CANADIAN SCHOOL OF PEACEBUILDING
CANADIAN MENNONITE UNIVERSITY

ARTS APPROACHES TO COMMUNITY-BASED PEACEBUILDING
PCTS 3950

Monday, 23 June – Friday, 27 June, 2014

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Course Syllabus

INSTRUCTOR: Babu Ayindo, M.A
TIMES: 09.00am — 05.00pm
E-MAIL: babuayindo@yahoo.com

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COURSE DESCRIPTION
This interactive course will explore the under-theorized transformative potential of arts-based approaches to peace work, particularly community-based initiatives. Employing storytelling, handwork, image-theater, visual arts, dance, forum-theater and photography, the course will examine how the arts can, and should be, applied to deepen analysis, unlock imagination, and generate creative peace initiatives in various contexts. Drawing from arts-based case studies from diverse settings, participants will propose and develop their own arts-based projects that they can apply in their own organizations and communities. The course is designed for any peace worker interested in tapping into his/her own individual creativity and, more importantly, enhancing innovative approaches in breaking cycles of violence in general and transforming conflicts in communities in particular.

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

CORE TEXTS (Students need to order their own books online before class)
Boal, Augusto, *Games for Actors and Non-Actors*. New York: Routledge, 2002.

Fox, Jonathan, *Acts of Service: Spontaneity, Commitment, Tradition in the Non-Scripted Theater*. New York: Tusitala, 2003.

Liebmann, Marian, *Arts Approaches to Conflict.* London: Jessica Kingsley, 1996.

Mda, Zakes, *When People Play People: Development Communication through Theatre.* London: Zed Books, 1993.

Rohd, Michael, *Theatre for Community Conflict and Dialogue: The Hope Is Vital Training Manual*. Portsmouth: Heinemann Drama; 1998.

Taylo, Philip, *Applied Theatre: Creating Transformative Encounters in the Community*. Portsmouth: Heinemann Drama, 2003.

Zelizer, Craig, *Intergrated Peacebuilding: Innovative Approaches to Transforming Conflict.* Boulder, CO: Westview Press, 2013,

COURSE REQUIREMENTS AND DEADLINES (for credit)

The following are the general outlines of requirements for those taking the class for credit. Assignments can be submitted in person during the course or via email to the instructor, babuayindo@yahoo.com

ASSIGNMENTS	DUE DATE	VALUE
1. Creative Expression	*27 June, 2014*	*30%*
2. Applied Project Proposal	*11 July, 2014*	*30%*
3. Reflection Paper	*08 Aug, 2014*	*40%*

ASSIGNMENT GUIDELINES (for undergraduate credit)

1. Creative Expression (during the period of the course):
Since this is an interactive course, students will be expected to demonstrably engage in creative expression through storytelling, handwork, image-theater, visual arts, dance, forum-theater, photography or any other art form, individually or collectively. Use of ICT is highly encouraged through, for instance, blogs.
Due: 27 June 2014
Value: 30%

2. Applied Project Proposal (to be developed during the period of the course):
Students should do an applied project proposal (for a new initiative or strengthening an on-going project) relevant to the key questions that the course sought to confront. Creativity and imagination is strongly encouraged in the development of applied project proposals. Students will have an opportunity to present the draft proposal during the course and receive critical feedback. The final Applied Project Proposal, should be submitted a week after the course. Details of the project proposal will be discussed during the course.
Due: 4 July, 2014
Length: minimum of 1,000 words for undergraduate students.
Length: minimum of 2,000 words for graduate students.
Value: 30%

3. Reflection Paper:
Following the course students will do a reflection paper based on their learning and experience in the class and the core texts. The reflection should seek to answer the following questions: what in the course resonated the most with you and why was it significant for you? In addition: in your view, what key theories drive arts approaches to peacebuilding? In what ways does arts approaches interface with, or even detract, peacebuilding? In your view, in what ways could community based arts approaches be enhanced in an era of changing technology?
Due: 25 July, 2014
Length: minimum of 1,500 words for undergraduate students.
Length: minimum of 3,000 words for graduate students.
 Value: 40%

CMU

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500 Shaftesbury Boulevard | Winnipeg, Manitoba R3P 2N2

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Ph. (204) 487.3300 | Fax (204) 487.3858 | **www.cmu.ca**

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 Reflection 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 applied 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 arts, justice and peacebuilding work. Students will be expected to communicate creatively, 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

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SCHEDULE AND TOPICS, <mark>Draft– Subject to change</mark>

<u>Monday, 23 June</u>

Seeing Ourselves Seeing: Introduction to Image Theater and Storytelling

- How do the arts and various artistic traditions conceptualize the roles of storyteller, artist, poet and peacemaker?
- What critical issues and concepts relevant to the modern peacebuilder emerge from the theories or origins of drama/theatre as contemporary well as trends and forms of performance?

<u>Tuesday, 24 June</u>

From Spectator to Social Actor: Forum Theater and Conflict Transformation

- How can art be applied in discursive strategies for peacebuilding, dialogue, development and the movements towards a culture of peace?
- How can the arts be employed to deepen analysis, unlock imagination, and generate creative peace initiatives in various contexts, particularly in community based peace initiatives?

<u>Wednesday, 25 June</u>

Integrated Narrative Peacebuilding

- How can the arts enhance research, reflection and practice in peacebuilding and development?
- From existing case studies, what can we learn on how the arts enhance, or even detract, conflict transformation processes?

<u>Thursday, 26 June</u>

Arts approaches and Community Based Healing

- When and why is art therapeutic?
- What tools, frameworks and resources do arts approaches provide for healing and breaking cycles of violence from the ground up?

<u>Friday, 27 June</u>

Contextualizing: Application to Peacebuilding work

- How can our learning be contextualized within our specific challenges and opportunities?
- What are the possible next steps, individually and collectively as a community of learning and practice?