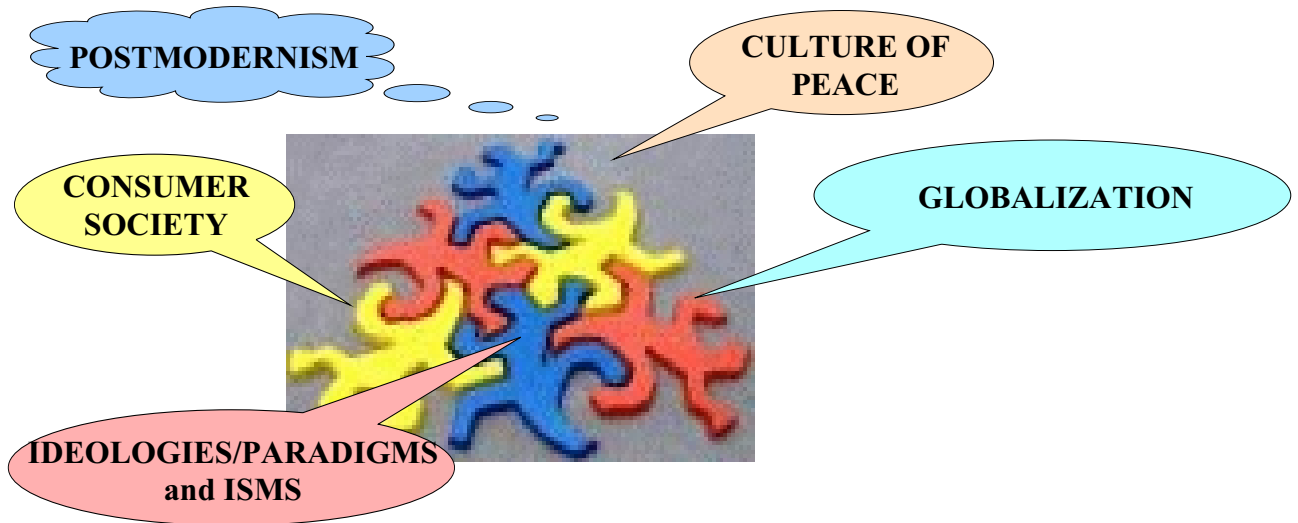


**MSVU Faculty of Education**  
**Summer Institute 2009**  
**GEDU 6156 03 (1 unit)**  
**Special Topic: Peace in a Consumer Society**  
**July 2-17th , 9AM-4PM**  
**On-Campus**  
 Dr. Sue L.T. McGregor

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

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c:/summer institute course outline 2009

This one credit, 14-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, Ideologies	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 The Commons	Features of consumer society Entitlement and narcissism Risky Consumption Structural Violence Consumer adulthood Moral leadership Neutralization techniques Participatory consumerism Consumer-Citizens Consumer Accountability Ethical consumerism Biomimicry & consumerism



**ALL Readings** are found in the Course Reader. **FIRST**, read this course outline to get a sense of the learning expected from this course experience. **Second**, read two articles each week, for six or seven weeks. It will make sense if you read them in the order they are presented, but that is not a requirement. **Third**, step back for a few days, after finishing all of the readings. **Fourth**, come back to the reader and do assignment one, followed by the other assignments, to be passed in on the first day (I recommend doing the assignments in this order).

**SEE ALSO 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 Ahead and Pass in First Class (75%)</b>	
1 Article Chunking	15%
2 One Pagers	20%
3 Mini Paper	40%
<b>Community of Learners Participation</b>	
	<u>(25%)</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;
- people respond in different ways, for example, some are better at oral than at writing;
- people think at their own rate, so some people need more time to think things through (or need different learning conditions) than others.

## Bring these three projects to class. Hand in on first day (75%):

1. **ARTICLE CHUNKING** (looking for “aha moments,” for gold nuggets of learning)  
(Value 15%)



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. **Keep a copy of this assignment for use in class.**



2. **ONE PAGERS** - Choose two of the following four questions. Prepare a one page, single spaced, 12 pitch (Times Roman font) answer for each one (about 600 words each) (20%). You will find a paper in the Reader on each of these topics. **Save copies for use in class.**

- ◆ How do you understand, and feel about, the idea of *morally immature consumers* and the idea of *consumer adulthood*?
- ◆ Be frank with yourself. How well did the ideas of *consumer entitlement and narcissism* sit with you when you first heard them? Why do you think this is so? If your initial perceptions changed, explain how.
- ◆ Time for candidness. How receptive were you to the rationalizations people can use to continually justify immoral or amoral consumption (*neutralization techniques*)?
- ◆ How receptive were you to the idea that *risky consumption* can be interpreted as Majority World citizens being placed at risk by Northern consumption?



**One Pager**

3. **MINI PAPER** - Choose one of the following two topics. Prepare a 2000 word paper (8 pages, double spaced, 12 pitch, 1 inch margins), fully referenced using material from the Reader, and other material as warranted (40%). I use APA referencing style, but which ever style you choose, do it correctly. *The intent is to weave together as many big ideas from the course as possible to inform your paper.* **Keep a copy for yourself to use in class.** We may have a conference, roundtable or symposium 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?**

*Statement of Correct Language:* “Correct use of language is one of the criteria included in the evaluation of all written assignments.”

**COMMUNITY OF LEARNER PARTICIPATION (25%)**



Everyone starts with 25/25, 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 25%)

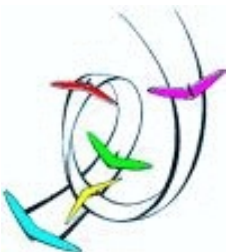
In the spirit of the inquiry process, we will engage in many planned and unplanned, serendipitous learning activities, which take us along meaningful paths that emerge during the Institute. The intent of this approach is to accommodate intrigue, wonder, passion, curiosity, connections, and impulse. Please read: [http://en.wikipedia.org/wiki/Inquiry\\_education](http://en.wikipedia.org/wiki/Inquiry_education)

- ◆ **FREEWITES - an unstructured stream-of-consciousness writing** (part of 25%)



**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.

*Statement of Plagiarism and Cheating*

“University regulations on Plagiarism and Cheating and other academic offenses will be strictly enforced. These regulations including applicable procedures and penalties are detailed in the University Calendar and are posted on Department [Faculty] notice boards and on the website at <http://www.msvu.ca> on the Current Student’s page under Academic Offenses.”