

## Internship in Peace, Conflict, and Coexistence Studies PAX 89 -- Fall 2011

This course is the third “leg” of the 2011 Sorensen Fellowship and is open to students who are having comparable summer experiences . The first leg was a course, chosen individually by each student, in preparation for the summer internship. The second leg was an internship experience in summer 2011. Successful completion of this course is a requirement for the Sorensen Fellowship

This course has several distinct but interrelated goals:

- ❖ To reflect on, discuss, and write about the experiences students had in their summer 2011 internships
- ❖ To learn and practice the rudiments of documentary writing
- ❖ To develop tools for critiquing documentary writing through encounters with published texts and the writings of fellow students
- ❖ To refine ideas about community, social change, and ethics, broadly defined, in an international context, which students encountered in their pre-internship courses
- ❖ To create a series of polished portraits of internship experiences, with attention to issues of community, social change, and ethics in an international context
- ❖ To build a set of writings and resources that will be useful to future student fellows and other members of the Brandeis community
- ❖ To present their work as a class to the Brandeis community during the fall semester of 2011.

Three themes will underlie much of our work:

- ❖ **Defining community.** What is a community? How does it shape the lives of its members? In what ways is “community” a useful rubric for thinking about questions of power, autonomy, expression, and justice?
- ❖ **Understanding “the other.”** What do we know and/or can learn about other people, especially about those from outside our own cultural context? What contributions do different media (writing, interviews, film, photography, etc.) make to our understanding? To what extent can (or should!) barriers to understanding be overcome?
- ❖ **The nature of social change.** What makes change happen? Does it come more from “above” or from “below”? Working from “within the system” or outside of it? How do different approaches to change (human rights; anti-poverty efforts; democratization; coexistence) complement or stymie one another?

### Required Reading:

Sara Lawrence Lightfoot and Jessica Hoffman Davis, *The Art and Science of Portraiture*

### Required Papers:

This course has, in effect, one required major paper/project. This will ordinarily be an essay of 5000-7500 words that reflects on the work done in your internship with reference to the academic work done in your pre-internship coursework and attention to one or more of the themes of

community, understanding the other, and the nature of social change. This paper must include a bibliography and formatted according to the Chicago Manual of Style. A final, polished version of this paper is due Monday, November 21, 2011.

Along the way, however, there are several required writing assignments that are designed to be building blocks towards the final portrait. These are not merely exercises. These are assignments designed to encourage you to think self-consciously about the fundamentals of documentary writing; they are also opportunities for feedback from the instructor and fellow students, and, of course, they will generate text that will find its way into your final papers. These preliminary papers will also serve as the basis for class discussions.

Students will write and turn in seven preliminary papers at a length of 1000-1500 words.

#### Contributions to the Brandeis Community:

This class will be an opportunity for students to talk together and design the best way to bring the richness of their fellowship experience back into the campus community. A presentation to the Brandeis community is scheduled for December 13, 2011, and completion of this presentation as a joint project is a requirement of the course. Since the first drafts of the final projects/papers will be due in mid-November, students should have ample time in November to put together an excellent joint presentation.

#### Grading:

70% of the grade for PAX 89 will be based on the writing assignments and on evidence of student engagement with the writing process, as evidenced in responses to classmates' work. Individual writing assignments will NOT be graded. However, students will receive a mid-term evaluation that will give an indication of the student's writing grade for the first half of the course as a whole. The writing grade will take into account such factors as quality and care of student writing; integration of ideas from texts (including texts from the pre-internship courses); active participation in critiquing others' work; responsiveness to the critiques of others; and timeliness of submissions. [Please note this last item: Because a number of class discussions will focus on the writing assignments themselves, meeting paper deadlines is very important.] Also note that there are quite a few assignments between your mid-point grade and the final paper. Do NOT assume that 'A' at midterm means an 'A' for the course.

The final paper will be graded.

30% of the grade will be based on student commitment to the course, as evidenced by regular class attendance, informed comments in class on readings, email postings and correspondence, and participation in the group "contribution" project. As with the writing, students will receive an indication of their grade on these matters as part of the mid-point evaluation.

#### **Class schedule**

Regular class time is Thursdays, 2:00-4:00 p.m. Class location TBA.

Date	Class Topic/Paper	Note:
Thursday, September 1	<ul style="list-style-type: none"> <li>• Recapping summer (Guests: Dan Terris, David Weinstein, Barbara Strauss, Marci McPhee)</li> <li>• Review syllabus</li> <li>• Data Samples</li> <li>• Upcoming paper</li> </ul>	
<b>Tuesday</b> September 6 <b>PAPER DUE</b>	Paper #1 – Internal Context. Due @ noon	<p>For your first paper you will need to have read Lightfoot &amp; Davis' pp. 44-50</p> <p>Internal Context: <i>Portraits are always framed by the ecological context: a vivid description of the geography, the demography, the neighborhood, and a detailed documentation of the physical characteristics of the place that evokes all the senses – visual, auditory, tactile</i> (Lightfoot &amp; Davis, p. 44)</p>
Thrs. Sept 8	Internal context papers discussion Guest contributor: Marci McPhee	
<b>Tues. Sept 13</b> <b>PAPER DUE</b>	Paper #2 Personal Context. Due @ noon	<p>For Personal Context paper read pp 50-52 &amp; 85-123</p> <p>Personal Context: <i>... from where I sit, this is what I see; these are the perspectives and biases I bring; this is the scene I select; this is how people seem to be responding to my presence</i> (p. 50)</p>
Thrs. Sept 15	Personal context papers discussion	
<b>Tues. Sept 20</b> <b>PAPER DUE</b>	Paper #3 Historical Context Due @ noon	<p>For Historical context paper read pp. 52-55</p> <p><i>...sketch the institutional culture and history – the origins and evolution of the organization and the values that shape its structure and purpose</i> (p.52)</p>
Thrs. Sept 22	Historical Context Discussion	
Tues Sept 27	There is no paper due this week. Instead, use your time to do literature review ...	
Thrs. Sept 29	NO CLASS	
<b>Tues Oct. 4</b> <b>PAPER DUE</b>	Paper #4 Metaphors Due @noon	<p>For Metaphors paper read pp. 55-57</p> <p>Select a metaphor from your context that serves to portray an overarching theme.</p>

Thrs October 6	Discuss Metaphor(s) papers	
<b>Monday Oct 10<sup>th</sup> PAPER DUE 8A.M. SHARP!</b>	Paper #5 Portrait of an Individual Due @ 8 a.m. I WILL NOT ACCEPT ANY PAPERS SENT AFTER 8A.M	A portrait of an individual. This can take several forms: a third-person narrative; an edited oral history; or text accompanying images (such as photographs)
Tuesday . Oct 11	NOTE: THIS WEEK'S CLASS IS ON TUESDAY! Discussion of Individual Portraits	
<b>Friday Oct 17 PAPER DUE 5p.m!</b>	Paper #6 Relationships	For Relationships paper read pp. 135-175
Monday Oct 17	NOTE: THIS WEEK'S CLASS IS ON MONDAY! Discussion of Relationship papers	
Tue Oct 25 <b>PAPER DUE @NOON</b>	Paper #7 Emergent Themes	
Thrs. Oct 27	Discussion of Emergent Themes papers	
Tue Nov 1 <b>PAPER DUE (SAME TIME, SAME CHANNEL!)</b>	Conclusions & Introductions due (one page each)! Some find it easier to write the conclusion first and then the intro ...	<b>Conclusion:</b> At the end of the day, what would you like your readers to take away from your experience ... also what would you recommend as your next-step, as others' next-steps. Bring the story to a close but open other doors to extend research/inquiry ... <b>Introduction:</b> Your introduction should provide a map of the paper; it should grab the reader's interest; it should also place your paper/topic within a broader context.
Thrs. Nov 3	Discussion of Intros and Concs (final group workshopping)	
<b>Monday Nov 7 Paper Due @noon</b>	First full drafts due. You will be matched with a partner. Reserve time in your week to read partner's draft.	
Thrs. Nov 10	Will meet with partners	
Monday Nov 14	Second draft due	

<b>PAPER DUE @ NOON</b>		
Thrs Nov 17	Partners discuss SECOND draft. Again be prepared to comment on partner's paper.	
Monday - Nov 21 <b>FINAL PAPERS ARE DUE AT NOON.</b>	*** FINAL PAPERS DUE ***	
Nov 24	Thanksgiving Holiday – NO CLASS	
Dec 2	Work on Presentations	Come to class with ideas for upcoming presentation.
Dec 8	Work on Presentations	
December 13 12-1:30pm	Brandeis Community Presentation Choices for venue: Alumni Lounge (where it was last year), Ethics Center Atrium, or the Mandel auditorium (large but with technology built in)	

Note: This year weekly papers are due on various days due to Brandeis days. Be sure to consult your syllabus weekly.

Provided with good reason I will accept only one late paper.