

**MSVU Faculty of Education  
 Summer Institute 2006  
 GEDU 6154 05**

**Creating Peace in a Consumer Society  
 July 4-20th, Monday to Friday, 9AM-4PM  
 On-Campus**

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

Sue McGregor PhD [sue.mcgregor@msvu.ca](mailto:sue.mcgregor@msvu.ca) 457-6385  
c:/summer institute course outline 2006



This 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?

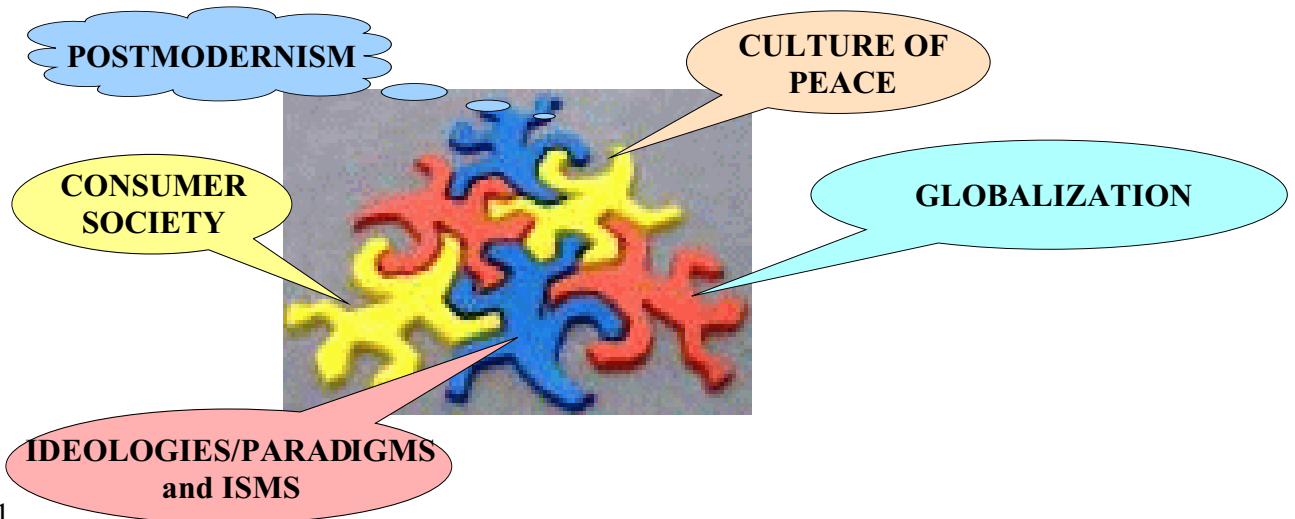


Table 1

Postmodernism	Peace	Consumerism	Globalization
Five strands of postmodernism	Non-violence	Materialism	Corporate-led
Paradigm shifts and ideologies	Citizenship	Commercialization	Bottom-up
	Global perspective	Commodification	Neoliberalism
	Justice	Self-Interest	Capitalism
	Human Security	Structural Violence	Social Darwinism
	Human Responsibilities	Deep Individualism	Other isms
	Human Rights	Neutralization	Violence/conflict
	Diversity	Participatory	Monoculture
	Culture of Peace	Consumer Citizens	Localization
	Democracies	Accountability	Fair Trade
		Ethical consumerism	Sustainability
		Political consumerism	Mindful markets

**Readings** are found in the Course Reader.

## Suggested reading order:

Table 2

Read the articles on Ideologies and Paradigms 1, 2	Then, globalization 3, 4, 20	Then, postmodernism, neoliberalism and other isms (capitalism, Social Darwinism) 5, 6,7	Then, consumerism 8, 9, 10, 11, 12,13, 16, 17	And, finally the articles on peace, a culture of peace, and alternative approaches to consumerism and globalization 14,15, 17 (pp.17-27), 18, 19, 20, 21, and 8 (last section Excerpt )
---	---------------------------------	--	--	--

### Culture of Peace related articles

[http://www3.unesco.org/iycp/uk/uk\\_sommaire.htm](http://www3.unesco.org/iycp/uk/uk_sommaire.htm) (Information on the Decade)

[http://www3.unesco.org/iycp/uk/uk\\_sum\\_cp.htm](http://www3.unesco.org/iycp/uk/uk_sum_cp.htm) (Manifesto and principles)

### 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.

**H**ow one person's abilities compare in quantity with those of another is none of the teacher's business. It is irrelevant to his [sic] work. What is required is that every individual shall have opportunities to employ his [sic] own powers in activities that have meaning. John Dewey *Democracy and Education* 1916

## Assumptions behind our alternative assessment 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.

Learning activities to complete before the institute begins (60%):

### 1 Article Chunking (looking for aha moments , for gold nuggets of learning) (Value 40%)



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 (colored gold by your highlighter ), are wonderful indicators of the unfolding of your learning process. Table 2 breaks the articles in the reader into five sub-sections.

After you have completed reading the articles for one section, go back over them, and identify chunks of the articles you flagged as speaking to you.



1. From all of these, choose 3 "chunks" (or *nuggets*) of text which are most meaningful to you for this section. They can come from one article, or several articles.
2. For each chunk, restate it, then write 1-2 full paragraphs explaining and justifying why you chose it, i.e., why it was meaningful for you. Two to three *sentences* are *not* enough. Take the time to make thoughtful, and insightful explanations. To have insight means you have been able to grasp the inward or hidden nature of things, made connections which others may not see.
3. Compose 2 insightful discussion questions arising from this exercise for this section, and prepare answers for each question. We will draw on these questions as we cover each part of the course, and you will be asked to lead a discussion for at least one of your questions. This way, your key is prepared ahead of time to help you guide the discussion.

**IMPORTANT** - You will do this exercise for each of: (a) globalization, (b) postmodernism and the other isms, (c) consumerism, and (d) peace. It is not necessary to do this exercise for the section on paradigms and ideologies.

Please **make two copies**, one to pass into me, and one for your own use during the course.

## 2 Free thinking inquiry and expression (Value 20%)

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



After completing the previous assignment, which entailed a separate analysis of each of four sections, return to the list of concepts in Table 1 (and to ideas contained in the Reader and your nuggets). Pair two ideas together, taking each one from a separate column or section. Do this three times (three pairs). Put on **your imagination cap**, and choose a creative way to represent your understanding of the synergy between each of these pairs of concepts. These can include: observations, memos, pictures, quotes, cartoons, poems, music, etc. This exercise respects that tenet that there are many ways of knowing and learning. Explain the meaning of each entry in some detail, in such a way that you convince me of your deeper understanding of each respective concept.

### ***Imagination HAT***

As a very short example, when I pair peace with consumer society, I could tender this image. It illustrates how we are prisoners of a consumer culture due to the work-spend-work cycle - we are *locked into this cycle of money and consuming*- being a prisoner is not peaceful. etc .....



*Peace in consumer society free thinking example*

Other compelling combinations of concepts (pairs) might include:

- " entitlement (part of post modernism and consumerism) and human responsibilities
- " human rights and deep individualism
- " materialism and a culture of peace
- " self-interest and moral sensitivity
- " structural violence and accountability
- " bottom-up globalization and participatory consumerism

Learning activities during the institute (Everyone receives 40/40, 100%, on this part of the learning experience)

### **IMPROMPTU ACTIVITIES**

In the spirit of the inquiry process, we will engage in many 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)

**FREEWRITES** - *an unstructured stream-of-consciousness writing*

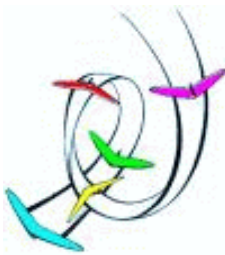
They are short, in-class writings which allow you to compose freely and fluently on whatever you are



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 will 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, re-read the freewrites and choose one passage (a sentence, fragment, image, or even word) upon which you would like to elaborate. Then, write second freewrites leading from these pieces of text.

See <http://my.powa.org/modules.php?name=Content&pa=showpage&pid=11>

### Round Robin

#### Sharing - Roundrobin readings

- " chose two - three compelling sentences and share
- " let someone else read their work and chose the compelling idea(s) to share
- " Professor reads freewrites, chooses compelling section(s), and asks student to read them

### Metaphors



Metaphors give us a shared language as we learn about unfamiliar concepts together. They are bridges between the known and the unknown. New learning is more than more information. New learning often consists of reorganizing or re-conceptualizing information already available to us. We can use metaphors to facilitate that learning. They liberate the creativity of the unconscious mind without the restrictions we often impose with our conscious thinking and are limited only by our imagination. On a regular basis, you will be shown pictures and asked to use them to create a metaphor for the topic

under discussions, or you will have a chance to create your own metaphors and share your learnings and questions with the other learners.

