

Christian Approaches to Peacemaking

Winter 2014

Time and location: Wednesdays from 7:00pm to 9:50pm in CGUC # 1300

Instructor: Matthew Bailey-Dick (mrbdick@uwaterloo.ca)

Office hours: Mondays from 1:00pm to 4:00pm in CGUC #2111

Description

By enrolling in this course, you will roam through a wide variety of landscapes inhabited by Christian peacemakers. The terrain will be filled with all manner of war, conflict, love, poverty, global warming, redemption, beauty, violence, and aggravation. You will follow a motley bunch who are wildly diverse in beliefs and tactics, and who succeed and fail with abandon. There will be at least one mountain. At the end of the course you will receive an academic grade, but this might not matter as much as the dirt stuck to your shoes.

Learning outcomes

By the end of the term, you should be able to:

1. Describe a variety of Christian peacemaking approaches
2. Explain why some Christian peacemakers inspire you and others do not
3. Classify the biblical, theological, and historical foundations for why Christian peacemakers do what they do
4. Think critically about tactics and strategies used by Christian peacemakers
5. Articulate some difficult questions about Christian peacemaking and explain why these questions are difficult to answer
6. Notice some improvement in your research and writing skills.

Required texts:

1. York, Tripp and Justin Bronson Barringer, eds. *A Faith Not Worth Fighting For: Addressing Commonly Asked Questions about Christian Nonviolence*. Eugene: Cascade Books, 2012. Available for purchase at the UW Bookstore.
2. Jones, L. Gregory and Célestin Musekura. *Forgiving as We've Been Forgiven: Community Practices for Making Peace*. Downers Grove: InterVarsity, 2010. Available for purchase at the UW Bookstore.
3. Enns, Elaine and Ched Myers. *Ambassadors of Reconciliation Volume 2: Diverse Christian Practices of Restorative Justice and Peacemaking*. Maryknoll: Orbis Books, 2009. Available for purchase at the UW Bookstore.
4. *Reserve articles*. Available online through the library reserve system.
5. *Bible* (either your own hard copy or a web-based Bible).
6. *Additional articles* to be made available online (to be announced).

Assignments

Foundation project (20%)

After reading *Forgiving as We've Been Forgiven: Community Practices for Making Peace*, write a critical assessment of the foundations upon which Jones and Musekura construct their work on forgiveness. This will require you to (1) identify the main foundations on which the authors make their claims about forgiveness, including assumptions, beliefs, experiences, values, principles, and/or biblical approaches that guide their work, and (2) reflect on, analyze, and/or critique the way(s) in which these foundations hold together and provide an effective grounding for the authors' work on forgiveness. This project should be 8 pages long or 2800-3000 words. *Due January 29.*

Ambassador project (20%)

On pages 45-46 of their book *Ambassadors of Reconciliation Volume 2: Diverse Christian Practices of Restorative Justice and Peacemaking*, Enns and Myers claim that the nine individuals profiled in Chapters 3 through 7 stand as “ambassadors” whose personal narratives can empower, energize, and engage those who are “paralyzed by a lack of political imagination”. In light of this claim, and using specific examples from the book, write a critical assessment of the extent to which these “Christian ambassadors” can empower, energize, and engage other Christians and/or people outside of the Christian faith tradition. Part of your project should answer the question, “These Christian ambassadors – what exactly are they ambassadors of...?” This project should be 8 pages long or 2800-3000 words. *Due February 26.*

Wrestling project (30%)

Choose a Christian peacemaking issue or dilemma with which you can wrestle in a substantive way, and then write a research paper that clearly demonstrates how you wrestle both with your chosen issue/dilemma and with a number of authors who speak to that issue/dilemma. This project involves three important steps: (1) Based on your reading of *A Faith Not Worth Fighting For* and/or other course materials, select several strategies by which you can wrestle with, analyze, and thoughtfully engage with your chosen issue or dilemma. (2) Select a number of sources that provide you with “wrestling material” – i.e. authors with whom you can vigorously agree and other authors with whom you can vigorously disagree. (3) Write your research paper in such a way that the issue/dilemma is clear, your sources are clearly-represented, and your own opinions are clear. This project should be 9 to 10 pages long (3100 to 3500 words). *Due April 2.*

Class engagement projects (10%)

On six occasions, unannounced, the class will conclude with an engagement project (very brief written assignment) in which you will respond to some of the readings, materials, and/or issues that were covered during that particular class session. Each class engagement project will be worth 2 marks, and the best five marks will count toward the total of 10%. If you attend classes and pay attention, you will do well with these projects.

Integration exam (20%)

Bring your textbooks and notes (but not computers or smartphones) with you for this integration exam comprised of two parts: (1) shorter answer questions that are meant to compare and contrast the various critical concepts and case studies we have studied in the course; and (2) an integration-reflection essay question in which you will articulate some of the ways you are integrating the course themes and reflecting on your own life vis-à-vis Christian approaches to peacemaking. *To be held within the UW exam period in April – more details to follow.*

Requirements for all written assignments (except the final integration exam):

1. Submitted in hard copy
2. Printed with 12-point Times New Roman font
3. Formatted with one-inch page margins and double-spaced text
4. Turabian-style endnotes and bibliography – i.e. do not use footnotes and do not use any form of embedded citation.
5. Assignments printed on used, one-sided paper are welcome but not required
6. Title pages, endnotes, and bibliographies are not included in overall page counts
7. High marks will be awarded for (1) evidence of having understood, grappled with, and analyzed the topic at hand (including your personal response when appropriate), and (2) a clear and engaging writing style (including succinctness when appropriate)

Late assignments

Students are expected to complete the assignments by the dates indicated. Extensions will be granted only under extenuating circumstances as determined in consultation between the student and the instructor. When an extension has not been granted, late assignments are subject to a penalty of 5% for each additional day beyond the due date (including each day of a weekend).

Pedagogy

Both students and instructor will be involved in the learning process. The course will include interactive activities, videos, readings, mini-lectures, occasional surprises, moments of silence, conversation cafés, and guest speakers. Assignments are intended to be occasions for testing out and reflecting on various critical concepts relating to Christian peacemaking.

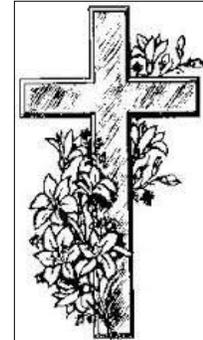
Seven key questions to guide our study of each Christian peacemaking approach:

1. What is this approach's definition of "peace" and "peacemaking"?
2. How does this approach fit into the broader trajectory of Christian peacemaking?
3. What are the biblical and theological roots of this approach?
4. What are the tactical or strategic choices made by those involved in this approach, and why do they make these choices?
5. What sustains and nourishes those involved in this approach?
6. In what ways does this approach run parallel to peacemaking and social change efforts beyond the Christian community?
7. Does this approach inspire or motivate me? Why or why not?

LEARN site

Various course-related materials will be posted on the LEARN site for this course. It is the student's responsibility to regularly check the LEARN site for updates, announcements, additional readings, etc.

Mapping the course



Week 1: **Overview** – January 8

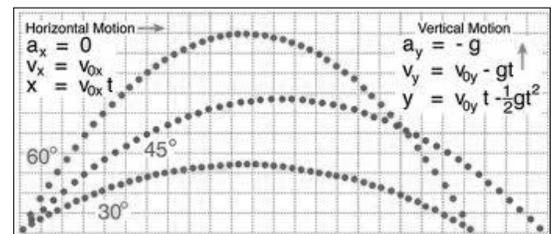
- Introducing ourselves and setting the stage for the course
- Looking at some overall frameworks and identifying key questions

Week 2: **Constructing** – January 15

- Making peace by developing partnerships
- Missional theology, shalom, and building a culture of peace
- *Reserve readings: Noll, Pierce, Weaver-Zercher*

Week 3: **Transforming** – January 22

- Christians as catalysts for conflict transformation
- Counter-recruitment as “deep grammar”
- *Reserve readings: Albrecht*



Week 4: **Disobeying** – January 29

- Calling for disarmament and refusing to participate in warfare (both combat and taxation)
- Civil disobedience and divine obedience
- *Reserve readings: Claiborne, Cooley*
 - *Foundation project due on January 29*



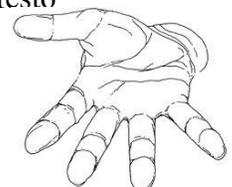
Week 5: **Dismantling** – February 5

- Overcoming racism, sexism, and militarism
- Theology as subversive discourse – re-tooling how we talk about God and people
- *Reserve readings: Cassidy, Vasko*



Week 6: **Advocating** – February 12

- God's call to work for economic justice – Isaiah 58 as a “peacemaker's manifesto”
- Local and international efforts to overcome poverty and global warming
- *Reserve readings: Delgado*
 - *Guest speaker: Sara Stratton (KAIROS Canada)*



Week 7: **Reading week** – February 19

- No class this week – everyone will be too busy with their books ☺

Week 8: **Loving** – February 26

- Christians exploring nonviolence and the “third way” of responding to violence
- Jesus’ commandments: “love your enemies” and “put down your sword”
- *Assigned readings: York and Barringer, pages ix-124*
 - *Ambassador project due on February 26*



Week 9: **Lovemaking** – March 5

- Training for the skill and soul of nonviolence
- Scratching our heads and opening our hearts
- *Assigned readings: York and Barringer, pages 125-231*

Week 10: **Remembering** – March 12

- Peacemaking as a journey of truth-telling, reconciliation, and forgiveness
- Ecumenical dialogue and redeeming the fractured/fracturing Christian community
- *Reserve readings: Safi*

Week 11: **Praying** – March 19

- The power of prayer, the sway of song, and the excitement of social exorcism
- The link between worship and justice

Week 12: **Accompanying** – March 26

- Christians involved in transnational solidarity and nonviolent accompaniment
- Ministries of hospitality and mutuality
- *Reserve readings: Loney, Penner*

Week 13: **Educating** – April 2

- Peace education inside and outside the church
- Having (Christian) faith in the future
 - *Wrestling project due on April 2*



Other important notes

Cross-listed course

Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

Academic Integrity

In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

Discipline

A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](#).

Grievance

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances, Section 4](#).

Appeals

A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read [Policy 72 - Student Appeals](#).

Other sources of information for students

[Academic Integrity website](#) (Arts) Academic Integrity Office (uWaterloo)

Note for students with disabilities

The [AccessAbility Services](#) office, located in Needles Hall Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.