A. GE component for which course is being proposed: Serving Society

B. Submitted by Deborah Dunn, Communication Studies; Lisa DeBoer, Art History

C. Ideally, submissions should be discussed by the entire department prior to submittal.
   Chair has reviewed the course.

D. Course being proposed (please attach syllabus):
   Com 195/Art 195: Off Campus Mayterm in Northern Ireland

E. This course
   ☑ Has not been modified, but is being submitted to check its suitability
   ☑ Has had its syllabus rewritten to communicate the course’s contribution to GE
   ☑ Has had its contents modified to address the relevant GE issues
   ☑ Is a new course designed to fulfill the GE requirement

F. This course is being submitted as
   ☑ A Template. Applicable to courses with multiple sections which require only general training in the discipline. The submission should come from the department chair and should clearly identify what course content and what elements of the syllabus the department has agreed will common to all sections. Upon approval by the GE Committee, any course whose syllabus is determined by the department to meet the specifications of the template is approved to satisfy this area requirement. A copy of each syllabus should be forwarded to the G.E. committee for record keeping purposes.
   ☑ An Individual Course. Applicable to courses requiring specialized training in the discipline or are typically offered by a particular instructor. The course should be resubmitted and reassessed in the event of a change in staffing or syllabus.

G. Statement of rationale:
   (Please attach a copy of the syllabus which has been annotated (a) to identify the activities fulfilling each of the expectations for courses in this area and (b) to explain how the activity addresses the expectation. Electronic annotations are preferred.)

   *What is included here: Significant portions of the proposal submitted to the Off Campus Programs Committee (approved) for Mayterm 2010.*
Purpose
The purpose of this program is to broaden and deepen student understandings of the power of symbols – whether discursive, artistic, or architectural – in creating, perpetuating, resolving, and reconciling conflict.

Furthering the Mission of the College
The mission of the college, to provide a high quality, liberal arts education, balancing rigorous intellectual competence, healthy personal development, and strong Christian commitments, combined with the commitment to a more global outlook, is supported and advanced by this off campus program.

By its interdisciplinary nature, combining readings and pedagogy from a number of different disciplines and perspectives, by examining some of the most base and most inspired products of human interaction (from violent dispute to reconciliation and healing), by integrating competencies and talents of professors from two disciplines (art and communication), and by combining rigorous intellectual exercise with creative expression, this program embodies a high quality liberal arts program. Furthermore, students have the opportunity to hear first-hand the stories of those intimately involved in war and peacemaking, to see for themselves in three dimensions artistic expressions, to experience bodily a space, a memorial, a performance, and to explore the places many only read about. Since this course involves travel to and immersion in different cultures, students will gain cross-cultural experiences and develop a greater appreciation for the challenges of living in a complex and diverse society.

Finally, by traveling together in community, with all of its challenges and joys, students will develop skills and appreciation required for living and traveling intensively with others.

Academic Content
Some approaches to the study of conflict resolution and reconciliation might involve focusing mostly on fantastic moments of reconciliation, in which students might imagine that the process of peacemaking is some kind of magic recipe for success, or a one-time miracle. Our goal, however, is to frame the discussion of reconciliation in such a way that students are able to see the connections among context, history, institutions, and human symbolic activity. Students will study the political discourse and ideology of colonialism that contribute to the dehumanization of others, the theological discourses that contribute to a belief that one group is superior to another, and how easy it is to make another human being an “enemy.” Students will also study Christian approaches to humanizing the “Other” as well as the richness of research that includes narrative,
systemic, postmodern, and critical theories that help us understand conflict resolution from a social scientific perspective. Students will visit, study, engage in close readings of, and learn to appreciate the various artistic expressions of peace and conflict over the centuries and across cultures. How do people memorialize war? Peace? Violence? Sacrifice? How are scapegoats portrayed artistically? How do scapegoats both create recipes for genocide and possibilities for peace? We believe that this broader understanding will lead our students to more effectively and more proactively become peacemakers and seek reconciliation in both personal and global contexts.

Students will earn credit for two courses, for a total of six units. The courses will be taught organically, as a whole. The courses they will earn credit for include Com 133 (4 units), a course currently in the catalogue, and approved for major credit for communication studies majors and elective credit for students in other majors. They will also earn credit for a special topics course, Art/Com 195 (2 units). We will submit the syllabus for GE credit for serving society.

We think a big part of this program will be the affective experience of our students as they meet people and hear their stories, as well as experience the places which make the events more real. In order to help students make sense of these activities, extensive journal writing will be utilized, as well as group discussion sessions and guided exercises.

OCP has supported the ongoing existence of the program – students have traveled to Northern Ireland in 2002, 2004, and 2008. The 2008 Mayterm also included South Africa.

**Proposed (Draft) Syllabus:**

PEACE, CONFLICT, AND RECONCILIATION MAYTERM 2010
IN NORTHERN IRELAND & IRELAND
COURSE CREDIT: COM 133 & ART/COM 195

"Reconciliation is a journey, an encounter, and a place. God calls us to set out on this journey. It is a journey through conflict, marked by places where we see the face of God, the face of the enemy, and the face of our own self." – John Paul Lederach

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GE: SERVING SOCIETY

Outcomes:
- Exposure to a range of symbolic works and images through primary source texts, site visits (including visits to museums, jails, monuments, memorials), personal
narratives, and performances will provide students with knowledge of the paradoxes and contradictions inherent in making war, making peace, and remembering such forays into violence and reconciliation.

- Exercises in reading and reflection on important texts, personal testimony, and practitioners’ tales of the field will help students gain knowledge of major theories and principles of conflict resolution and reconciliation, and will further help students learn to listen to and interpret symbolic expressions of conflict.
- Exercises in close reading and close observation will help students gain knowledge of the formal means that works of visual art, texts and spaces use to create and enact meaning.
- Exercises in making and performing art (pictorial, poetic, dramatic, etc.) will increase student understanding of the skills and sensitivities involved in making and presenting visual representations.
- Volunteering in a divided neighborhood will help students understand the explicit and implicit connections between peace and justice.

Readings:
- Elkins, James, *Stories of Art*
- Lederach, John Paul, *The Journey Toward Reconciliation*
- McKittrick, David, *Making Sense of the Troubles: The Story of the Conflict in Northern Ireland*
- Smock, David R. (Ed.) – *Interfaith Dialogue and Peacebuilding* (Selected Chapters)
- Volf, Miroslav, *Exclusion & Embrace*

Assignments:
Reflective Essays / Journal 25%
Exams/Quizzes 25%
Site Guide Exercise 20%
Coffee House Performance 10%
Participation 10%
Citizenship 10%

Several assignments have been designed to help students develop perceptual and critical engagement with the symbolic expression of conflict:

- Site visits will help develop students’ knowledge of styles and techniques, and practice the use of critical vocabulary terms.
- Site guide exercises ask students to use this knowledge to teach their peers about how a physical space, work of art, or public monument gives tangible shape to the core themes of peace, conflict, or reconciliation.
- Reflective essays also require that students use the skills they are learning to discuss and evaluate the ways in which spaces, artifacts, monuments and texts give shape to our core themes.
- Coffee-house evenings invite students to perform original works of poetry, creative monologues, or music. As a performer, these evenings deepen students’ appreciation of the skills and sensibilities that creative work requires, as well as the work that goes into collaboration and performance. As a viewer, these skills, sensibilities and experiences will allow students to name and evaluate what makes a performance successful.