>

Campus Resources

Centers for Learning and Academic Support Services (CLASS) provide a range of services that may be helpful to you in accomplishing your academic coursework. The Center has offices on both South (O'Leary Library, 3rd Floor) and North (Southwick, Room 308) Campuses. Tutoring, career planning and a computer lab are free and available to all students on a drop-in basis or by appointment. Their website is <http://class.uml.edu>.

The Writing Center offers writing tutoring to undergraduate and graduate students in all phases of the writing process. Students may make an appointment for one-on-one assistance from trained writing tutors. The professional team at the Write Place works closely with the English Department to offer assistance to all University students to improve and support writing across the curriculum. Their website is: <http://www.uml.edu/CLASS/Tutoring/The-write-place.aspx>

The Counseling Center, located in Ste 300 in University Crossing, provides confidential mental health and counseling services free to all students. The overall goal of the Counseling Center is to provide counseling services, information, consultation and referrals to assist students in their own personal and academic success. When necessary, referrals for outside specialized mental health services are also provided. There are some constraints on the number of visits available, but most students find they are able to address their concerns adequately without extending these. Their website is <http://www.uml.edu/student-services/counseling/>

Note: Career Counseling is provided through the Career Services Office in Southwick 205. Call them at (978) 934-2355. Their website is <http://career.uml.edu>

Libraries: The University libraries have lots of resources and well-trained staff to help you learn to find a book, do a search for materials, etc. There are three libraries: O'Leary on South Campus, Lydon on North Campus, and Center for Lowell History (in the Patrick J. Mogan Cultural Center). Services offered by the library include: individual reference desk assistance, one-on-one consultations by appointment (call the north campus library, Lydon Reference at (978) 934-3213 or the south campus library, O'Leary Reference at (978) 934-4554, library workshops, and tours (scheduled throughout the semester). Their website is <http://library.uml.edu/home/>



Safety: UMass Lowell strives to provide a safe and secure environment for all its students and employees. In any emergency, UMass Lowell police can be reached by dialing **x2911** or e-mail to police@uml.edu.