

GEOG 714-001
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SEMINAR: PEACE DIALOGUES

Background

There is never a semester or year when it is not appropriate to study topics related to peace, peace dialogues, peace and reconciliation, peace and conflict resolution. There is also never a time when issues about human rights, violence towards others and the environment, injustices towards children, women, minorities, the oppressed, the disabled should not be the subject of study. In America there is much talk, military muscle, and energy generated in late 2002 and early 2003 about potential war in Southwest Asia and the Korean peninsula. Therefore, one might argue, there is a special need to examine the military/conflict themes within a university at this time. But these are also times when issues about human rights and injustices, environmental destruction, pollution and deterioration, technological fixes to problems, the cultural destruction wrought by globalization (media and popular culture) also merit critical investigation.

Studying the above topics are the concerns of many in the academy, not only those in the social and policy sciences and those in the humanities, but those in the earth and biological sciences, engineering, health sciences, law, theology, architecture, and education. Even a cursory examination the sessions at national and international conferences and the editorials and contents of major disciplinary and transdisciplinary journals demonstrates the importance many junior and senior scholars place on discussing a themes related to peace, human worth, and environmental respect.

Following the events of 11 September 2002 and the impact this watershed day was having on citizens worldwide and within academic communities themselves, I read *Crossing the Divide: Dialogue Among Civilizations*. I decided that it would be useful to organize a seminar around the “peace dialogues” theme, that is, one in which we could examine how different disciplines and professions “dialogue” about peace. While we may consider political science, diplomacy, law, philosophy, education, and religious studies are major players in working towards peace or resolving conflicts and dialoging to achieve these ends, we are less likely to consider the contributions (equally valuable and important) from those who study photography and film, music, theater, architecture, landscape design, ecosystems and sustainable communities, sports, biology, health care, as well as women’s studies, children’s studies.

Focus

The purpose of this seminar is to gain some insights into the contributions of “peace study” and “peace dialogue” from those in the arts, humanities, sciences, and policy arenas. We will investigate these contributions through readings and presentations by visiting professors and others and through your working on assigned projects. Geography is a very legitimate framework in which to study the themes of peace and peace dialogues, because as an interfacing discipline it is concerned with locations, places,

images, identities, landscapes, networks, environments, regions, and promoting intellectual and social listening and hearing at grassroots and global scales.

Seminar/Class Composition

The class includes students from various backgrounds and disciplines and with different experiences and career plans. I like and welcome this diversity as that is important in listening, learning, and sharing. Perhaps on some of the projects and actaiviites, those with different disciplinary backgrounds will collaborate.

Please be sure to provide me your email as I will be using it regularly to send you items about the class and other materials that come to my attention. Feel free to email me about questions you have about assignments, topics discussed etc.

Textual Materials

Reading and discussing pertinent materials is important for this class. I will not assign excessive amounts, rather manageable materials that can be read and used to generate class discussion. I ask you to read each item before the assigned class, take notes on points of agreement or disagreement, and come to class with a half dozen questions worthy of class discussion.

Giandomenico Picco et al. 2001. *Crossing the Divide: Dialogue Among Civilisations*. South Orange, NJ: Seaton Hall, School of Diplomacy and International Relations.

This book will set the tenor for the seminar. It contains many thought-provoking statements and arguments that we will discuss in earnest at the start of the seminar. Many of those themes will surface in presentations by visitors and our own discussions through the semester.

Keeping a Ring-Binder Notebook

I will be distributing many items to you during the course of term, so I encourage you to purchase a large ring binder notebook where you can punch holes and easily access materials for class, your projects, or future reference. You also will be receiving materials from the visiting presenters. You also may wish to bring the binder to class.

Requirements

All members of the class are required to complete the following: (1) the weekly readings (articles and chapters) – usually only two or three each week, which will be used as basis for class discussion; (2) read and submit a book review of a recent book on themes related to peace dialogues OR the contents of a recent journal issue devoted to some theme related to the course; this review will be between 800-1000 words; more details will be given in class, (3) an in-depth interview with an individual (or two) committed to grassroots peace and reconciliation, (4) an innovative map (or photo display) related to a peace or peace dialogue theme; the map will be accompanied by a short one-two page essay describing how the project was put together, data, methods, etc.

and (5) a term/seminar paper (20-25 double spaced pages of text, not counting bibliography, tables, maps, or other illustrations), that when completed and presented will be suitable for publication in a scholarly journal.

Note: students may collaborate on items 3, 4, and 5; I need to know this and expect the final product to reflect the efforts of all participating.

Ideas for Maps and Term Projects

I will give you a list of ideas for the innovative map and also the final term project. Feel free to use these. Also feel free to explore other ideas with me, in person or via email.

Grading/Evaluation

| | |
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| Weekly discussions (based on readings and presentations) | 40 pts |
| Book or journal review | 20 |
| Interview | 40 |
| Innovative Map | 20 |
| Seminar paper and presentation | 60 |
| | TOTAL 180 pts |

Note: I expect all to work hard, learn much and excel in this class.

Visiting Presenters

As noted above, there will be a number of visiting presenters coming to the class during the term. They are being asked to present materials in 30-40 minutes, following which we will have 30 minutes for discussion. The last part of that class period will be spent discussing other readings and class projects. Some of the presenters may wish us to meet in another room; if that is the case, I will let you know. Be sure to check your email regularly about possible room changes.

I have most of the speakers identified and am finalizing their commitments; I expect by next week to give you the dates who is coming and their topics. These are the topics of presentations.

- Peace Education: curriculum materials
- Architecture and sustainability
- Peace and political theater
- Peace and music
- Peace and art (sculpture, painting, murals, etc.)
- Theological contributions
- Cartooning peace and peace issues
- Negotiation, mediation, confidence building, conflict resolution
- Landscaping
- Historical peace dialogues
- Grassroots organizations

Schedule

Note: the items listed below for each date are those we will discuss that day. Omitted are the items visiting presenters will ask you to read. I will provide these the week before.

21 January: Introduction; Geography and Peace Studies

Definitions and key words; Database counts on key words on words related

Visual images related to peace and dialogues

Discussion: Nobel Peace Prize winners and others “not awarded but meriting”

28 January: Discussion: Nichols Spykman. *The Geography of Peace*. New York: Harcourt Brace, 1944.

Read: from *Crossing the Divide*: Foreward, Acknowledgements, The Call for Dialogue, The Resolve of the United Nations, Introduction: Unity, Diversity, and Hope, and Chapter 1: Overview, also *Unsung Heroes*; and Biographies.

Read: a chapter and discuss a chapter in Alan Jenkins and David Pepper, eds., *The Geography of Peace and War*. Oxford: Blackwells, 1985 (table of contents distributed)

4 February: Read Chapter 2: The Context of Dialogue

This week: decide on book to review

Exploratory inquiries into person you will interview

Assignment: reading a peace treaty

11 February: Read Chapter 3: A New Paradigm of Global Relations

Discuss: peace treaty you read

Resource Materials: listservs, journals, databases, atlases, etc.

Final decision: individual you will interview

Visiting Presentation

18 February: Read Chapter 4: About the United Nations; *Unsung Heroes*
Peace and Military Landscapes

Visiting Presentation

25 February: Book review due

Human Rights issues

Visiting Presentation

4 March: Week for you to conduct interview

11 March: Interview due: present to class for discussion

Peacemaking initiatives
Visiting Presentation

18 March: spring break

25 March: Idea for innovative map project due
Visiting Presentation

1 April: Begin thinking about final seminar project
Visiting Presentation

8 April: Innovative map project due; presented and discussed in class
Visiting Presentation

15 April: Peace and Environmental Themes
Visiting Presentation

22 April: Visiting Presentation

29 April: Next steps: where we go from here?
Visiting Presentation

6 May: Last meeting, 6 May at 330 PM. Final seminar/class projects due; presented and discussed in class. Also, everyone brings some “peace food” to share.