

PAX 186a: Introduction to Intercommunal Coexistence Spring 2003

Assignments

ASSIGNMENT 1: For Tuesday, January 21:

- Read Weiner, “Coexistence Work: A New Profession” (handout, also in *Handbook*, pp. 13 – 24).
 - Read Abu-Nimer, “Education for Coexistence in Israel: Potential and Challenges” in Abu-Nimer, pp 235 – 253.
 - Read Kriesberg, “Changing Forms of Coexistence” in Abu-Nimer, pp. 47 – 63.
 - Read Peshkin, “In Search of Subjectivity – One’s Own” (handout)
 - Optional: Read Assefa, “The Meaning of Reconciliation” in van Tongeren, on-line
 - Come to class prepared to discuss the common and distinct elements of the first three authors’ conceptions of ‘coexistence’ and how they might be influenced by their ‘subjectivities’ (as ‘subjectivity’ is understood by Peshkin).
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ASSIGNMENT 2: For Tuesday, January 28:

- Read Kasfir, *Contemporary African Art*, Chapters 1 and 2 (on reserve in library, for FA192)
 - Read *Liberated Voices* essay by Sue Williamson, book reserve, FA 192.
 - Read Cohen, “Engaging with the Arts to Promote Coexistence” (handout)
 - View “Long Night’s Journey Into Day” video on South Africa’s Truth Commission, on reserve in library.
 - (optional) Read other ‘Liberated Voices essays (on reserve)
 - (optional) Read Hugo van der Merwe, “Reconciliation and Justice in south Africa: Lessons from the TRC’s Community Interventions” in Abu-Nimer, pp. 187 - 208
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ASSIGNMENT 3: For Tuesday, February 4

- Read Cohen, “Listening is the Beginning of Peace” (handout) and complete worksheet, p.13-14
- Read Carroll, Green and Makiya, in “Catholics, Jews and the Prism of Conscience” pp. 11 – 26, 27-41, and 77 – 86 (handout)

- Optional: Read Lugones, “Playfulness, World Travelling and Loving Perception” (handout)
- Optional: Read Palmer, “Community, Conflict and Ways of Knowing” (handout)
- Complete an oral history interview exchange with one of your classmates. During the first session, A interviews B about his or her life history, drawing out aspects of experience that have shaped B’s ‘subjectivities’ – in Peshkin’s sense of the term. Following the interview, each partner writes about B’s subjectivities. A and B also discuss the interview process. How did each person experience his or her role as listener or teller? What did you learn about listening?

During the second session, reverse roles. B interviews A about his or her history, drawing out aspects of experience that have shaped A’s subjectivities – etc.

Write a 3 – 5 page reflection paper, including 2 – 3 pages on your own subjectivities, as these might become relevant to your upcoming coexistence project, and 1 – 2 pages on the interview process itself, including both insights and questions. Come to class on February 4 prepared to discuss your subjectivities and your learning from the process of the interviews.

ASSIGNMENT 4: For Tuesday February 11:

- Read Assefa, “Coexistence and Reconciliation in the Northern Region of Ghana” in Abu-Nimer anthology (p. 165-186)
- Read Assefa, “Peace and Reconciliation as a Paradigm” (handout)
- Read Fitzpatrick, “The Long March”
- Read Cohen, “Notes toward a Conception of Reconciliation”
- Read selections from Abu-Nimer anthology, to be decided in class.

ASSIGNMENT 5: For Tuesday, February 18:

- Read Minow, M. *Beyond Vengeance and Forgiveness*. Chapters 1, 2 and 6. (on reserve)

- Complete draft proposal for oral history project (details to be given)
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ASSIGNMENT 6: For Tuesday, February 25:

- Complete final proposals for oral history project (details to be given)
 - Read Dan Bar-On article (details to be given)
 - Read Sarah Cobb article (details to be given)
 - Read Cohen, “Removing the Dust from Our Hearts: The Search for Reconciliation in the Narratives of Palestinian and Jewish Women” (handout)
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ASSIGNMENT 7: For Tuesday, March 11

- Continue working on oral history project
 - Read Cohen, “Working with Integrity”, Unit I – pp. I-1.3 through I – 2.13
 - Complete worksheets “Reflecting on our Tendencies in Relation to Ethical Differences” pp. I – 1.13- 1.14 and “Reflecting on the Meaning of Integrity” pp. I-2.5-2.6 and bring completed answers to class.
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ASSIGNMENT 8: For Tuesday, March 18:

- Continue working on oral history project
 - Read Agbaria and Cohen, “Working with Groups in Conflict: the Effect of Power on the Dynamics of the Group” (hand-out)
 - Read Cohen, Working with Integrity” Unit II, Chapter 2. (Should Oppressed People Empathize with Their Oppressors?)
 - Complete worksheet “Integrating Values” on pp. II –2.37 – 2.38 and bring completed answers to class.
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ASSIGNMENT 9: For Tuesday, March 25:

- Continue working on oral history project
 - Read Cohen, Working with Integrity: Unit II Chapter 3 (When Should We Refrain from Speaking?) Complete worksheet “Integrating Values” on pp. II-3.33-3.34.
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ASSIGNMENT 10: For Tuesday, April 1:

- Continue working on oral history project
 - Review coexistence posters on-line at <http://www.mots.org.il/eng/exhibitions/traveling.htm>
 - Sketch draft of poster on 'coexistence'
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ASSIGNMENT 11: For Tuesday, April 8:

- Complete implementation of oral history project
 - Write 2 page description of the process of developing your poster on coexistence
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ASSIGNMENT 12: For Wednesday, April 16:

- Complete paper documenting and reflection upon oral history project (details to be given)
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ASSIGNMENT 13: For Monday, May 5 9 a.m.

- Complete take-home exam.