

CANADIAN SCHOOL OF PEACEBUILDING
CANADIAN MENNONITE UNIVERSITY
BTS/PCTS-3895C Justice and Peace – Ecumenical Horizons
SESSION I: JUNE 11-15, 2018
Course Syllabus

Instructor: Prof. Dr. Fernando Enns (PhD, University of Heidelberg) and Andrés Pacheco Lozano (PhD candidate, Free University, Amsterdam)

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Lecture times: 8:30am-5:00pm, Monday to Friday

Office hours: After class

Last date for voluntary withdrawal without academic penalty: July 15, 2018

COURSE DESCRIPTION

This course will give attention to the themes of justice and peace in ecumenical (inter-church) history, current dynamics, realities, and possibilities. It will explore “Justice” as a key term for doing (peace-) theology and ethics from a peace-church perspective – in dialogue with other Christian traditions. Concepts of restorative and transformative justice will be discussed and applied to models of possible reconciliation. Examples from the context of Colombia and Germany (and possibly the contexts of the participants) will serve as a testing-field. In addition, a “transformative spirituality” for peace-building will be introduced, as it is currently discussed within the World Council of Churches.

OBJECTIVES

After successful completion of this course students should:

1. Have an overview of peace-building initiatives and programs of the ecumenical fellowship (WCC)
2. Have a clear understanding of “Justice” as a key term for doing theology from a peace-church perspective
3. Know the concepts of restorative and transformative justice as well as related models of reconciliation
4. Recognize the ecumenical approach to a spirituality of peace-building
5. Be able to link some of that ecumenical theology, ethics and spirituality to their own contexts of violence, injustice, and peace-building.

REQUIRED TEXTBOOK(S)

It is the participant’s responsibility to order texts online, as e-books or from local book-sellers ahead of time.

Enns, Fernando. 2012. *Ecumenism and Peace* (translation of the German is in preparation: *Ökumene und Frieden. Bewährungsfelder ökumenischer Theologie. Theologische Anstöße Bd. 4, Neukirchen-Vluyn: Neukirchener* (English translations will be provided to registered participants as pdfs).

World Council of Churches. 2011. *Just Peace Companion*, 2nd ed., Geneva: WCC.

http://www.overcomingviolence.org/fileadmin/dov/files/iepc/resources/JustPeaceCompanion_2ndEd.pdf

Durber, Susan & Fernando Enns. 2018 (forthcoming). *Walking Together. Theological Reflections on the Ecumenical Pilgrimage of Justice and Peace*. Geneva: WCC (will be provided as a pdf to registered participants).

Zehr, Howard. 2015. *Changing Lenses: Restorative Justice for our Times*. Harrisonburg, VA: Herald Press; 25th Anniversary Edition (students need to purchase this textbook).

*All other chapters, e-articles, and journal articles specified in the daily schedule will be sent to registered students as pdfs.

TEACHING APPROACH

In addition to lectures, there will be opportunity for interactive exercises, exploring case studies, and other student interaction. Students will be expected to keep up with readings and actively engage in class activities.

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 via email to the instructor.

| ASSIGNMENTS | DUE DATE | VALUE |
|--------------------------------|---------------------|-------|
| 1. <i>Critical Book Review</i> | June 11, 2018, 2018 | 20% |
| 2. <i>Class Journal</i> | July 2, 2018, 2018 | 30% |
| 3. <i>Research Paper</i> | August 15, 2018 | 40% |
| 4. <i>Class Participation</i> | | 10% |

ASSIGNMENT GUIDELINES (for credit)

1. Critical Book Review on World Council of Churches, *Just Peace Companion*, 2nd ed. 2011

A critical book review should include both a concise summary of the book and your response to the book (equal parts summary and response). Did the arguments make sense? Which parts were most helpful to you (to your context) and which were not? Where did you agree or disagree with the thesis? What questions does this book leave unanswered for you? Which aspects are missing?

Due: June 11 **Length:** 1250-1750 words **Value:** 20%

2. Class Journal

You will write ten approximately 1.5-page/350 words responses, one for each morning and afternoon of the class. Your journal records your personal engagement with the topic of a specific class. Did it resonate with your life or was it an entirely new concept? Does it remind you of things you have heard about in the news or in popular media? You may comment on presentations, class discussions or readings for a morning or afternoon (however, this assignment should not consist entirely of reflections on the readings, i.e. it should not be written before the class begins). Provide an opening and closing to the journal.

NOTE: This assignment due date is two weeks after the course ends; your notes will be very valuable to you as you write your journals.

Due: Sunday, July 2 **Length:** 3500 words/~15 pages **Value:** 30%

3. Research paper

Write a paper on a topic in peace theology that interests you. This topic will be negotiated with your instructors. Topics could include peace and different forms of violence, (in-) justice, reconciliation, trauma, spirituality, ecumenism, etc. Or you may want to choose one theological topic like Christology Ecclesiology, Eschatology, Trinity, etc., and read either one theologian on the chosen subject or several different books or articles. Your research paper will include a clear thesis which explains your research topic and how you will explore it (introduction). Your research paper will include a bibliography that includes at least three books, and at least three articles from academic journals.

Due: Tuesday, August 15 **Length:** 9-10 pages/2250-2500 words **Value:** 40%

4. Class participation

Attendance in class is part of the class participation mark, as is attention and participation in class discussions. High participation marks do not always go to the people who talk the most, but rather to the people who demonstrate that they have been listening carefully to the discussions. Your participation should reflect your respect of other people and their ideas and experiences.

Value: 10%

ASSIGNMENT GUIDELINES (for credit)

STYLISTIC REQUIREMENTS

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

Hacker, Diana. *A Pocket Style Manual*. Sixth edition. Boston and New York: Bedford/St. Martin's, 2012.

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

ADDITIONAL NOTES

1. All material referred to in any assignment **MUST** be appropriately referenced. Plagiarism is a serious matter. Students should be aware of CMU Academic Policies, particularly those regarding academic misconduct (plagiarism and cheating), which apply to all University courses. These are detailed on CMU's website (<http://www.cmu.ca/students.php?s=registrar&p=policies>) and in the CMU Calendar (also available online: <http://www.cmu.ca/academics.php?s=calendar>).
2. Assignments are due as scheduled. Assignments will be assessed a four percent (4%) late penalty per day until they are submitted. I will not accept assignments more than two weeks late except in cases of verifiable medical or family emergency.
3. I encourage all students to take up any concerns/questions regarding grades, first with the instructor, then with the Associate Dean of Program, Ray Vander Zaag. The CMU Calendar outlines its appeals process clearly.
4. Email: Substantive discussions are best done person to person, not electronically. So email can be used to set up personal appointments, to send regrets if one has to miss class, and so on, but not for engaging in substantive discussions.

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 |
|---|--|---|--|
| CONTENT (quality of the information/ideas and sources/details used to support them) | - has clarity of purpose - has depth of content - displays insight or originality of thought -demonstrates quality and breadth of resources | - has clarity of purpose - has substantial information and sufficient support - contains some originality of thought -uses quality resources | - has clarity of purpose -lacks depth of content and may depend on generalities or the commonplace - has little originality of thought -uses mostly quality resources |

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|---|---|---|---|
| STRUCTURE (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 |
| CONVENTIONS (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 |
| STYLE (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, 2018.

If a student is unable to complete the requirements of a course by the end of the semester, the student must submit a written appeal for an "incomplete" to the Registrar's office: spenner@cmu.ca. The student should seek the instructor's support for the appeal and submit the appeal before the last day of classes. If the student's appeal is granted, the instructor will enter a grade of I (for incomplete) accompanied by a temporary grade (which is based on completed work and assigns a value of zero for uncompleted work). Instructor grades are due by August 21st. If the student completes the remaining work within the extension period, the grade will be recalculated and the incomplete status will be removed. If the student does not complete the work within the extension period, the incomplete status will be removed and the grade will remain as originally entered. The maximum extension is: December 1, for courses ending in August.

SCHEDULE, TOPICS & READINGS*

*This schedule, along with assigned readings, may be adjusted slightly in response to pace of discussion, availability of guests, and other scheduling issues. The instructors will provide advance notice of any changes.

Monday, June 11

CSOP Opening

Morning: **The History of the World Council of Churches as a Peace-Movement**

Readings:

Enns, Fernando. 2012. *Ecumenism and Peace* (pp. 138-166 of the German original), Chapter: Peace-Theology and Peace-Ethics as Probation Fields for the Ecumenical Fellowship

Afternoon: **The Ecumenical Just-Peace-Paradigm**

Readings:

World Council of Churches. 2011. *Just Peace Companion*, 2nd ed., Geneva: WCC.

<http://www.overcomingviolence.org/fileadmin/dov/files/iepc/resources/JustPeaceCompanion2ndEd.pdf>

Tuesday, June 12

Morning: **Eschatological Aspects: "Kingdom of God" – Living in the Christ Reality**

Readings:

Gushee, David P. & Glenn H. Stassen. 2016. *Kingdom Ethics. Following Jesus in Contemporary Context*. Grand Rapids, Michigan: William B. Eerdmans Publishing Company, 2nd ed. (pp. 3-20; 21-42).

Enns, Fernando. "God's Justice and Human Justice - Theological Challenges of speaking about God's Last Judgment and some Ethical Implications." (e-Article)

Afternoon: **Restorative / Transformative Justice: An Introduction**

Readings:

Enns, Fernando. "Justice as a Theological Key-Term." (e-Article)

Zehr, Howard. 2015. *Changing Lenses: Restorative Justice for our Times*. Harrisonburg, VA: Herald Press; 25th Anniversary Edition. (pp. 126-157; 177-214).

Wednesday, June 13

Morning: **Christological Aspects: God's Justice and Human Justice**

Readings:

Enns, Fernando. 2012. *Ecumenism and Peace* (pp. 335-350 of the German original), Ch.: An Alternative Attempt to Interpret the Cross of Jesus Christ.

Enns, Fernando. 2012. *Ecumenism and Peace* (pp. 301-323 of the German original), Ch.: Justification – From the Perspective of an Anabaptist-Mennonite Theology in Ecumenical Dialogue.

Afternoon: **Restorative Justice and Models of Reconciliation – In Colombia and in Germany**

Readings:

Volf, Miroslav. 1996. *Exclusion and Embrace: A Theological Exploration of Identity, Otherness and Reconciliation*. Nashville: Abingdon Press. (pp. 57-98; 99-166).

Schreiter, Robert. 2003. *Liberation and reconciliation as paradigms of mission*. Sundbyberg: Swedish Mission Council. (pp. 5-26).

Report of the Lutheran-Mennonite International Study Commission. "Healing Memories: Reconciling in Christ." 2010. <https://www.mwc-cmm.org/joomla/images/files/DialogueFiles/OEA-Lutheran-Mennonites-web-EN.pdf> (pp. 91-108).

Thursday, June 14

Morning: **Spiritual Aspects: The Ecumenical "Pilgrimage of Justice and Peace"**

Readings:

Durber, Susan & Fernando Enns. 2018 (forthcoming). *Walking Together. Theological Reflections on the Ecumenical Pilgrimage of Justice and Peace*. Geneva: WCC.
(selected chapters, by Mark MacDonald, Agnes Abuom, Susan Durber, Feleterika Nokise, Guido Dotti)

Enns, Fernando and Andrés Pacheco Lozano. 2017. "The Pilgrimage of Justice and Peace: A Fresh Ecumenical Approach in the Violent Context of Colombia." *Conrad Grebel Review* 35, No. 3 (Fall): 308-322.

Afternoon: **Peacebuilding Spirituality – In Colombia and in Germany**

Dorothee Soelle. 2001. *The Silent Cry: Mysticism and Resistance*. Minneapolis: Fortress Press (pp. 259-278; 279-298).

Friday, June 15

Morning: **Ecclesiological Aspects: Called to be a Church of Just Peace**

Readings:

Enns, Fernando. 2012. *Ecumenism and Peace* (pp. 246-262 of the German original), Ch.: Outline for an Ecumenical Peace-Church Ecclesiology. A Trinitarian Approach.

Gushee, David P. & Glenn H. Stassen. 2016. *Kingdom Ethics. Following Jesus in Contemporary Context*. Grand Rapids, Michigan: William B. Eerdmans Publishing Company, 2nd ed. (pp. 195-214).

Afternoon: **The Image of God – Who is responsible for the Evil?**

Readings:

Enns, Fernando. "Theodicee – Does God have "Dark Sides"?" (e-Article)

CSOP closing @ 3:00 p.m.

SCHEDULE NOTES:

Coffee Breaks are normally 10:30-11:00 am and 3:30-4 pm.

Class photos will be taken on Monday or Tuesday

Aug 17 Last day for credit students to hand in assignments to instructors

Aug 21 Last day for instructors to hand in marks for credit students