

 <p>25 THE CENTER FOR JUSTICE & PEACEBUILDING</p>	<p>DISRUPTING AND CONNECTING FOR SOCIAL CHANGE PAX 693</p> <p>SPI 2022 Session 3: June 6-10</p> <p><i>Course meeting location and time: TBD</i></p>
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"Freedom is not a state; it is an act. It is not some enchanted garden perched high on a distant plateau where we can finally sit down and rest. Freedom is the continuous action we all must take, and each generation must do its part to create an even more fair, more just society."—John Lewis, *Across That Bridge: A Vision for Change and the Future of America* (2012, 5)

INSTRUCTOR'S INFORMATION:

Welcome to PAX 693! Both of us look forward to getting to know you. Please read the syllabus in its entirety. It provides a road map for the course as well as other important information.

We welcome you to contact us outside of class and student hours. Our preferred contact method to arrange appointments is by email. We will respond as soon as possible and no longer than 24 hours on weekdays, barring unusual circumstances.

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COURSE DESCRIPTION:

This course will explore how those interested in social justice and peacebuilding can approach the necessary conflicts that we must engage in and sustain to bring about significant social change. Together, we will challenge some of the most cherished beliefs many hold about what a constructive approach to conflict looks like, including the importance of objectivity, impartiality, and a commitment to "fair outcomes," all of which are problematic norms when confronting pervasive systems of power inequities, privilege, gender bias, inequality and racism. We will pay special attention to the important but complicated relationship between constructive conflict engagement and strategic (and sometimes chaotic) efforts to disrupt oppressive systems. We will offer clear principles for how to understand the conflicts we face, how to challenge the status quo in an effective way, how to practice "getting into good trouble" as the late John Lewis put it, and how to take a strategic and sustainable approach to doing so. In this course we will be drawing on the material in *The Neutrality Trap: Disrupting and Connecting for Social Change*, co-authored by the two of us and recently published by John Wiley and Co.

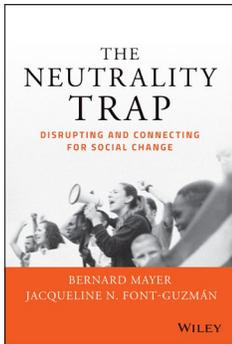
COURSE GOALS AND OBJECTIVES:

It is our hope that upon completion of this course you will be able to:

1. Outline the relationship between conflict engagement and social activism and will be able to do so using concepts grounded in complex adaptive systems theory.
2. Critique traditional beliefs about what a constructive approach to conflict looks like such as objectivity, impartiality, neutrality, and a commitment to “fair outcomes,” when confronting pervasive systems of power inequities, privilege, gender bias, and racism.
3. Evaluate the role and limits of dialogue in advancing social change.
4. Develop strategies for social change that go beyond dialogue to change systems that sustain racism, misogyny, colonialism, authoritarianism, and environmental degradation.
5. Describe and evaluate the role of strategic disruption of existing social system in social change efforts
6. Analyze the power and limits of nonviolence as a central value and organizing principle for social change efforts.

REQUIRED TEXTS AND OTHER RESOURCES:

BOOK



1. *The Neutrality Trap: Disrupting and Connecting for Social Change*
 - Authors: Bernie Mayer and Jacqueline N. Font-Guzmán
 - 1st Edition
 - \$25.00
 - ISBN-13: 978-1119793243
 - ISBN-10: 1119793246

OTHER REQUIRED READING MATERIALS (WILL BE PROVIDED)

1. “198 Methods of Nonviolent Action,” Albert Einstein Institution (2 pp.)
2. Acaroglu, Leyla, “Tools for Systems Thinkers: The 6 Fundamental Concepts of Systems Thinking” – medium.com blog (3 pp.)
3. Acaroglu, Leyla “Tools for Systems Thinkers: Getting into Systems Dynamics...and Bathtubs” – medium.com blog (3 pp.)
4. Alter, Charlotte, Suyin Hayes, and Justin Worland. “2019 Person of the Year: Greta Thunberg.” *Time* magazine (December 23/30, 2019).
5. Bloom, Lisa “Judit Hersko’s Polar Art: Anthropogenic Climate Change in Antarctic Oceanscapes,” UCLA Center for the Study of Women Update Newsletter (2015) (10 pp.)
6. Chenoweth, Erica et al, “The global pandemic has spawned new forms of activism – and they’re flourishing,” *The Guardian* (April 20, 2020) (3 pp.)
7. Cloke, Kenneth. “10 Actions We Can Take to Turn Adversarial, Autocratic, Power-Based Political Conflicts into Collaborative, Democratic, Interest-Based Social Problem Solving.” Mediation.com (January 2021) (2 pp.)

8. Coleman, Peter T., Antony G. Hacking, Mark A. Stover, Beth Fisher-Yoshida, and Andrzej Nowak. "Reconstructing Ripeness I: A Study of Constructive Engagement in Protracted Social Conflicts," *Conflict Resolution Quarterly* (Fall 2008), 3-42 (39 pp.)
9. Engler, Mark. "It's Time We Celebrated Ella Baker Day," *The Nation (online)*, January 17, 2020.
10. Font-Guzmán, J. N. (2014). Moving 'Beyond Neutrality' and Cross-cultural Training: Using World Café Dialogue to Address End-of-Life Care Inequalities. *Peace and Conflict Studies*, Spring, 21(1), 49-68. (19 pp.)
11. Henriquez, Charo "Puerto Rico Protesters Got Creative: Dancing, Singing, Diving..." NY Times (July 24, 2019) (4 pp.)
12. Mayer, Bernard. "What We Talk About When We Talk About Neutrality: A Commentary on the Susskind—Stulberg Debate, 2011 Edition," *Marquette Law Review*, (Spring 2012) (14 pp.)
13. Penaluna, Regan, "Kate Manne: The Shock Collar That Is Misogyny," (Feb. 7, 2018) *Guernica* (3 pp.)
14. Popova, Maria "Legendary Physicist David Bohm on the Paradox of Communication, the Crucial Difference Between Discussion and Dialogue, and What is Keeping Us from Listening to One Another," *BrainPickings* (Dec. 5, 2016) (4 pp.)
15. Roy, Beth, John Burdick, and Louis Kriesberg. "A Conversation Between Conflict Resolution and Social Movement Scholars," *Conflict Resolution Quarterly*, (Summer 2010, pp. 347–368) (21 pp.)
16. "Settler Colonialism," *Global Social Theory* (3 pp.)
17. Strand, Palma Joy. "Mirror, Mirror, on the Wall....: Reflections on Fairness and Housing in the Omaha-Council Bluffs Region," *Creighton Law Review*, (2017, pp. 183-247) (64 pp.)
18. Taub, Amanda "The unsexy truth about why the Arab Spring failed," *Vox* (Jan. 27, 2016) (4 pp.)

REQUIRED VIDEOS: (WILL BE PROVIDED)

1. Kimberley Crenshaw, "The urgency of intersectionality" TED Talk (Nov. 16, 2016) (18:40 mins.)
2. "How to Hide an Empire": Daniel Immerwahr on the History of the Greater United States, *Democracy Now!* (March 5, 2019) Video, (30:32 mins.)
3. Al Jazeera, "Hong Kongers protest extradition bill through art" (June 20, 2019), YouTube, (2:40 mins.)

REQUIRED ASSIGNMENTS:

This course contains three major elements: class participation, written and group assignments, and a facilitated discussion.

1. Class Participation

Your thoughts matter in this class! Formulating and sharing your views and experiences will make this a stimulating and enriching learning experience for all of us. This course is designed to be an experiential and collaborative learning experience. All of us in the class (you, us, your peers) have a responsibility to create a community of learners in which we can learn from each other. We expect everyone to participate in class so that we can all benefit from the insights and experiences that each person brings.

2. Written and Group Assignments

These are brief descriptions of required graded assignments for the course. More details for each assignment and evaluation criteria can be found on the “Guidance Notes” that will be provided in class.

- a. Initial reflective written assignment– In no more than two pages double-spaced, reflect on:
 - i. What is an important area of social change that you are interested in exploring? Why is it important to you?
 - ii. What strengths do you bring in advancing social change in this area?
 - iii. What challenges do you face in working for change in this area?
 - iv. What past experiences have impacted your present attitudes and capacities to effect social change?

- b. Making change happen – Students will be organized into small groups that will meet several times during the week to:
 - i. Choose one issue that is important to you, and you wish to work on.
 - ii. Discuss what forces support change with regards to this issue and what forces are obstacles to change
 - iii. Describe the community, system or institution which would be a potential focus for change efforts.
 - iv. Discuss what approaches to connecting and disrupting might be effective with regard to this issue and these systems.
 - v. Consider what roles peacebuilders and social change advocates might play in systems change regarding this issue.
 - vi. Each small group of students will then make a short presentation and lead a discussion during the final days of class.

- c. Arts, stories, music, and social movements - Stories and art may be used to sustain oppressive systems, and to disrupt them. (In-class activity)
 - i. Identify an example of how you may use arts, music, or stories to organize a social movement, create a counternarrative to the story you shared above, and constructively disrupt an oppressive system. You may use Google to find an example.
 - ii. Discuss how your selected example affirms and/or challenges the assigned materials for this week.
 - iii. You will be assigned to a small group of 3-4 students, and will be asked to develop a creative assignment that provides an example of how arts may contribute to social change. Your creative assignment could be a short song, skit, dance, story, poem, pantomime, or visual image.

- d. Final reflective assignment - In no more than two pages double-spaced, reflect on:
 - i. What are the three skills and/or pieces of information that you feel have been your most important takeaways from this class? Why?
 - ii. How will you use these three skills (or information) in the future in your profession, community, and/or in your personal life? Please provide specific examples.
 - iii. What two things surprised you the most in this class and why?

- iv. Did anything discussed or experienced in this class affect the way you saw others and/or yourself? How so?
- e. Facilitated project written assignment - In no more than four pages double-spaced:
 - i. Discuss your personal conclusions from your small group and facilitated discussion
 - ii. Propose a strategy for change

WHEN ARE ASSIGNMENTS DUE & WEIGHT?

All coursework will be due no later than August 20, 2022

Course Assignments	% of Final Grade	Due Date
1. Class participation	20	In class assignment
2. Initial reflective written assignment (full credit will be given upon receipt)	10	June 8, 2022
3. Making change happen (small group)	30	In class assignment
4. Arts, stories, music and social movements	10	In class assignments
5. Final reflective written assignment	10	June 17, 2022
6. Facilitated project written assignment	20	July 1, 2022

DAILY CLASS SCHEDULE:

PAX 693 is a 5-day (Monday through Friday) 2 credits course from 8:30 am to 5:30 pm. Detailed agenda for each day will be provided prior to the class.

MEETING TIME:	TOPICS & ASSIGNMENTS	ASSIGNED VIDEOS & READINGS*
Monday June 6, 2022	<ul style="list-style-type: none"> • Introduction to Systems Thinking and Complex Adaptive Systems • How social change happens? • Disruption and Connection: System change and system resistance 	<ul style="list-style-type: none"> • <i>The Neutrality Trap</i>, Preface and Ch. 1, pp. ix-26. • Acaroglu, Leyla “Tools for Systems Thinkers: The 6 Fundamental Concepts of Systems Thinking” – medium.com blog, 3 pp., https://medium.com/disruptive-design/tools-for-systems-thinkers-the-6-fundamental-concepts-of-systems-thinking-379cdac3dc6a • Acaroglu, Leyla “Tools for Systems Thinkers: Getting into Systems Dynamics...and Bathtubs” – medium.com blog, 3 pp. https://medium.com/disruptive-design/tools-for-systems-thinkers-getting-into-systems-dynamics-and-bathtubs-1f961f7c4073

MEETING TIME:	TOPICS & ASSIGNMENTS	ASSIGNED VIDEOS & READINGS*
		<ul style="list-style-type: none"> • Coleman, Peter T., Antony G. Hacking, Mark A. Stover, Beth Fisher-Yoshida, and Andrzej Nowak. "Reconstructing Ripeness I: A Study of Constructive Engagement in Protracted Social Conflicts," <i>Conflict Resolution Quarterly</i> (Fall 2008), 39 pp.
<p>Tuesday June 7, 2022</p>	<ul style="list-style-type: none"> • The ideology of neutrality • What we mean by neutrality and objectivity? • Roles we play in conflict, dialogue, and system change 	<ul style="list-style-type: none"> • <i>The Neutrality Trap</i>, Ch. 2, pp. 27-50. • Cloke, Kenneth. "10 Actions We Can Take to Turn Adversarial, Autocratic, Power-Based Political Conflicts into Collaborative, 2 pp. https://www.mediate.com/articles/cloke-10-actions.cfm • Mayer, Bernard. "What We Talk About When We Talk About Neutrality: A Commentary on the Susskind—Stulberg Debate, 2011 Edition," <i>Marquette Law Review</i>, (Spring 2012), 14 pp., https://www.afccnet.org/Portals/0/Commentary%20on%20the%20Susskind%20Stulberg%20Debate.pdf • Roy, Beth, John Burdick, and Louis Kriesberg. "A Conversation Between Conflict Resolution and Social Movement Scholars," <i>Conflict Resolution Quarterly</i>, (Summer 2010), 21 pp.
<p>Wed. June 8, 2022</p>	<ul style="list-style-type: none"> • The nature of enduring conflict • Racism, misogyny, climate change, and colonialism • How oppressive systems resist change and how they change • Beyond crazy, stupid, and evil: understanding the causes of behavior that we can't really understand • Planning a social change effort • Art, music, stories and social movement 	<ul style="list-style-type: none"> • <i>The Neutrality Trap</i>, Chs. 3-6, pp. 51-166. • Taub, Amanda, "The unsexy truth about why the Arab Spring failed," <i>Vox</i> (Jan. 27, 2016), 4 pp. https://www.vox.com/2016/1/27/10845114/arab-spring-failure • Penaluna, Regan, "Kate Manne: The Shock Collar That Is Misogyny," (Feb. 7, 2018) <i>Guernica</i>, 3 pp. • "Settler Colonialism," <i>Global Social Theory</i>, 3 pp., https://globalsocialtheory.org/concepts/settler-colonialism/ • Chenoweth, Erica et al, "The global pandemic has spawned new forms of activism – and they're flourishing," <i>The</i>

MEETING TIME:	TOPICS & ASSIGNMENTS	ASSIGNED VIDEOS & READINGS*
		<p><i>Guardian</i> (April 20, 2020), 3 pp. https://www.theguardian.com/commentisfree/2020/apr/20/the-global-pandemic-has-spawned-new-forms-of-activism-and-theyre-flourishing</p> <ul style="list-style-type: none"> • Henriquez, Charo “Puerto Rico Protesters Got Creative: Dancing, Singing, Diving...” <i>NY Times</i> (July 24, 2019), 4 pp. https://www.nytimes.com/2019/07/24/us/puerto-rico-governor-ricky-renuncia.html?auth=login-email&login=email • Bloom, Lisa, “Judit Hersko’s Polar Art: Anthropogenic Climate Change in Antarctic Oceanscapes,” <i>UCLA Center for the Study of Women Update Newsletter</i> (2015), pp.10 https://escholarship.org/uc/item/7jx8m9gb • Strand, Palma Joy. “Mirror, Mirror, on the Wall...: Reflections on Fairness and Housing in the Omaha-Council Bluffs Region,” <i>Creighton Law Review</i>, (2017), 64 pp. https://dspace2.creighton.edu/xmlui/bitstream/handle/10504/110116/Strand_50CreightonLRev183.pdf?sequence=1&isAllowed=y <p>VIDEOS:</p> <ul style="list-style-type: none"> • “How to Hide an Empire”: Daniel Immerwahr on the History of the Greater United States, <i>Democracy Now!</i> (March 5, 2019), https://freespeech.org/stories/how-to-hide-an-empire-daniel-immerwahr-on-the-history-of-the-greater-united-states/ • Al Jazeera, “Hong Kongers protest extradition bill through art” (June 20, 2019) https://www.youtube.com/watch?v=b0zoE6GSv8w • Kimberle Crenshaw, “The urgency of intersectionality” TED Talk (Nov. 16, 2016) https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?language=en

MEETING TIME:	TOPICS & ASSIGNMENTS	ASSIGNED VIDEOS & READINGS*
Thursday June 9, 2022	<ul style="list-style-type: none"> • Connecting for change • Dialogue & Dialogue processes • Talking about “right and wrong” • Case presentations 	<ul style="list-style-type: none"> • <i>The Neutrality Trap</i>, Chs. 7-9, pp. 167-231. • Popova, Maria, “Legendary Physicist David Bohm on the Paradox of Communication, the Crucial Difference Between Discussion and Dialogue, and What is Keeping Us from Listening to One Another,” <i>BrainPickings</i> (Dec. 5, 2016), 4 pp. https://www.brainpickings.org/2016/12/05/david-bohm-on-dialogue/ • Font-Guzmán, J. N. (2014). Moving ‘Beyond Neutrality’ and Cross-cultural Training: Using World Café Dialogue to Address End-of-Life Care Inequalities. <i>Peace and Conflict Studies</i>, Spring, 21(1), 49-68. (19 pp.) https://nsuworks.nova.edu/pcs/vol21/iss1/3/
Friday June 10, 2022	<ul style="list-style-type: none"> • Disrupting for change • The power and limits of non-violence • Wrap up and evaluation • Case presentations 	<ul style="list-style-type: none"> • “198 Methods of Nonviolent Action,” Albert Einstein Institution, 2 pp. https://www.aeinstein.org/nonviolentaction/198-methods-of-nonviolent-action/ • Alter, Charlotte, Suyin Hayes, and Justin Worland. “2019 Person of the Year: Greta Thunberg. <i>Time</i> magazine (December 23/30, 2019) • Mark Engler. “It’s Time We Celebrated Ella Baker Day,” <i>The Nation (online)</i>, January 17, 2020, at: https://www.thenation.com/article/ella-baker/

SPI ATTENDANCE POLICY:

Participants registered for an SPI session are expected to attend all class meetings. If unusual or emergency circumstances prevent class attendance, the student should notify the professor in advance if possible. Please contact SPI directly at spi@emu.edu before registering if you know you will have to miss any days of a course. SPI certificates are provided to participants only if they miss no more than one class day unless prior arrangements have been made with the SPI Director. For-credit participants are expected to attend all class sessions unless they are given permission from the instructor to miss a session. If a participant misses class repeatedly, they may be asked to leave the course and no money will be refunded for remaining course time.

CLASSROOM ENGAGEMENT:

EMU's [Life Together](#) statement describes the sort of learning community that we aspire to be. Learning thrives where there is free and open exchange of ideas, thoughts, emotions, and convictions. Open discourse requires trust and safety. While we anticipate that you may find that some aspects of the class challenge your views and theoretical frameworks, we invite you to respectfully express either agreement or disagreement without fear of consequences. If you feel that we are not honoring this commitment, please make an appointment to meet outside of class so that we can discuss the issue. In addition to consistent class attendance, students should make every effort to arrive to class on time out of respect for the learning process, fellow students and faculty.

Our hope is that we can welcome differences and demonstrate a willingness to analyze issues from frameworks that may or may not feel comfortable. We have opinions, which we may express from time to time. Please be sensitive in your class participation by not unfairly dominating discussions. Be aware of others' right to speak and welcome questions from your classmates. Our goal is to create a brave space in which everyone learns to participate in an engaging dialogue that values listening and encourages participation, thinking, feeling, study, and risk taking. *Adapted from Margaret Sallee and Kathryn Roulston.*

INCLUSIVE COMMUNITY-CREATING LANGUAGE POLICY:

Eastern Mennonite University expects all its faculty, staff, and students to adopt inclusive written and spoken language that welcomes everyone regardless of race or ethnicity, gender, disabilities, age, and sexual orientation. We will use respectful and welcoming language in all our official departmental documents and correspondence, including those put forth by way of Internet communication, and throughout all academic coursework, inclusive of classroom presentations and conversations, course syllabi, and both written and oral student assessment materials. As an inclusive community, we strive to sustain safety and belonging for students of all gender and sexual identities expressed in the LGBTQIA+ Student Support Policy.

GRADING CRITERIA AND OTHER POLICIES:

SPI provides all students taking the course for graduate credit some supplemental information that will serve as a resource after SPI when students are working on course assignments. This includes information on library resources, EMU's academic integrity policy, and guidelines for writing graduate papers, information regarding the grading scale and course deadlines, and then some suggestions we have for you to make your experience of taking SPI courses for graduate credit as successful as possible! These [documents](#) are all available online. The grading scale is as follows:

95-100	A, outstanding
90-94	A- excellent
85-89	B+ very good
80-84	B good
76-79	B- satisfactory
73-75	C+ passing
70-72	C unsatisfactory
Below 70	F failing