

Title: Introduction to Peacebuilding

Offered: August 24 – Sept 8, 2021

Course description:

This course will have three distinct parts: Orientation, Introduction to Peacebuilding, and Capstone Preparation, all designed to set students up for success in the Master of Arts in International Peacebuilding. The Orientation will serve to introduce students to the cohort, and prepare them for a year of study at Hartford Seminary. Introduction to Peacebuilding will familiarize students with a collective peacebuilding vocabulary they will use throughout the year. Additionally, this short course will introduce international students to the participatory nature of higher education in the United States. Capstone Preparation will be done in two parts. In August, students will learn about capstone requirements. In May, they will work with their capstone advisors to advance their capstone plans.

More information:

The Orientation will help students in the cohort begin to form their learning community, and introduce them to Hartford Seminary, and to the Hartford area. They will engage in team building exercises, participate in a mini-workshop on intercultural communication, have opportunities to share about themselves and their home community, and learn to navigate Hartford by bus. The standard new student orientation, housing orientation, and international student visa meeting will form auxiliary pieces of the orientation program.

Introduction to Peacebuilding discussions and activities will introduce key peacebuilding terms and ideas that will be further developed in other courses. Students will start the course having already read John Paul Lederach's *The Moral Imagination*. This text will be supplemented with other short readings and videos on topics students will encounter across the year, such as restorative justice, trauma healing, and nonviolence. The course will use small and large group discussion to ask students to: 1) explore their initial understanding of key concepts, 2) connect these peacebuilding concepts to their home contexts, 3) and identify the peacebuilding ideas they most want to explore over the course of their year at Hartford Seminary. This first course in the MAP degree is will help international students adapt to the norms of higher education in the United States.

Capstone Preparation will begin in August. Students will do some preliminary thinking about the peacebuilding work they would like to do upon their return home. They will refine these ideas over the course of the year. During the week after graduation, they will meet face to face with their capstone advisors to discuss their capstone plans, devise a support team, and complete initial capstone documentation.

Instructor: Phoebe Milliken

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Office Location: TBD

Office Hours: Thursday 1:00-3:00 and by appointment

Course Specific Outcomes:

- Be introduced to the MAP cohort. Meet key HartSem faculty and staff.
- Acquire a bus pass and complete an errand using the Hartford bus system.
- Demonstrate capacity to use the physical and digital libraries.
- Practice skills of participatory education, such as offering opinions, disagreeing with classmates, and questioning the instructor.
- Engage in the experiential education sequence of preparation, experience, and debrief.
- Contribute to the creation of a peacebuilding vocabulary list.
- Reflect on peacebuilding concepts as they relate to your home context and your initial capstone ideas.

Relevant MAP Program Learning Outcomes: (all only *introduced* in August; mastery may be expressed through the capstone project. The second stage of the capstone preparation will include learning goals structured to the individual's capstone plans.)

- Reflect on the experience of getting to know people of other faiths and experiencing substantive dialog with others who view the world differently than you do.
- Connect the concepts of conflict transformation to the concepts of justpeace, positive peace and negative peace.
- Define moral imagination and identify examples of it. Recognize patterns of injustice from your home community which may require moral imagination to transform.
- Explain the role of emotions, empathy, and trust in building relationships across lines of difference. Recognize the emotional components of reconciliation.
- Identify and nurture your personal or spiritual resources which sustain you through challenging peacebuilding work.
- Investigate Lederach's concept of "web-building" as it relates to your Hartford-area communities and you home communities.
- Assess the role of storytelling in multiple relationship-building processes.
- Express empathy with the joys and struggles of student colleagues.
- Articulate how your cultural values influence the choices you make in peacebuilding activities.

Key texts and resources:

- Lederach, John Paul *The Moral Imagination* (New York: Oxford University Press 2005)
- Jamila Raqib on Nonviolence <https://www.youtube.com/watch?v=OlpgrZ8yS-Q>
- Shamil Idriss (Search for Common Ground) on Constructive Conflict <https://www.youtube.com/watch?v=w1AjBy2G9ww>
- High and Low Context Cultures <https://www.techtello.com/high-context-culture-vs-low-context-culture/>

Key Experiential Components:

- Mini-workshop on intercultural communication
- Learning to use the Hartford bus system
- Teambuilding exercises
- Building an electronic photo gallery to introduce their home environments to the cohort

Assessment:

- Participation in:
 - Orientation events, discussions, and exercises
 - Peacebuilding discussions
 - Building the peacebuilding vocabulary list
 - Initial Capstone brainstorming/reflection
 - Rosh Hashanah services and debrief discussion
- Leadership of discussion of a chapter of The Moral Imagination

Grading:

Students will be graded using high pass/pass/incomplete/fail. Grades will be based on engagement, fluency in applying interreligious peacebuilding concepts and skills to real world examples, and reflection on themselves and their communities. For students who require transcripts with letter grades for submission for further graduate work, high pass will be considered an “A” and pass will be considered a “B.”

For other academic policies see: <https://www.hartsem.edu/current-students/policies/>