

# CANADIAN SCHOOL OF PEACEBUILDING CANADIAN MENNONITE UNIVERSITY

## Course Title: The Role of Music in Reconciliation

MUSC/BTS/PCTS-3495/3

SESSION – JUNE 25-29, 2012

### Course Syllabus

**INSTRUCTOR:** Ivo Markovic, M.A.

**TIMES:** 9am-5pm

**E-MAIL:** [ivoirm@hotmail.com](mailto:ivoirm@hotmail.com)

### COURSE DESCRIPTION

The Pontanima choir has been performing for 15 years in postwar context Bosnia-Herzegovina, focusing on healing and reconciling people through music of different religions in the area. The choir has had over 350 different performances. The Pontanima choir is a useful case study for the exploration and investigation of the role of music in healing, reconciling and social change. Music is powerful tool for individual and social change, given the spiritual aspects of music and its ability to enable listeners to mirror their own spirituality and relationship to God. The spiral of conflict and the counter-spiral of reconciliation can utilize music on each level of the process. The Pontanima choir has developed skills to intervene with a conflict using music as the aid in healing and reconciliation.

*The course is offered either for training or for 3 hours of academic credit.*

### CORE TEXTS (theological bibliography incomplete)

Ellen & Stephen Levine, eds., *Art in Action: Expressive Arts Therapy and Social Change*, Jessica Kingsley Publishers, 2011. (available on Amazon)

R. Craig Nation, *War in the Balkans, 1991-2002*, Strategic Studies Institute, PA Carlisle 2003, especially the chapter on Bosnia: 4. The Land of Hate: Bosnia-Herzegovina, 1992-95, pp 149-223.  
<http://ics.leeds.ac.uk/papers/pmt/exhibits/2125/PUB123.pdf>.

David Little (Ed.) *Peacemakers in Action, Profiles of Religion in Conflict Resolution*, Cambridge University Press, New York 2007. Chapter 4: *Would you Shoot Me, You Idiot* (provided as a PDF once a student is registered)

Vjekoslav Perica. *Balkan Idols: Religion and Nationalism in Yugoslav States*, Oxford:Oxford University Press, 2002.  
<http://potsdam.yorex.org/sites/potsdam.yorex.org/files/Balkan%20Idols%20Vjekoslav%20Perica.pdf>

### DISCRETIONARY READING

1. Keziah Conrad , Profile of Ivo Markovic, <http://www.beyondintractability.org/node/2818>,
2. Mark Vanderwerf, National Identity in Bosnia-Herzegovina, Published in [www.GlobalMissiology.org](http://www.GlobalMissiology.org) "Featured Articles" April, 2009.
3. Face to Face Interreligious Service, <http://www.pontanima.ba/pontanima.html>,

4. Ivo Marković, Andrija Pavlič's Bosnian Mass, <http://www.spiritofbosnia.org/volume-5-no-1-2010-january/andrija-pavlics-bosnian-mass/>
5. An Interview with Ivo Markovic, [http://www.pontanima.ba/pdfs/Interview\\_Blackmailing%20People.pdf](http://www.pontanima.ba/pdfs/Interview_Blackmailing%20People.pdf),
6. <https://www.tanenbaum.org/programs/peace/peacemaker-awardees/friar-ivo-markovic-bosnia>,
7. Tonka Kostadinova, "A Three Piece Puzzle: the Relationship between Culture, International Relations and Globalization: Cultural diplomacy in war-affected societies: international and local policies in the post-conflict (re)construction of religious heritage in former Yugoslavia." <http://www.culturaldiplomacy.org/culturaldiplomacynews/participant-papers/academy/Tonka-Kostadinova-Cultural-diplomacy-in-war-affected-societies.pdf>
8. Cvete Koneska, St Antony's College, University of Oxford. Reflections on "Reconciliation and Trust-Building in Bosnia and Herzegovina" Workshop in New College, University of Edinburgh, 14-15 December 2011. <http://relwar.wordpress.com/activities/research/rebuilding-after-conflict-in-bosnia-herzegovina/workshop-on-reconciliation-in-bosnia-herzegovina-december-2011/reflections-on-the-december-workshop/>
9. peacebuildinginitiative: Religion & Peacebuilding: Actors & Activities. <http://peacebuildinginitiative.org/index.cfm?pageId=182810>.
10. Roger Scruton, *The Aesthetics of Music*, Oxford: Oxford University Press, 1997. (available on Amazon)

## COURSE REQUIREMENTS AND DEADLINES (for credit)

The following are the general outlines of requirements for those taking the class for credit. Others are encouraged to read as much as possible, however, in order to receive maximum benefit from the course. Assignments can be submitted in person during the course or via email to the instructor.

ASSIGNMENT	DUE DATE	VALUE
Pre-Course Reading	June 25	25%
Movie Review	August 19	25%
Research Paper	August 19	50%

## ASSIGNMENT GUIDELINES (for credit)

1. Pre-Course Reading: It is essential for students to have some knowledge of the Balkan context before the course begins. Read sections of the core texts and review and identify key components of the history, conflict and context. The discretionary readings might assist you in your analysis. Your readings should cover a minimum of 400 pages.

Due: June 25      Length: 5-7 pages

2. Movie review(s): Students will choose one movie to review from the movies shown in class. The review should include a brief description as well as analysis of key characters and the context.

Due: August 19      Length: 2-4 pages

3. Research paper: Students will choose an aspect/theme of the course to pursue in a research paper. The topic should be approved by the instructor.

Due: August 19      Length: 10 pages

## STYLISTIC REQUIREMENTS

CMU as adopted the following as its standard guide for all academic writing:

Hacker, Diana. *A Pocket Style Manual*. Fifth edition. Boston and New York: Bedford/St. Martin's, 2009.

The final paper should follow an accepted academic format for citations, bibliography, etc. (e.g. APA, Chicago). You may choose the format but whichever you use, be sure to use it properly and consistently.

## EVALUATION

In general, I expect you to *follow the guidelines* of the assignment and to discuss deviations from them with me before turning it in. In evaluating your work, *quality* is more important than quantity. I appreciate creativity, clear expression of ideas, evidence of engagement with the reading and class sessions, and projects that are of real interest and value to you.

In your papers, be sure to avoid any form of *plagiarism*. If you have doubts about what is appropriate, a useful website is <http://www.indiana.edu/~istd/>. Plagiarism is a serious issue and will result in grade reduction or action by the university (see university policy on this).

Good communication skills are essential for justice and peacebuilding work. Students will be expected to communicate knowledgeably, clearly, effectively, concisely and persuasively. All written work should be well informed, well organized and well documented.

Each completed assignment will be given a numerical grade (according to its value toward the final grade) and the corresponding letter grade. The final mark for each student is determined by the sum total of all numerical grades, which is then assigned a letter grade according to the scale below.

## LETTER GRADE/PERCENTAGE SCALE

Letter Grade	Percentage	Grade Points	Descriptor
A+	95-100	4.5	Exceptional
A	88-94	4	Excellent
B+	81-87	3.5	Very Good
B	74-80	3	Good
C+	67-73	2.5	Satisfactory
C	60-67	2	Adequate
D	50-59	1	Marginal
F	0-49		Failure

<u>Criteria</u>	A - Excellent	B - Competent	C - Below Expectations
<b>CONTENT</b> (quality of the information/ideas and sources/details used to support them)	<ul style="list-style-type: none"> <li>- has clarity of purpose</li> <li>- has depth of content</li> <li>- displays insight or originality of thought</li> <li>-demonstrates quality and breadth of resources</li> </ul>	<ul style="list-style-type: none"> <li>- has clarity of purpose</li> <li>- has substantial information and sufficient support</li> <li>- contains some originality of thought</li> <li>-uses quality resources</li> </ul>	<ul style="list-style-type: none"> <li>- has clarity of purpose</li> <li>-lacks depth of content and may depend on generalities or the commonplace</li> <li>- has little originality of thought</li> <li>-uses mostly quality resources</li> </ul>

<b>STRUCTURE</b> (logical order or sequence of the writing)	- is coherent and logically developed -uses very effective transitions	- is coherent and logically developed -uses smooth transitions	- is coherent and logically (but not fully) developed -has some awkward transitions
<b>CONVENTIONS</b> (appearance of the writing: sentence structure, usage, mechanics, documentation)	- has virtually no errors of conventions	- has minimal errors of conventions	- is understandable <u>but</u> has noticeable problems of sentence structure, usage, mechanics or documentation
<b>STYLE</b> (personality of the writing: word choice, sentence variety, voice, attention to audience)	- is concise, eloquent and rhetorically effective -has nicely varied sentence structure -is engaging throughout and enjoyable to read	- displays concern for careful expression -has some variation in sentence structure -is generally enjoyable to read	- has some personality <u>but</u> lacks imagination and may be stilted and may rely on clichés -has little variation in sentence structure -is not very interesting to read

**NOTE:** The *CMU Student Handbook* is a useful guide for further information on CMU policies regarding grades, academic misconduct, and appeals. Grades are not final until vetted and approved by the Dean's Office.

## FINAL DATE FOR WITHDRAWAL

Final date to withdraw from this course without academic penalty is July 15, 2012.

## SCHEDULE AND TOPICS **Draft– Subject to change**

Draft of the course:

### Monday

10:00 -12:00 Background and main war and reconciliation determinants in the Balkans 1991-1995.

Readings: Ivo Marković, *Bosnia and Herzegovina: Post-War Reconstruction through Religion*, available from the author: [ivoirm@hotmail.com](mailto:ivoirm@hotmail.com).

1:00 – 5:00 Contemporary processes in relations in religions and among religions globally and locally. Religious and Christian paradigms; Jewish, Islamic, Christian.

Readings: *Paradigm Shifts in Christianity*, working paper -- Kueng-paradigm-shifts-christianity, [http://www.global-ethic-now.de/gen-eng/0b\\_weltethos-und-religionen/0b-pdf/paradigm-shifts-christianity.pdf](http://www.global-ethic-now.de/gen-eng/0b_weltethos-und-religionen/0b-pdf/paradigm-shifts-christianity.pdf).

Nathan C. Funk, *Religious and Cultural Dimensions of Peacebuilding*, <http://www.religionconflictpeace.org/node/15>

### Tuesday

9:00 – 12:00 How music comes to exist and how influences people personally and socially

How music heals individuals, groups and communities  
Contemporary scientific research on music

Readings: listening to some examples of music.

1:00 – 5:00 Pontanima music genres: spiritual/religious, sacred, mystic, liturgical, ritual.  
Religion-specific musical paradigms and their relationship to the contemporary (inter)religious paradigm,  
Readings: Aco Jvedzevic, Pontanima, 45 minutes movie on Pontanima  
Listening to some music of Pontanima.

### **Wednesday**

9:00 – 12:00 Project Pontanima – short history, organizing and leading the choir, choir as community, enthusiasm, mission.  
Readings: Keziah Conrad, *Portrait of Pontanima, Sarajevo 2009*.  
Movie: Namik Kabil, *Believers*, 20 minutes movie on Potanima

1:00 – 5:00 Social methods applied in the promotion of Pontanima projects.  
Discussion of its work with different categories of people: religious workers, journalists, governments, local power-wielders, cross-border actions , media.  
Readings: Recordings from the concerts of Pontanima.

### **Thursday**

9:00 – 12:00 Research of effectiveness and results of Pontanima's mission with its Symphony of Religions.  
Survey of the writings on Pontanima's mission.

1:30 – 5:00 New age, syncretism and Pontanima's Symphony of Religions.  
Pontanima's mission as Christian mission.

Readings: Readings will be provided

### **Friday**

9:00 – 12:00 Applying these ideas into the contexts of the participants in the course.  
Pontanima's mission in the interreligious and ecumenical context.  
Atheists and music of religions.

Readings: TBA

1:00 – 3:00 Experiences of Pontanima in context of the crisis of faith, faith in God and faith in church institutions.

Note: Coffee Breaks are normally 10:30-11:00 am and 2:30-3:00 pm.