Memory, Reconciliation and Peace

Hybrid Course
COM 3085 CMA [4757]
Spring 2025

Course Information

Memory, Reconciliation and Peace
Baruch College, City University of New York
Weissman School of Arts & Sciences
Department of Communication Studies
1 Bernard Baruch Way, New York, NY 10010
https://www.baruch.cuny.edu/wsas/academics/communication/

Mondays 10:45am-12:00pm EST January 25, 2025 – May 22, 2025 –
Hybrid online synchronous & in-person – see schedule below
Online synchronous sessions will meet on Zoom – *Meeting link provided on Brightspace under the Content tab –Syllabus and Information – Synchronous Class Meeting Link*
In-person dates will meet in B - Vert 4-190.

Instructor: Professor De Ycaza
Email: carla.deycaza@baruch.cuny.edu
Office Hours: Mondays 12:00-2:00pm EST by appointment electronically via Zoom (Zoom link, Meeting ID and Password posted on Brightspace under the Content tab – Syllabus and Information)

Course Description

This course focuses on communication related to memory, reconciliation, and peace. Topics include the analysis of contemporary national and transnational dialogue on public memory and reconciliation; the exploration of communication in conflict prevention, peacemaking, peacekeeping, and peacebuilding in international and intercultural contexts; the examination of public discourse on significant past historical events; and the exploration of memorials and museums as sites of ongoing tension between peace and justice. Students apply theories to case studies and develop a research project on memory in peace and conflict.

Learning Objectives

At the successful completion of this course, students will be able to:

- Identify fundamental concepts and theories pertaining to public discourse on international and intercultural peace and reconciliation.
- Analyze the complexity of cases of public memory and collective remembering and forgetting at the macro level.
- Examine the role of commemorative sites, monuments, and museums in shaping perceptions about history, identity, peace and justice.
- Apply knowledge of international influences on local and national debates relating to public memory, peace and justice to compare and contrast communication in international and intercultural peace and conflict.
- Analyze public discourse about the past in traditional, alternative, and new media platforms.

Best of luck! Please feel free to email me or speak to me if you have any questions or concerns regarding the syllabus or the class in general.

Communication Policy

Course updates, additional readings and materials will be sent to the class list via email and posted to Brightspace, so please make sure you have registered for the course with a current email address that is checked regularly. Please also feel free to email me with any questions or concerns you might have. Email will be answered within 24–48 hours. Grades and comments on assignments will be posted on Brightspace.

Instructional Methods

This class will meet synchronously on Mondays from 10:45am–12:00pm as a hybrid course, either in person or on Zoom (see class meeting schedule below) for lectures, presentations, group work, and discussions.

In lieu of a second, formal class meeting, you will have asynchronous reading, writing, research, and other assignments you will post online. To participate well and succeed in this section, you should 1) have reliable Internet access, 2) be a self-motivated learner, and 3) have at least a small degree of digital and technical literacy.

Brightspace

We will be using Brightspace as an online platform for all of our work this semester. This is where you will be checking your class schedule and assignments (including readings), submitting your papers, following your grades, and participating in a variety of exercises and discussions. *Your course schedule, including all assignments, will be available on Brightspace. Some things may be updated or added to Brightspace throughout the semester. Make sure to check in regularly!

24/7/365 support from D2L Brightspace is available through chat, email, and phone. Within Brightspace, you will find a "Brightspace Virtual Agent," or chat bot that can respond to text-based inquiries.

Anyone at CUNY will also have access to the D2L Brightspace community, where one can engage with other Brightspace users.

If you need immediate assistance, please contact the Baruch Helpdesk at 646.312.1010 (x1010)

Course Requirements

This course centers on various kinds of exposure, including readings, lectures, videos, class discussions, activities, and out of class research. You will need to have access to the following accounts for this course: CUNYFirst, cuny.edu email, your library account, Office365, and Brightspace.

If students have specific interests that are not highlighted in the objectives or description of this course, please notify me and I will work to incorporate those interests into the course framework.

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice. Any changes to the syllabus will be reviewed and notice will be sent to students by email through Brightspace. Additional readings may be assigned.

Readings

This course centers on various kinds of learning, including readings, lectures, video, class discussions, activities, and out of class research.

Weekly readings will be posted on Brightspace and links to resources will be provided as well. Students are expected to research extensively for their semester project. The course will be organized around your research semester project. If you have any trouble accessing Brightspace, Zoom, the readings or course materials, please let me know as soon as possible.

If students have specific interests that are not highlighted in the objectives or description of this course, please notify me and I will work to incorporate those interests into the course framework.

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice. Any changes to the syllabus will be reviewed and notice will be sent to students by email. Additional readings may also be assigned.

Policies and Procedures

COVID-19 Coronavirus: As we respond to the rapidly evolving COVID-19 pandemic, Baruch College and The City University of New York (CUNY) are creating, implementing, and modifying policies and plans. To ensure that you have the most up-to-date guidance, directives, and resources, please check this webpage frequently, as well as the University clearinghouse page **cuny.edu/coronavirus**. For Baruch specific updates, please visit **https://www.baruch.cuny.edu/coronavirus/.**

CUNY's Continuity for Students: https://www.cuny.edu/cuny-continuity/cuny-continuity-for-students/ CUNY's Continuity for Students site offers resources and support for students learning and living in the time of COVID-19. Visit the site for distance learning tips, mental health resources, tools for collaborating online, free internet and phone services, city and state services for families.

Academic Dishonesty: Baruch's College's policy on Academic Honesty states: "Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism and collusion in dishonest acts undermine the college's educational mission and the students' personal and intellectual growth. Baruch students are expected to bear individual responsibility for their work, to learn the rules and definitions that underlie the practice of academic integrity, and to uphold its ideals. Ignorance of the rules is not an acceptable excuse for disobeying them. Any student who attempts to compromise or devalue the academic process will be sanctioned." Below is the current link to the library's online tutorial on academic integrity and plagiarism: http://newman.baruch.cuny.edu/help/plagiarism/default.htm.

Academic sanctions in this class will range from an F on the assignment to an F for the course. Additionally, a report of suspected academic dishonesty will be sent to the Dean of Students. You may read more about Baruch's policy at www.baruch.cuny.edu/academic/documents/academic_integrity.pdf.

Students with Disabilities: The College prohibits discrimination against any student, employee, or applicant on the basis of physical or mental disability, or perceived disability. Students with documented disabilities who may need special instructional accommodations or who may need special arrangements in the event of an evacuation should notify the instructor as soon as possible, no later than the second week of the term.

Title IX: Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in education programs or activities. In compliance with the CUNY Policy on Sexual Misconduct, Baruch College reaffirms the prohibition of any sexual misconduct, which includes sexual violence, sexual harassment, and gender-based harassment retaliation against students, employees, or visitors, as well as certain intimate relationships. Students who have experienced any form of sexual violence on or off campus (including CUNY-sponsored trips and events) are entitled to the rights outlined in the Baruch College's Bill of Rights. Students are strongly encouraged to immediately report the incident by calling 911, contacting NYPD Special Victims Division Hotline (646-610-7272) or their local police precinct, or contacting the College's Public Safety Office (212-772-4444).

If the complainant is a student and wants to maintain confidentiality, the responsible employee needs to inform the complainant of such confidential resources as:

- Counseling center staff
- Nurse or other college health office staff
- Pastoral counselors

For any concerns contact Mona Jha, Esq.
Chief Diversity Officer/Title IX, Section 504, and ADA Coordinator
Office of Diversity, Compliance, and Equity Initiatives
Email: Mona.Jha@baruch.cuny.edu Phone: 646-312-4540

Counseling Center: The Counseling Center operates as part of Student Affairs. They offer confidential, individual and group counseling and psychotherapy in the Annex Building at 137 East 25th Street (9th floor) http://www.baruch.cuny.edu/studentaffairs/counselingCenter.htm.
Contact: (646) 312-2155 or email counseling@baruch.cuny.edu

Campus Intervention Team (CIT): Visit http://www.baruch.cuny.edu/studentaffairs/cit.htm for information on supporting students who show signs of being in crisis. Possible signs are listed on the website and a brief form is available to communicate to the team, who will follow up with the student immediately to offer support.

ESL: Oral comprehensibility is essential for college and workplace success. If you are an English language learner and would like to improve your spoken English, please visit http://www.baruch.cuny.edu/wsas/academics/communication/Resources.htm for information about free services, including one-on-one tutorials, workshops, small-group conversations, video assessment, the ESL Speech Lab, the Conversation Partners Program, and accent reduction/Intelligibility FAQs. To make an appointment with one of the professional speech tutors at Tools for Clear Speech, please visit http://tfcs.baruch.cuny.edu.

Classroom Policies

This course required your active participation in class and online. Because we meet only once per week, the class time is especially valuable for presentations and group work/sharing. Therefore, your consistent presence and participation is required. Please speak with me as soon as possible if you have any questions or concerns regarding this course delivery format and your ability to fully participate as we move forward.

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Classroom Rules:

1. **Be respectful!** No form of vulgar or discriminatory language will be allowed. This is a safe space where we all must be respectful of one another, as well as the views and opinions shared in the in-person and virtual classroom and on our discussion board.
2. Any form of plagiarism will not be tolerated and will be severely penalized. The student will fail the class and will be reported to the Office of the Dean.
3. Take complete notes. Basic notes will be posted electronically on Brightspace. I also encourage you to take thorough supplementary notes.
4. **Please minimize all distractions while in class. No social media, emailing, or visiting websites other than those needed for this class session, and no texting or talking on your phone while in class.** All phones should be placed in silent mode.

5. **Please pay full attention to our online sessions, including our presentations and lectures.**
6. As a courtesy, please let me know if you are unable to attend or participate in class. Please also notify me if you have an emergent situation that causes you to leave early or arrive late.
7. READ the Syllabus thoroughly and check Brightspace (announcements, syllabus, course documents and assignment instructions) prior to emailing me questions regarding assignments and lectures. Please pay attention in class when the assignments are being described in detail.

Guidelines for Successful Learning in Zoom:

- Dress as if you are in the classroom
- Keep your microphone muted unless asking a question or engaging in discussion
- Check your video and audio when entering your class session
- Think background, minimize distractions around you
- Look into the camera instead of looking at the screen
- Type quietly, mute if necessary
- Don't eat during a video class session
- Focus on class

Students are expected to have a working audio and video connection for online class sessions. Students are also asked to upload an appropriate photo of themselves onto Zoom to be associated with their name. If there is a reason you are unable to participate using video, please let me know in advance. Please also be sure to use your official roster name when joining our Zoom sessions for security purposes.

Please let me know if you have difficulty meeting these guidelines.

Assignments

Attendance and Participation (30% of final grade)

Students are expected to attend and participate fully in all class sessions. Attendance will be taken at the start of every class during our synchronous and in-person sessions. If your name does not appear on the class roster, please be prepared to provide proof of registration. Students must participate in a minimum of 80% of the class sessions in order to pass this course. Full participation is required of all students, which includes:

- Preparation for and contribution to each class discussion
- Completion of all readings prior to each class for which the readings were assigned
- Submission of any assignments (including postings) due before the beginning of class by 8:00am EST in electronic format on Brightspace.

If you are unable to attend and participate in class for any reason, please notify me via email prior to the class. Lateness to and/or leaving early from two classes is treated as equivalent to one day's absence. I do not distinguish between excused and unexcused absences. Absence from class is not an excuse for not submitting assignments. If you are absent or late, it is your responsibility to find out what you missed and to get the notes from a classmate. Class participation counts for 30% of your final grade, so any absences or lateness (in class or with assignments) will directly affect your final grade.

Written and Oral Evaluations

All assignments must be submitted by the due dates listed. Late assignments will be penalized at a deduction of 1/3 of a grade per day late and will not be accepted if more than a week late.

There are no makeups for missed presentations or in-class exams. If you have been unable to complete any assignments for this class, please speak with me as soon as possible so that we can come up with a plan for your successful completion of the course. It is your responsibility to come and speak with me during office hours or by email about your grade and status in the course if you miss a presentation or exam. If you have a situation that will prevent you from successfully completing your midterm exam or doing your in-class presentations, please let me know as soon as possible.

Written assignments must be typed in a 12-point standard font, double spaced, spellchecked, and grammatically correct, and follow proper APA (preferred) or MLA style formatting. You will need to provide a reference page in addition to proper in-text citations. All assignments will be submitted through TurnItIn on Brightspace. All assignments submitted through TurnItIn will receive a digital receipt via email, so please note that if you did not receive a digital receipt for your submission, it was not successfully submitted.

Students are expected to have working audio and video, as well as a reliable internet connection, for all online presentations and class sessions.

- **Weekly Reflection Posts on Brightspace (10%)**

  Each week, you will be required to submit a reflection posting (approximately 300-400 words), as well as two brief responses (approximately 50-100 words each) to your classmates' postings. The purpose of the weekly reflection is, first, to keep us engaged between our weekly class meetings and, second, to analyze the presentation and representation of current incidents, news, and events relating to memory, reconciliation and peace at the macro level. The topic could be something reported in the local, regional, national or international news within the week of your posting. I also encourage you to post coverage from non-corporate/independent news organizations (be sure to include citations and links to any news sources). Students will be asked to introduce the incident and provide a rationale for why this is an illustration of challenges faced in memory, reconciliation and peace. Please be sure to include references and links in your reflections, including the event news source and the readings from Brightspace. Reflections should indicate analysis of material, synthesis of key points, and original thought regarding the debate in question in the reading. These reflections will facilitate class discussion. Your classmates will be able to read and respond to your posts on Brightspace; however, please also be prepared to share in class. Posts are due by the dates listed in the syllabus. Posts must include citation and link to the primary news story referenced, as well as citations from the weekly assigned reading.

  Your posts must include the following:

  a. **A clearly articulated insight of your own** (use **red font** to indicate specifically where you do this).

  b. **Evidence from your news article that supports your insight** (can be a quotation or citation paraphrased from the text) (use **green font** to indicate specifically where you do this). Make explicit reference to the news article selected and use in-text citations.

  c. **Evidence from the reading that supports your insight** (can be quotations or citations paraphrased from the text) (use **blue font** to indicate specifically where you do this). Make explicit reference to the readings and use in-text citations.

d. **A takeaway** illustrating how your posting analyzes the presentation and representation of current challenges faced in peacemaking and peacekeeping (use **orange font** to indicate specifically where you do this).

Forum Review

Each synchronous session, we will begin with our **Forum Review**, as we have done in our in-person sessions, where students share their forum postings from that week as part of our synchronous discussion. It is extremely important to have all voices equally represented in class, so we will be sure to get to everyone at least once. I will post a list of the students assigned for each week on Brightspace. It is your responsibility to note the date of your scheduled presentation for the Forum Review. In our online synchronous format, each student presenter is asked to prepare a brief PowerPoint presentation (3-4 slides) with **your name, your posting topic, the news story chosen, the news source used and how it connects to the readings for the week**. Your slides must include the following:

a. **A clearly articulated insight of your own** from your weekly reflection posting (use **red font** to indicate specifically where you do this).

b. **Evidence from your news article that supports your insight** (can be a quotation or citation paraphrased from the text) (use **green font** to indicate specifically where you do this). Make explicit reference to the news article selected and use in-text citations.

c. **Evidence from the reading that supports your insight** (can be quotations or citations paraphrased from the text) (use **blue font** to indicate specifically where you do this). Make explicit reference to the readings and use in-text citations.

d. **A takeaway** illustrating how your posting analyzes the presentation and representation of current challenges faced in peacemaking and peacekeeping (use **orange font** to indicate specifically where you do this).

You will be asked to upload your PowerPoint slides to Brightspace under Forum Review no later than 8:00am EST the morning of your scheduled presentation, and you will present your reflections and PowerPoint slides during our synchronous sessions.

- **Discussion Facilitation (10%)**

Each student will be assigned one class to facilitate discussion and present the main arguments and analysis of the assigned reading for the day (depending on the size of the class, anywhere from 4-6 students might be assigned to co-facilitate a given session). Facilitators should be prepared to discuss reflection topics posed in the syllabus, general points of interest, any issues or questions raised in the reading, analysis of the material, synthesis of key points and original thought regarding the debate in question, and anything the student might wish to add regarding the topic for the day. Facilitation groups are expected to include group discussion questions and/or a group activity to bring in the other students into the conversation about the assigned topic and to facilitate group discussion.

This is not simply a presentation of material, but rather is constructed as a group exercise meant to help facilitate class discussion of the main points and questions raised from the reading and for the assigned class topic. This will account for 10% of the final grade and should last no more than 30 minutes for the entire group. You may allocate specific roles to group members and divide the total time as you wish. If multiple facilitators are assigned to a given class, please be sure to prepare and coordinate with your co-facilitators ahead of time to delegate responsibility (you will also be graded on how well you interact with your co-facilitators in the group setting). No make-ups will be granted for facilitations.

Please upload all relevant materials on Brightspace **no later than 8:00am** before the start of class on your scheduled facilitation date and let me know if you require any technical assistance (PowerPoint, video links, etc.). Accepted formats for uploads are .ppt, .pptx, .pdf, .doc, and .docx. **Group facilitations will be conducted during our synchronous sessions via Zoom. *Please email me or speak to me during office hours as soon as possible if you have any questions or concerns regarding your ability to participate in your assigned group discussion facilitation.***

- **Midterm Exam (20%)**

  The in-class midterm exam will take place in person on Monday March 17th at 10:45am. *No makeups will be granted for the exam*. The exam must be taken in person. If you anticipate or encounter any issues that will interfere with your ability to take the exam in class in person on Monday March 17th, please let me know in advance and as soon as possible.

- **Memory Project (30%)**

  This is going to be your major project for this class. You will select one instantiation of memory in international or intercultural peace and conflict, such as a museum, a memorial, monument, and analyze how the current public discourse is shaping its memory. The case study could be local, national, or international in scope. The project has been divided into three sections and it is progressive; you must complete portion one before submitting and completing portion two, and three:

  1) **Proposal (Due 2/18)**: You will write a 2-3-page proposal, describing the case and introducing the focus of your analysis. It is due on 2/18 via Brightspace as a .doc or .docx submission.
  2) **Presentation (Due 4/7)**: You will conduct an analysis of current public discussion on the case and bring cross-reference coverage from at least two other times, one of them being the year when the event happened and the other at another time period. You will share your analysis in class in a presentation, no more than 3 minutes long.
  3) **Final Paper (Due 5/12)**: You will write a final paper (8-10 pages double spaced including bibliography) by putting together a background on the case, analysis of the current public discourse on the case, cross-reference coverage about the case, and application and citation of major course theories to your chosen topic on memory, reconciliation and peace, and submit it on Brightspace. Bibliographies must include at least 10 sources, of which at least 5 must be peer reviewed journals or books, in addition to the assigned readings for this class.

  Papers will be graded not only for content and originality of ideas, but also for grammar, spelling, formatting, citations/footnotes and overall presentation, organization and flow.

  Papers are due electronically as a .doc or .docx attachment via Brightspace **by 8:00am EST** before the *beginning* of class. Papers must be *successfully* received. Emailed assignments will not be accepted, as I cannot open attachments.

  The memory project (including proposal, presentation and final paper) is meant to allow students to apply major course theories to a topic of their choosing relating to memory in international and intercultural peace and conflict. As such, students are encouraged to meet with me early in the semester to discuss ideas. I also encourage students to raise issues related their memory project

in class throughout the semester. The assignment is meant to help students develop the writing skills necessary to effectively communicate their ideas to a public audience.

Grading

In general, "A" indicates excellent work (>90%), "B" indicates good work (>80%), "C" indicates satisfactory work (>70%), and "D" indicates passable work (>60%) and is the lowest passing grade. "F" indicates failure.

The final grade will be broken down into class participation (30%), reflection posts (10%), discussion facilitation (10%), in-class exam (20%), and memory project (30%). Please consult with me if you have any questions regarding the grading policy or what is expected.

Incompletes and extensions are granted on a case-by-case basis. Requests will only be considered if made prior to the assignment due date. In the case of *extenuating circumstances*, such as a serious illness or a family problem (this does not include work/school commitments or conflicts), and *at the discretion of the instructor*, an Incomplete (INC) may be granted, provided that the student has completed at least 50 percent of the coursework. This is subject to the instructor and student entering into a written agreement that details what must be completed for a grade to be issued and the deadline by which the work must be completed. The instructor has the authority to accept or deny a request for an Incomplete. Should the request be granted, the student and the instructor will complete a contract outlining the conditions for the extension.

If you are requesting to file for an incomplete, please contact me or see me during office hours to discuss this as early in the semester as possible. You must have approval from me *in advance* in order to take an incomplete (INC), and must meet with me prior to the end of the course semester in order to come to an agreed-upon date for submission of all incomplete work.

Schedule and Readings

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice. Any changes to the syllabus will be reviewed in class and notice will be sent to students by email. Additional readings may be assigned.

Spring 2025 Academic Calendar (Subject to Change)
https://enrollmentmanagement.baruch.cuny.edu/registrar/academic-calendar/

- **Week 1 – Welcome, Introductions and Course Overview (Monday January 27 – In-Person)**

  ***DUE (1/28 by 8:00am EST): Introduction Post**

- **Week 2 – Introduction to Communication in Peacemaking and Peacekeeping (Monday February 3 – In-Person)**

  Stephen Gibson and Simon Mollan, "Introduction: Representations of Peace and Conflict," in Stephen Gibson and Simon Mollan (eds.), *Representations of Peace and Conflict* (Springer, 2016) pp. 1-20.

  Yael Warshel, "Peace Communication," *Key Concepts in Intercultural Dialogue, No. 91, 2018*, Center for Intercultural Dialogue.

  Julia Hoffmann and Virgil Hawkins, "Introduction: communication and peace – mapping an emerging field," in Hoffmann, Julia, and Virgil Hawkins, eds. *Communication and peace: Mapping an emerging field* (Routledge, 2015) pp.1-15

  Additional Recommended Readings:

Jake Lynch, "Media in peace and conflict studies," in Hoffmann, Julia, and Virgil Hawkins, eds. *Communication and peace: Mapping an emerging field* (Routledge, 2015) pp.16-33

Cees J. Hamelink, "Media studies and the peace issue," in Hoffmann, Julia, and Virgil Hawkins, eds. *Communication and peace: Mapping an emerging field* (Routledge, 2015) pp. 34-48

***DUE (2/3): Weekly Reflection Posts; responses due 2/5 – discussion posts are due by 8:00am on Mondays; responses are due by 8:00am on Wednesdays, *unless otherwise specified*.**

- **Week 3 – What is Peacemaking? What is Peacekeeping? (Monday February 10)**

Galtung, John. "Peace and Conflict Studies as Political Activity," in Matyók, Thomas, Nancy Hansen, Jessica Senehi, and Sean Byrne, *Critical Issues in Peace and Conflict Studies: Theory, Practice, and Pedagogy* (Lexington Books, 2011) pp. 3-18

Anup Kumar, Holli A Semetko, "Peace Communication in Cross-border Media Flows," *Journal of Communication*, Volume 68, Issue 3, June 2018, pp. 612–635.

Ingrid A. Lehmann, "Still caught in the crossfire? UN peace operations and their information capacities," in Hoffmann, Julia, and Virgil Hawkins, eds. *Communication and peace: Mapping an emerging field* (Routledge, 2015) pp.135-147.

***DUE (2/10): Weekly Reflection Posts; responses due 2/12.**

****No class Monday 2/17; All Monday classes will meet on Tuesday 2/18**

- **Week 4 – Historical Perspectives (Tuesday February 18)**

"Part I: The Meaning of Peace" and "Chapter 1: Eternal Peace" *in* Pilisuk, M., & Nagler, M. N. (Eds.). (2010). *Peace movements worldwide: Players and practices in resistance to war*. ABC-CLIO, LLC. pp.20-36.

Rod Troester and Cathy Sargent Mester, "Peace communication: A survey of current attitudes, curricular practice and research priorities." *Western Journal of Communication (includes Communication Reports)* 54, no. 3 (1990), pp.420-428.

Ross Howard, "Conflict-Sensitive Journalism: ®evolution in media peacebuilding," in Hoffmann, Julia, and Virgil Hawkins, eds. *Communication and peace: Mapping an emerging field* (Routledge, 2015) pp.51-61

***DUE (2/18): Proposal (2-3 pages)**

***DUE (2/18): Weekly Reflection Posts; responses due 2/20**

- **Week 5 – Theoretical Paradigms (Monday February 24)**

"Chapter 2: A Philosophy of Peace" *in* Pilisuk, M., & Nagler, M. N. (Eds.). (2010). *Peace movements worldwide: Players and practices in resistance to war*. ABC-CLIO, LLC. pp.37-49.

Julia Hoffmann, "Conceptualising communication for peace," *Peacebuilding*, *2*(1), (2014) pp.100-117.

Ana Fernández Viso, "Peace Communication for Social Change," *The Handbook of Development Communication and Social Change* (Wiley Blackwell, 2014), pp.259-277.

***<u>DUE</u> (2/24): Weekly Reflection Posts; responses due 2/26**

Facilitation Group 1 – February 24

- **Week 6 —Gender in War and Peace (Monday March 3)**

Antonia Potter, "Women, Gender and Peacemaking in Civil Wars," in John Darby and Roger Mac Ginty (eds.), *Contemporary Peacemaking: Conflict, Peace Processes and Post-War Reconstruction, 2nd edition* (Palgrave Macmillan, 2008) pp.105-119.

Élise Féron, "Gender and Peace Negotiations: Why Gendering Peace Negotiations Multiplies Opportunities for Reconciliation," in Valerie Rousoux and Mark Anstey (eds.), *Negotiating Reconciliation in Peacemaking: Quandaries of Relationship Building* (Springer, 2017) pp. 93-110.

Lara Mazurski, "Imagined violence: representations of masculinity and a culture of peace," in Hoffmann, Julia, and Virgil Hawkins, eds. *Communication and peace: Mapping an emerging field* (Routledge, 2015) pp.107-119

<u>Recommended</u>:

"Chapter 13: Women: Battleground for War, Resource for Peace," *in* Pilisuk, M., & Nagler, M. N. (Eds.). (2010). *Peace movements worldwide: Players and practices in resistance to war*. ABC-CLIO, LLC. pp.194-203.

"Chapter 14: Nothing Short of a Revolution: Reflections on the Global Women's Movement," *in* Pilisuk, M., & Nagler, M. N. (Eds.). (2010). *Peace movements worldwide: Players and practices in resistance to war*. ABC-CLIO, LLC. pp. 204-215.

***<u>DUE</u> (3/3): Weekly Reflection Posts; responses due 3/5**

Facilitation Group 2 – March 3

- **Week 7 – Peace and Justice (Monday March 10)**

Lisa J. Laplante, "The role of the media in transitional justice," in Hoffmann, Julia, and Virgil Hawkins, eds. *Communication and peace: Mapping an emerging field* (Routledge, 2015) pp.265-276

Priscilla Hayner, "Negotiating Justice: The Challenge of Addressing Past Human Rights Violations," in John Darby and Roger Mac Ginty (eds.), *Contemporary Peacemaking: Conflict, Peace Processes and Post-War Reconstruction, 2nd edition* (Palgrave Macmillan, 2008) pp. 328-338.

Chandra Lekha Sriram, "Conflict Mediation and the ICC: Challenges and Options for Pursuing Peace with Justice at the Regional Level," in Kai, Ambos, Large Judith, and Wierda Marieke. *Building a future on peace and justice: studies on transitional justice, peace and development: the Nuremberg Declaration on Peace and Justice*. (Springer, 2009) pp. 303-319.

<u>Recommended</u>:

Thomas Unger and Marieke Wierda, "Pursuing Justice in Ongoing Conflict: A Discussion of Current Practice," in Kai, Ambos, Large Judith, and Wierda Marieke. *Building a future on peace and justice:*

studies on transitional justice, peace and development: the Nuremberg Declaration on Peace and Justice. (Springer, 2009) pp. 263-302.

***DUE (3/10): Weekly Reflection Posts; responses due 3/12**

Facilitation Group 3 – March 10

- **Week 8 – In-Class Midterm Exam (Monday March 17 – In-Person)**

  Note: No Weekly Reflection Posts due

- **Week 9 – Memory and Memorials (Monday March 24)**

  "Memory and Memorialization," in Stephen Gibson and Simon Mollan (eds.), *Representations of Peace and Conflict* (Springer, 2016) pp.243-305.

  ***DUE (3/24): Weekly Reflection Posts; responses due 3/26**

  Facilitation Group 4 – March 24

  ***College closed 3/31 – no class**

- **Week 10 – International Conflict: Case Studies (Monday April 7)**

  Fen Osler Hampson, Chester A. Crocker and Pamela R. Aall, "Negotiation and international conflict," in Charles Webel and Johan Galtung (eds.), *Handbook of Peace and Conflict Studies* (Routledge, 2007) pp. 35-50.

  Havard Strang and Halvard Buhaug, "Armed Conflict, 1946-2014," in David A. Backer, Ravi Bhavnani and Paul K. Huth, *Peace and Conflict 2016* (Routledge, 2016) pp. 19-24.

  Roudabeh Kishi, Clionadh Raleigh and Andrew M. Linke, "Patterns and Trends of the Geography of Conflict," in David A. Backer, Ravi Bhavnani and Paul K. Huth, *Peace and Conflict 2016* (Routledge, 2016) pp.25-41.

  Recommended: (*Selected case studies – choose one)*

  Bilgehan Gültekin & Tuba Gültekin, "Peace Communication and Mediation Model for Turkey and Spain Relations," Proceedings of International Academic Conferences 3104242, *International Institute of Social and Economic Sciences* (2015). pp. 165-180.

  Valerie Rousoux and Aggée Shyaka Mugabe, "Rwanda: The Limits of a Negotiated Justice," in Valerie Rousoux and Mark Anstey (eds.), *Negotiating Reconciliation in Peacemaking: Quandaries of Relationship Building* (Springer, 2017) pp. 133-150.

  Laetitia Bucaille, "The Refugee Issue in the Israeli-Palestinian Peace Process: The (Im)Possibility of Negotiating Accountability," in Valerie Rousoux and Mark Anstey (eds.), *Negotiating Reconciliation in Peacemaking: Quandaries of Relationship Building* (Springer, 2017) pp.151-164.

  Aviv Melamud and Mordechai (Moti) Melamud, "When Shall We not Forgive?" The Israeli-German Reparations Agreement: The Interface Between Negotiation and Reconciliation," in in Valerie Rousoux and Mark Anstey (eds.), *Negotiating Reconciliation in Peacemaking: Quandaries of Relationship Building* (Springer, 2017) pp. 257-276.

Jude Cocodia, *Peacekeeping and the African Union: Building Negative Peace* (Routledge, 2018). Case studies in chapters 3-8, pp. 57-202 (select one--each chapter is approximately 25 pages): Burundi, Comoros, Somalia, Mali, Darfur, Central African Republic.

***DUE (4/7): Presentations (3 minutes each)**

****College Closed April 12-20**

- **Week 11 – Human Rights and Peacemaking (Monday April 21)**

Jim Ife, "Human Rights and Peace," in Charles Webel and Johan Galtung (eds.), *Handbook of Peace and Conflict Studies* (Routledge, 2007) pp.160-172.

Christine Bell, "Negotiating Human Rights," in John Darby and Roger Mac Ginty (eds.), *Contemporary Peacemaking: Conflict, Peace Processes and Post-War Reconstruction, 2nd edition* (Palgrave Macmillan, 2008) pp. 210-229.

Recommended:

"Peacekeeping and Human Rights Protection," in Kofi Nsia-Pepra, *UN Robust Peacekeeping: Civilian Protection in Violent Civil Wars* (Palgrave Macmillan, 2014) pp.7-40.

Simon Cottle and Charles Martin Hughes, "The United Nations' "Responsibility to Protect" and the world's press: establishing a new humanitarian norm?" in Hoffmann, Julia, and Virgil Hawkins, eds. *Communication and peace: Mapping an emerging field* (Routledge, 2015) pp.76-91

***DUE (4/21): Weekly Reflection Posts; responses due 4/23**

Presentations (Continued – if needed)

- **Week 12 – Historical Memory and Dialogue (Monday April 28)**

"Historical Narratives, Politics of Memory, and Education," in Borislava Manojlovic, *Education for Sustainable Peace and Conflict Resilient Communities* (Palgrave Macmillan, 2018) pp.19-46.

Cecil Blake, "The Role of Peace Communication in Conflict Resolution in Africa," *Journal of Black Studies* 28, no. 3 (1998), pp.309-318. www.jstor.org/stable/2784735.

***DUE (4/28): Weekly Reflection Posts; responses due 4/30**

Facilitation Group 5 – April 28

- **Week 13 – Applications of Memory: Places and Sites (May 5)**

Laura Michael, Brendan Murtagh and Linda Price**,** "Where Conflict and Peace Take Place: Memorialization, Sacralization and Post-Conflict Space," in Annika Bjorkdahl and Susanne Buckley-Zistel, *Spatializing Peace and Conflict: Mapping the Production of Places, Sites and Scales of Violence* (Palgrave Macmillan, 2016) pp. 221-241.

Kristin Sorensen, "Communication for memory and peace: Articulating violence in post-repressive contexts," in *Communication and Peace* (Routledge, 2015) pp. 277-288.

Recommended: (*Selected case studies)*

Nina Fischer, "Seeing and Unseeing the Dome of the Rock: Conflict, Memory and Belonging in Jerusalem," in Annika Bjorkdahl and Susanne Buckley-Zistel, *Spatializing Peace and Conflict: Mapping the Production of Places, Sites and Scales of Violence* (Palgrave Macmillan, 2016) pp. 242-264

Milena Komarova and Liam O'Dowd, "Belfast, 'The Shared City'? Spatial Narratives of Conflict Transformation," in Annika Bjorkdahl and Susanne Buckley-Zistel, *Spatializing Peace and Conflict: Mapping the Production of Places, Sites and Scales of Violence* (Palgrave Macmillan, 2016) pp. 265-285.

Zala Volcic and Olivera Simic, "Geographies of Crime and Justice in Bosnia and Herzegovina," in Annika Bjorkdahl and Susanne Buckley-Zistel, *Spatializing Peace and Conflict: Mapping the Production of Places, Sites and Scales of Violence* (Palgrave Macmillan, 2016) pp. 286-303.

Schwelling, Birgit. *Reconciliation, civil society, and the politics of memory (*transcript-Verlag, 2012).

***DUE (5/5): Weekly Reflection Posts; responses due 5/7**

Facilitation Group 6 – May 5

- **Week 14 – Peace, Conflict and Communication (Monday May 12)**

Valerie Rousoux, "Lessons for Theory: Reconciliation as a Constant Negotiation," in Valerie Rousoux and Mark Anstey (eds.), *Negotiating Reconciliation in Peacemaking: Quandaries of Relationship Building* (Springer, 2017) pp. 331-338.

Mark Anstey, "Lessons for Practice," in Valerie Rousoux and Mark Anstey (eds.), *Negotiating Reconciliation in Peacemaking: Quandaries of Relationship Building* (Springer, 2017) pp. 339-362.

Pradip Thomas, "Communication toward a negotiated peace: conflict, contestation and the media," in Hoffmann, Julia, and Virgil Hawkins, eds. *Communication and peace: Mapping an emerging field* (Routledge, 2015) pp. 303-315

***DUE (5/12): 8-10-page semester project paper (including bibliography)**

AFFIDAVIT

I, _____, hereby acknowledge that I have read the attached course syllabus and fully understand the contents therein, including all assignments, requirements and responsibilities. My continued participation in this course indicates that I have read and understand this syllabus and have consented to the terms set for successful completion of the course.

At the discretion of the instructor, the syllabus may be modified to better meet the needs of the students and to achieve the learning outcomes established in the syllabus.