

Peace Building through Community Development
PCTS/IDS/POLS-3950C

CANADIAN SCHOOL OF PEACEBUILDING
CANADIAN MENNONITE UNIVERSITY

Syllabus for
Peace Building through Community Development
PCTS/IDS/POLS-3950C

COURSE SYLLABUS

INSTRUCTOR

Judie Bopp, Ph.D. and Michael Bopp, Ph.D.

EMAIL

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TIMES

Monday to Friday, 9-5, June 20-24, 2016

VOLUNTARY WITHDRAWAL DATE

July 15, 2016 is the final date to withdraw from this course without academic penalty.

COURSE DESCRIPTION

This course will provide an overview of the community development field, emphasizing approaches to development that are based in holistic, culturally-centered, and participatory approaches. Effective practice models and strategies will be drawn from the presenters' work in over twenty countries around the world and more than a dozen Canadian First Nations. Case studies from the Northeast Superior Regional Chiefs' Forum in Ontario and the Himat Indigenous Leadership and Development Program in northern Pakistan will be examined.

REQUIRED TEXTS

Bopp, Michael and Judie Bopp. *Recreating the World: A practical guide to building sustainable communities*, Third Edition, Cochrane: Four Worlds Press, 2011. (Available on Amazon)

Westley, Frances, Brenda Zimmerman, and Michael Quinn Patton. *Getting to Maybe How the World is Changed*, Toronto: Vintage Canada, 2007. (Available on Amazon)

* Course Resources File, available to students in the course via the CMU student portal.

TEACHING METHODS & ASSUMPTIONS ABOUT LEARNING

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

ASSIGNMENTS

1. Pre-course paper

DATE DUE**

June 20, 2016

VALUES

15%

2. Daily journal Length: minimum 10 pgs.

June 30, 2016

20%

3. Application Paper Length: approximately 5 pgs.

July 15, 2016

20%

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4. Final paper Length: 15 – 20 pgs. August 5, 2016 45%

ASSIGNMENT DESCRIPTIONS

1. Write a case description of a conflict situation that outlines the following factors: 1) What is the context of the conflict (geography/territory, ethno-cultural, environmental, economic, political, religious, ideological, other)? 2) What are the historical origins of the conflict? 3) Who are the main stakeholders this situation? What is your analysis of the "interests" of each of these players? What do they want or need out of the situation? 4) What are the root causes of the conflict that must be addressed in order to bring peace or a resolution to the situation? How do these re-root causes combine to contribute to the continuation of conflict or hostilities? You can use a situation that you are familiar with, find a case on the Internet or utilize one of the following suggestions: a) reconciliation between indigenous people and the rest of Canada (e.g. in Manitoba or in Winnipeg; b) conflict between Muslims and those within Canadian society who believe that all Muslims are likely to be terrorists and therefore should be feared; or c) tensions between Syrian refugees living in squalid camps in Turkey and local populations who fear economic and territorial competition.

Length: 5 to 7 pgs. Due: June 20, 2016 15%

2. Daily journal: Submit a series of reflections/learning during the 5 classroom days of the course.

Length: minimum of 10 pgs. Due: June 30, 2016 20%

3. Write a paper on the application of the concepts and strategies put forward by Westley, Zimmermann and Patton in *Getting to Maybe* to a peace-building and development initiative with which you are familiar (either through personal experience or through research). Consider how the initiative might or might not benefit from a more comprehensive understanding and application of concepts discussed by the authors, such as a) simple, complicated and complex problems, b) getting into the flow, and c) complex adaptive systems.

Length: approximately 5 pgs. Due: July 15, 2016 20%

4. Present your understanding of the relationship between peace-building and community development using a specific case example (either one with which you are personally or professionally involved or one with which you are familiar through your research). This analysis should cover the following points: a) the role of the individual, family, community and institutions in the development/peace-building processes; b) the application of development principles, c) effective processes and strategies, d) the nature and dynamics of change processes, and e) the role of the change agent/facilitator.

Length: 15 – 20 pgs. Due: August 5, 2016 45%

STYLISTIC REQUIREMENTS

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

Hacker, Diana. *A Pocket Style Manual*. Fifth Edition. Boston: Bedford/St. Martin's, 2009.

Students should acquire this handbook (available at the CMU bookstore) and an up to date dictionary as reference tools for all written assignments. See "Guidelines for Academic Writing at CMU" in the *CMU Student Handbook* for more information.

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- *I expect students to use University of Chicago Style with footnotes in all papers*
- Please put a title page on all papers
- Number the pages of your paper.
- 12-point font, Times New Roman, Double space all papers, use 1-inch margins.
- Staple the paper together. Please do not use plastic folders.
- Type the papers and check for spelling and grammar before you turn them in.
- See guide on student portal shared documents for this class
- Email papers in Word format

EVALUATION

Good communication skills are essential for conflict transformation studies. Students will be expected to communicate knowledgeably, clearly, effectively, concisely and persuasively. All written work should be well informed, well organized and well documented. Further information regarding expectations for written assignments will be provided in class as required.

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

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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
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.

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. Marks will be deducted for lateness (5% per day),

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unless previous arrangements have been made with the instructor.

3. I encourage all PACTS students to take up any concerns/questions regarding grades, first with your 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. Thus, email can be used to set up personal appointments or to send regrets if one has to miss class.
5. Grades submitted by instructors become final only after they are vetted by the Dean's Council
7. All cell phones are to be turned off during class.

Accessibility Programs

CMU strives to provide a fair and supportive learning environment for academically qualified students with disabilities. If you are eligible for these services or have questions about becoming eligible, please contact Sandra Loeppky, Coordinator of Accessibility Programs at sloeppky@cmu.ca or 204.487.3300 x.340.

TOPIC SCHEDULE / READING LIST - DRAFT

*This is a DRAFT schedule that can be adjusted as required in terms of pace discussion, availability of guests, and other scheduling issues. The instructor will provide advance notice of any changes.

There are ten (10) class periods in the week, e.g. morning, afternoon.

Monday, June 20

Morning:

- The "why" of community development (community development as a pathway for peace building, with a focus on the determinants of peace)
- The "who" of community development and peace building (the constituent "actors" in the development process: the individual, the family, the community, and institutions of society)

Afternoon:

- Reconciliation between Canada's Indigenous Peoples and the "dominant" society as a case study in peace building
- Exercise in applying the concepts and learnings of the day to the contexts of the students

Tuesday, June 21

Morning:

- The "how" of community development and peace building (principles and their application)

Afternoon:

- Case studies from Canadian Aboriginal communities

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- Exercise in applying the concepts and learnings of the day to the contexts of the students

Wednesday, June 22

Morning:

- The “what” of community development and peace building (processes and strategies for building the capacity of individuals, the community and institutions for initiating and coordinating sustainable development)

Afternoon:

- Case study drawing on the work of the Northeast Superior Regional Chiefs’ Forum (Ontario) and the Himat Program in northern Pakistan
- Exercise in applying the concepts and learnings of the day to the contexts of the students

Thursday, June 23

Morning:

- The dynamics of change—lessons from the literature and from practice

Afternoon:

- Case study of change drawing on the Himat Program in northern Pakistan
- Exercise in applying the concepts and learning’s of the day to the contexts of the students

Friday, June 24

Morning:

- The “who” of development for peace building (being an agent of change (personal wellbeing, personal and professional qualities and skills, spirit and motivation, understanding our roles as outsider/insiders)

Afternoon:

Personal reflection and planning and group sharing

Friday all CSOP Closing @ 3 p.m.

Coffee breaks are normally 10:30-11 and 3:30-4

Readings

Monday, June 20

Bopp, Michael and Judie Bopp. *Introduction and Overview* in Recreating the World: A practical guide to building sustainable communities, Third Edition, Cochrane: Four Worlds Press, 2011, pp. 3-17,

Bopp, Michael and Judie Bopp. *Part II: Maps and Models* in Recreating the World: A practical guide to building sustainable communities, Third Edition, Cochrane: Four Worlds Press, 2011, pp. 19-42

Bopp, Michael and Judie Bopp. *Resource Pages* in Recreating the World: A practical guide to building sustainable communities, Third Edition, Cochrane: Four Worlds Press, 2011, pp. 193-202

Truth and Reconciliation Commission of Canada. *Honouring the Truth, Reconciling for the Future Summary of the Final Report of the Truth and Reconciliation Commission of Canada*, May 31, 2015 pp. 1-25 (available for download from

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www.trc.ca/websites/.../File/.../Exec_Summary_2015_05_31_web_o.pdf)

Lederach, John Paul. "An Integrated Framework for Training." In *Preparing for Peace: Conflict Transformation Across Cultures*. Syracuse, New York: Syracuse University Press, 1995, pp. 25-33, excerpt in the [Course Resource File](#).

Tuesday, June 21

Bopp, Michael and Judie Bopp. *Part III: Principles to Guide Action* in [Recreating the World: A practical guide to building sustainable communities](#), Third Edition, Cochrane: Four Worlds Press, 2011, pp. 61-104

Bopp, Michael and Judie Bopp. *Resource Pages* in [Recreating the World: A practical guide to building sustainable communities](#), Third Edition, Cochrane: Four Worlds Press, 2011, pp. 203-222

Four Worlds Centre for Development Learning, *The Xxxxx Community Story*, July 2010, excerpt in the [Course Resource File](#)

Wednesday, June 22

Bopp, Michael and Judie Bopp. *Part IV: Nuts and Bolts* in [Recreating the World: A practical guide to building sustainable communities](#), Third Edition, Cochrane: Four Worlds Press, 2011, pp. 105-183

Bopp, Michael and Judie Bopp. *Resource Pages* in [Recreating the World: A practical guide to building sustainable communities](#), Third Edition, Cochrane: Four Worlds Press, 2011, pp. 232-282

Lane, Phil, Michael Bopp, Judie Bopp, Julian Norris. *Mapping the Healing Journey*, Ottawa, ON: Solicitor General Canada, 2002, excerpt in the [Course Resources File](#)

Thursday, June 23

Bopp, Michael and Judie Bopp. *Part II: Maps and Models* in [Recreating the World: A practical guide to building sustainable communities](#), Third Edition, Cochrane: Four Worlds Press, 2011, pp. 42-59

Westley, Frances, Brenda Zimmerman, and Michael Quinn Patton. *Getting to Maybe How the World is Changed*, Toronto, ON: Vintage Canada, 2007

Four Worlds Centre for Development Learning. *Himat 2016 Impact Evaluation Report*, 2016 in the [Course Resources File](#)

Friday, June 24

Robert Langin and Geneva Ensign. *Ways of Working in a Community: Reflections of a Former Community Development Worker*, download from www3.brandonu.ca/library/CJNS/8.1/langin.pdf

Four Worlds Centre for Development Learning. *Working in the Community*, excerpted from [The Four Worlds Exchange, Volume One](#), March 1990 from the [Course Resources File](#)

Bopp, Michael and Judie Bopp, *Book Two: Leadership for Community Development HiMaT Indigenous Leadership and Development Program*, 2011 from the [Course Resources File](#)