

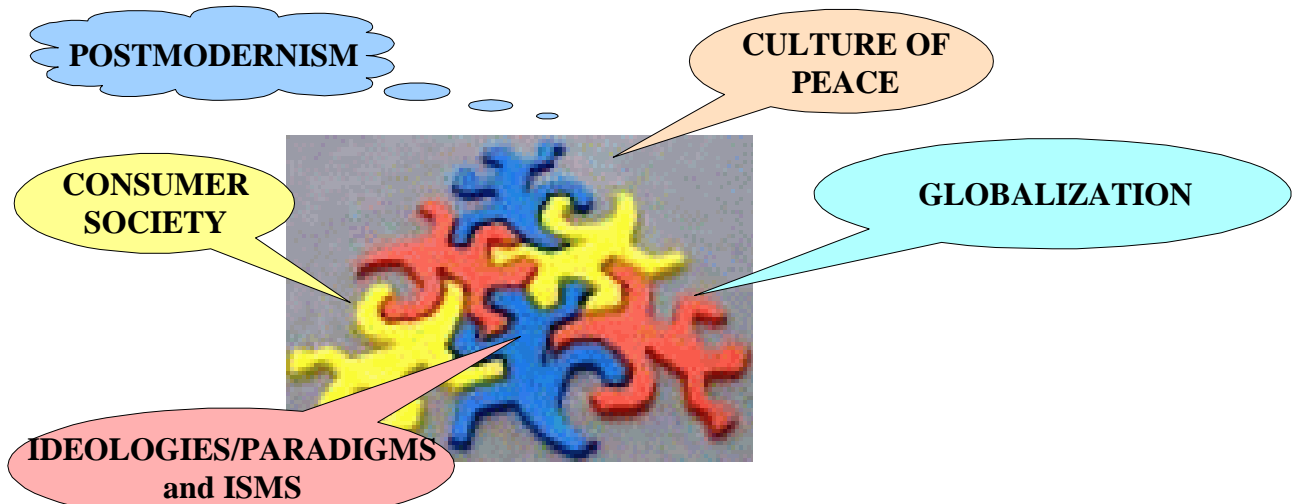
**MSVU Faculty of Education**  
**Summer Institute 2007**  
**GEDU 6154 02**  
**Special Topic: Peace in a Consumer Society**  
**July 3-11th, Weekdays, 9AM-4PM**  
**On-Campus**



*(Notice 'the eye' in the wing of the dove)*

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c:/summer institute course outline 2007

This one half credit, seven day course weaves together the strands of peace and consumerism in the context of globalization and postmodernism. The course is designed to turn the spotlight on the interface between peace and consumerism. The eye in the dove's wing represents us collaboratively exploring these relationships. What is it about consumerism that makes it so hard to build peace? Or, what is it about peace that makes it easier to change consumerism?



**Large ideas *woven together* in the course**

Postmodernism, Paradigms	Globalization	Peace	Consumerism
Five strands of postmodernism  Paradigms and ideologies: Neoliberalism Capitalism Social Darwinism Other 'isms'	Corporate-led/top down  <i>Alternatives:</i> Bottom-up Localization Fair Trade Sustainability Mindful markets Political consumerism	Seven kinds of peace Non-violence Conflict/violence Social Justice Human Security Human Responsibilities Human Rights Cultures of Peace Democracies	Features of consumer society Entitlement and narcissism Risky Consumption Structural Violence Deep Individualism Orders of consciousness Moral intensity Neutralization techniques Participatory Consumer-Citizens Accountability Ethical consumerism



**ALL Readings** are found in the *Course Reader*©. **Read all 15 articles.** Try to read two a week, for seven to eight weeks. It will make sense if you read them in the order they are presented, but that is not a requirement. Step back for a week, after finishing all of the readings. Then, come back to them and do assignment one, followed by the other assignments, to be passed in on the first day.

**Culture of Peace related sites:**

- ◆ Information on the Culture of Peace Decade  
[http://www3.unesco.org/iycp/uk/uk\\_sommaire.htm](http://www3.unesco.org/iycp/uk/uk_sommaire.htm)
- ◆ Manifesto and principles -  
[http://www3.unesco.org/iycp/uk/uk\\_sum\\_cp.htm](http://www3.unesco.org/iycp/uk/uk_sum_cp.htm)

**Pedagogical Approach - Inquiry Process**

- Driven by curiosity, wonder, interest, and a passion to understand
- Notice something intriguing, surprising, stimulating, new, or that does not make sense
- Act on curiosity-impulse, and begin to explore and investigate to gain understanding
- Begin to make connections through synthesis of meanings (weave new ideas together)
- As process unfolds, each person has to find their own pathway (it is not a straight line)
- Reflection is deep part of inquiry. It leads to new questions.
- Balance self-reflection with conversations with others to grasp meaning of new knowledge in context of society.
- Strive to use different modes to represent the new knowledge (art, poetry, metaphors, videos, music)
- New questions will always be on the horizon leading to on-going inquiry.



## Evaluation Scheme

The tenets of the inquiry process (see above) will guide the development, delivery and evaluation of this course. Some of the learning activities will take place before the course begins (and will be brought to the first class), and others will occur during the course.

<b>Prepare and Pass in for First Class (80%)</b>	
Article Chunking	20%
One Pagers	30%
Mini Paper	30%
<b>Community of Learners</b>	
<b>Participation</b>	<u>(20%)</u>
<b>TOTAL</b>	<b>100%</b>

**Assumptions behind our evaluation scheme:**

- people understand the same things in different ways;
- people hold different interests and goals for the learning experience;
- people respond and learn in different ways; and,
- people think at their own rate, so some people need more time to think things through, or they need different learning conditions than others.

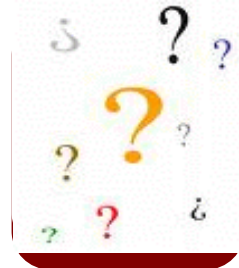
Bring these three projects to class. Hand in on first day (80%) :

1. **ARTICLE CHUNKING** (looking for “aha moments,” for gold nuggets of learning)  
(Value 20%)



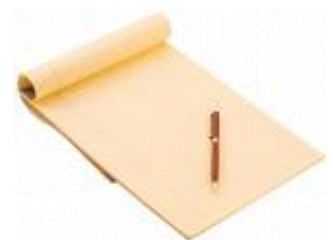
The intent of this exercise is to respect your intuition when you cannot resist using your highlighter or cannot resist writing in the column: “YES... NO... Wow that’s deep, I wonder..., I don’t agree” etc. These nuggets (often colored gold by your highlighter ,☺ or flagged some other way), are wonderful indicators of the unfolding of your learning process. After you have completed reading the articles for the course, go back over them, and identify the chunks that you flagged as “speaking to you.”

- ◆ From all of these highlighted items, choose 3 "chunks" (or *nuggets*) of text that are the most meaningful to you. They can come from one article, or several articles.
- ◆ For each chunk, restate it for me, and reference it.
- ◆ Then, for each nugget, write 350 words explaining and justifying why you chose it, i.e., why it was meaningful for you. Two to three *sentences* are *not* enough. Take time to make thoughtful, insightful explanations. To have *insight* means you have been able to grasp the inward or hidden nature of things, making connections that others may not see.
- ◆ Upon reflection of your nuggets, **pose three questions** for your future reflection. Remember, reflection is a deep part of inquiry. It leads to new questions.



2. **REFLECTIVE ONE-PAGERS** - Choose two of the following four questions. Prepare a one page, single spaced, 12 pitch answer for each one (700 words each) (30%). You will find a paper in the Reader on each of these topics.

- ◆ Explore your reactions to the idea of *consumer accountability*.
- ◆ Be frank with yourself. How well did you receive the ideas of *consumer entitlement and narcissism*?
- ◆ Time for candidness. Examine your openness to the idea that consumers often rationalize their continual immoral or amoral consumption by using a collection of *neutralization techniques*.
- ◆ Explore your receptiveness to the idea that *risky consumption* can be interpreted as Majority World citizens being placed at risk by Northern consumption.



One Pager

Also, include a **post script** addressing *why* you think you took the philosophical, intellectual, ethical and practical stances that you did, remembering the basic assumptions behind the inquiry process (included in the 30%).

3. **MINI PAPER** - Choose one of the following two topics. Prepare a 2500 word paper (8 pages, double spaced, 12 pitch, 1 inch margins), fully referenced using material from the Reader and other material as warranted (30%). Keep a copy for yourself to use in class. We may have a conference in class where you can present your ideas from this paper.

- ◆ What is it about consumerism that makes it so hard to build a culture of peace?
- ◆ What is it about a culture of peace that makes it easy to change consumerism?



4. **COMMUNITY OF LEARNER PARTICIPATION** (20%)



Everyone starts with 20/20, 100%, on this part of the learning experience. This mark will only be reduced if it becomes very evident that you are not *consistently* prepared for, and contributing to, class.



◆ **IMPROMPTU ACTIVITIES** (part of above)

In the spirit of the inquiry process, we will engage in many planned and unplanned, serendipitous learning activities, which take us along meaningful paths that emerge during the Institute. The intent of this approach is to accommodate intrigue, wonder, passion, curiosity, connections, and impulse. Please read:

[http://en.wikipedia.org/wiki/Inquiry\\_education](http://en.wikipedia.org/wiki/Inquiry_education)

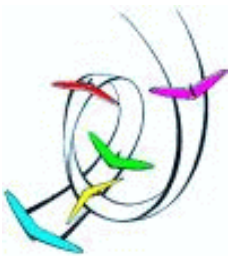
◆ **FREEWITES** - *an unstructured stream-of-consciousness writing* (part of above)

**Expect to be asked to prepare freewrites**, short, in-class writings, which allow you to compose freely and fluently on whatever you are thinking, at any given time. They help you develop your contributions to class discussions, and help you think your way to in-depth understandings of the course material.

You may receive a prompt about a topic to write about. Don't stop writing in the time allowed. As long as it involves the topic, it can be anything. Sometimes, freewrites are open-ended. You write anywhere from five to ten minutes, without stopping. As long as you are writing, *you are discovering*. Keep writing, and you will *find what you want to say*. As long as your fingers are moving, *something will be drawn out of you*.



**W**e discover what to say by saying it, and in the process often surprise ourselves with fresh insights and powerful language.



**Looping Freewrites** - To develop your initial ideas further, you can re-read the freewrites and choose one passage (a sentence, fragment, image, or even word) upon which you would like to elaborate. Then, you can write second freewrites leading from these pieces of text. See <http://my.powa.org/modules.php?name=Content&pa=showpage&pid=11>