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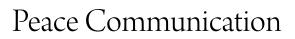**OPUS Open Portal to University Scholarship**

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Peace Communication

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PEACE COMMUNICATION

By

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Graduate Capstone Project

Submitted in partial fulfillment of the requirements

For the Degree of Master of Arts,
With a Major in Communication

Governors State University
University Park, Illinois 60466

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PEACE COMMUNICATION

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PROJECT DESCRIPTION

Researching peace processes and negotiations can benefit all who engage in any and all types of relationships. Unless peace messages are communicated effectively between parties, peace may not be achieved. Spending time in a traditional classroom setting having college students define, discuss, and study peace will offer students the opportunity to define peace for themselves and how they wish to live peace and harmony in the world. Research and study in peace and communication can provide tools for peace building, which will enhance interpersonal and intrapersonal communication particularly in situations of conflict.

This capstone project is the creation of an undergraduate class in Peace Communication.

LITERATURE REVIEW

The world is full of unrest. In every part of the world people are struggling with the maintenance of harmony for themselves internally and with what they are witnessing around them. Joy, happiness, and peace are the riches that everybody seeks internally; even if some do misinterpret those riches as money, fame, and power externally.

I began to consider this topic after viewing a television interview featuring the former Secretary- General of the United Nations, Kofi Annan. Having not known much about Mr. Annan, except that he worked for the United Nations, I found myself intrigued about the idea of what it must have been like to be one of the key figures that the world looks to help facilitate peace among and within nations and cultures. I began to think about what words he must have considered when asked to mediate peace during a conflict that could lead to war or people not being treated with civility. What was his process? Could these ideas also be used in dyadic peace seeking?

I believe that the practice of seeking peace really comes down to the very basic of principles. Many times there may not be a mediator to lead the talk towards peace. The arguing parties have to rely on their own communication skills and passion for reconciliation to reach a peaceable end. The question also lingers, is peace really possible if there is conflict within either side before trying to reach an agreement of peace with an outside party?

This review will discuss communication and other interdisciplinary scholars' definitions for peace. Defining peace is paramount to determining which methods to practice, and for achieving peace. After defining peace, it stands to reason that different cultures tend to view peace and even value peace differently. I will review and briefly summarize how peace is

viewed differently multi-culturally. As seen in the varied definitions, although the definitions may have a similar theme, the scope of peace can be wide ranging.

Mediation is a tool that many cultures either accept or view indifferently as a necessity for peace building exercises. In this review, I will spotlight some mediation techniques that may help facilitate peace among individuals and parties at odds with one another. Many times there may not be a mediator to lead the peace talks or assist in resolving the conflict. The arguing parties have to rely on their own communication skills and passion for reconciliation to reach a peaceable end. However, to review some methods for mediation could give some clues or teaching hints on how to help individuals who seek to be peace makers be successful. Also, if mediators are not available, these same tools can perhaps provide help to parties to reach peaceful agreements and reconciliation.

Mediation cannot occur without conversation. When considering how people relate to each other interpersonally, conversation is usually how people communicate, and how points can be understood or misunderstood. Nonviolent communication is one avenue of conversation offering an advanced tool for those seeking a lifestyle of harmony maintenance. I will discuss this form of communication and its relevance to peace communication.

I will briefly touch upon the availability and effectiveness of peace education in the communication discipline. It is clear that peace studies, peace seeking and peace rhetoric are important subjects for communication scholars, but contemporarily, how available is modern curriculum on peace building and peace communication skills?

Defining Peace

There are many categories that have been defined and classified under peace. Newsome and Lee (2009) define peace as a "term that one may associate with the end of military threats"

and other forms of oppression including "subjugation and slavery" (p. 2). In other words, peace is the absence of war and oppression. This definition is sometimes underscored by the fact that many American civilians, those who have never served in the military, have not experienced living in a war torn area. Our country may be at war or fighting a war with or on behalf of another country, but many Americans, particularly less than forty years old, have never experienced the portion of war that involves military combat personally. Consequently, peace for many Americans has nothing to do with war in particular, but perhaps instead the absence of harmony would be a closer definition.

Macharia (2007) reflects on a definition from the United Nation that terms a "culture of peace" which implies "ways of life" and thinking that "reject(s) violence and prevent(s) conflicts….among groups and nations" (p. 9). These views reflect a global perspective of avoiding war as well as dyadic relationship perspective of managing harmony. Macharia (2007) also added that peace is "not only the absence of war, violence and hostilities, but also the enjoyment of justice, equality and the entire range of human rights and fundamental freedoms within a society" (p. 9) .

Sandy and Perkins dissect peace a bit further by clarifying how peaceful it is to experience peace. They talk about the difference between hot peace and cold peace (Sandy & Perkins, 2002). "In cold peace, there is almost a neutral view of the previous enemy. There is little mutual hostility, but there is also a lack of mutually beneficial interactions aimed at developing trust, interdependence and collaboration" (Sandy & Perkins, 2002, p. 3). In contrast, hot peace, as stated by Sandy and Perkins (2002) is these same two parties coming together and working together to "build bridges" and search for ways to improve relations between themselves and work together to promote all human well-being (p. 3).

Scholars like Ruben (1978) view peace as the "absence of conflict" (p. 202). This definition helps to refocus peace to a more personal or small group level. At this level, what is widely studied in communication is conflict resolution. At a broad level of nation verses nation one may term the absence of conflict (e.g. war) to be peace. Dissected to a personal level, the absence of conflict would still be peace, but it appears the preferred study is conflict resolution instead of peace building. Peace can then have more personal meanings such as living in harmony, cooperation, good will seeking and reconciliation. All these things are possible at broad and narrow levels, and as Servaes (2010) states that "different kinds of problems and situations may call for different solutions" (p. 60). Regardless of the level of peace, whether it be nation to nation or person verses person, Saunders (1999) writes that "only human beings can transform hostility into relationships of peace" (Introduction, p. 4). It is humans that start and end conflict, and "peace building is not just an institutional task, but a human one" (Saunders, 1999, Introduction, p. 4).

Seeking out academic definitions of peace allowed me to form a baseline about how to present peace academically in an undergraduate classroom setting. Students coming from various backgrounds will all bring their definitions of peace to the table. A scholarly definition provides a basis for discussion.

Intercultural Views on Peace

In an effort to seek solutions, it is important to understand each side of the argument. Lee (2008) suggests our shrinking world has given us the opportunity to "meet one another beyond the traditional boundaries" (p. 463). A survey in studying intercultural communication is necessary, not just for peace seeking solutions, but Hall and Whyte (as cited in Leeds-Hurwitz, 1990) state that it is necessary to "examine the impact of one culture upon another" (p. 263).

Hart (2005) also cited Boas as saying that the "behavioral differences among people are not determined by race, but the cultural environment in which people live" (pp.184-185). When considering the background work for peace building, "structures such as histories, political events, and economic conditions" (Collier, 2009, p. 347) along with the elements aforementioned informs the interpretation of discourses from individuals. These discourses provide valuable information towards informing peace seekers and assisting them in building bridges between conflicting parties.

When learning about how other cultures think and behave, we can review the "five interpersonal behavioral objectives; demystification, articulation of the other groups' perspectives, examination of the other groups' perspectives, finding validity in other groups' perspectives, and utilizing others' perspective in order to work together more effectively toward common goals" (Foeman, 1991, p. 256). I will not analyze each of these objectives in details, but it is worth mentioning that this is a good starting point for understanding people to reach resolutions for peace. Ideas that can be examined in more depth are the differences between two types of cultures and how that may affect peace seeking negotiations.

Lee (2008) mentions two types of cultures in particular, collectivistic and individualistic. In the collectivistic culture "people value group harmony, fitting in, and interdependence" (Lee, 2008, p. 463). Collectivistic cultures tend to be strongly represented in the East, Central America and India as these parts of the world tend to be "high in embeddedness" (Lee, 2008). The Chinese, for example, "have tended to conceive the universe as a great organic whole and unity, and see interconnection and harmony among its individual parts as normal and as a state of health" (Xiao, 1996, p. 40). Collectivistic cultures also have tendencies toward "internal harmony and constraints of personal joy" ("The Impact", 2011, p. 3). Individualistic cultures, on

the contrary, "comparable to high autonomy where people are [viewed] as having independent rights and desires and relate to others via self-interests" (Lee, 2008, p. 464).

The individualistic culture is more prevalent in the West or the United States in particular. "Individualism stresses overt expressions, personal attribution and individual goal setting…people use the linear step-by-step model of conflict communication…and draw direct and materialistic solutions" ("The Impact", 2011, p. 3) It would be fair to say that many subcultures have these same views of either option while existing in the dominant cultural view.

To get a better understanding of each culture's bent; scholars study the emic and etic variables to determine what the cultural differences are in the conflict resolution process. Emic and etic are two ways to study a culture. Emic variables include culture or cultural distinctions from persons within the culture. Etic variables are an overall view of the culture from an outsider perspective.

For example, when approaching a cultural study from an emic point of view, persons within a culture are interviewed and observed for their perspectives on the culture in which they reside. Someone who is African-American from the south would have a very specific perspective on how life is living as an African-American in the south. His/her perception is built from having lived within the culture.

An etic point of view is different in that a researcher outside the culture observes the culture and makes hypothesis or perhaps even generalizations about what is examined. If a Hispanic-American researcher studies the culture of African-Americans that live in the south, his/her perspective of what is noticed in one instance maybe understood (or misunderstood) as commonplace for all in the culture. Compared and contrasted further,

The emic approach has its generalization problems and the etic approach disregards individual differences in each culture….Etic is a good way [of] summarizing cultural characteristics and emic adds more detailed contexts to the summarization. ("The Impact", 2011, pp. 1-2)

Both areas of study are valuable when considering how to promote peace. The etic researcher in a way may act as a mediator having a neutral perspective of what is seen in a culture. The emic researcher could also act as a mediator having empathy and knowledge that arise from living within the culture.

Broome and Collier (2012) add that "our goal is to encourage intercultural scholars to add their voices to the growing body of literature on peacebuilding, and to help ensure their contributions have the greatest possibility for meaningful impact" (p. 3).

Peace should be the desired outcome between any conflicting parties, intercultural or otherwise; however, in many situations conflicting parties tend to only experience "cold peace" as defined earlier. Sometimes it takes a third party with the mutual goal of peace building between the conflicting parties to reach the desired hot peace. This third party is seen as a mediator. If a mediator is needed or desired, he or she should be better equipped to assist in settling a dispute or conflict and work towards peace after gaining a fair understanding of the intercultural or cross-cultural view.

Because of the possibility of assorted cultural backgrounds of the students, it was necessary to research intercultural communication to understand and help students understand some reasons why people do and say what they do. Intercultural studies offers answers to questions about others that are different from us, and perhaps provide an understanding that can bypass conflict due to ignorance.

Mediation as a Tool for Peace Building

As mentioned before, "there is no universal approach that can be used in all circumstances" (Servaes, 2010, p. 60). When considering what the best approaches for mediation are, mediators must look at all sides involved. We consider the conflicting parties' cultural backgrounds; we would consider the situation and possible cause, and the conflicting parties' personal preferences and views on mediation to determine if and when mediation is necessary. Bresnahan, Guan, Shearman, and Donohue (2009) state that

> some people find conflict of any kind to be jarring and disruptive and choose to avoid any discussion of their problems. Other people feel strongly that they must solve conflict on their own without any outside involvement. Somewhere in between these anchoring points of reluctance, people are willing to seek outside help to resolve conflict (pp. 395-396).

Bresnahan et al. (2009) say that "the mediator's role is to challenge disputants into productive patterns of communication using strategic guidance interventions" (p. 396). Many times, the ultimate goal of peace keeping is "diffusing heated arguments, identifying issues, setting emotions aside, and learning new ways to communicate" (Lincoln, 2001, p. 29). When disputants can learn these skills it enables them to "incorporate the processes and problem-solving skills of mediation, negotiation and collaboration" (Lincoln, 2001, p. 29). Mediators are third-party persons who assist in disputes in hopes of helping parties reach conciliation, reconciliation, peace, or at the very least fair resolution of a conflict.

How parties view the need for mediators can depend largely on how they view the world culturally. Lee (2008) states that the use of mediators are common across cultures and adds that in the collectivistic cultures mediators are favored because it provides disputants with the

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"chance to resolve [any] conflict without directly confronting one another" (p. 463). Sometimes people in individualistic cultures don't find mediators helpful perhaps due to the belief that parties can manage their own disputes. However, when situations of conflict get intense and emotions run high, the popular choice is to seek a mediator as a neutral third party to assist in resolving the conflict. The conflicting parties involved may be too emotionally charged with a feeling of "rightness" that resolution is not possible unless the opposing party just gives in or gives up. To each conflicting party, giving in or giving up is not an option.

Clovan and Roloff (1995) affirm that some may see "communication with a third party likely to involve complaint behaviors focused on venting, seeking support, and soliciting agreement" (p. 3). Lincoln (2001) provides a list of characteristics necessary to assist in the mediation process that includes "careful listening skills" apply "fairness" and "confidentially procedures," and above all the mediator must "remain neutral" (p. 31). Following these guidelines could possibly ensure to the disputant parties that the mediator is in fact, fair and neutral with no biases involved.

An in-depth study of mediation strategies shows "that mediators have approximately 100 techniques" and approximately twenty-five strategies (Wall, Dunne & Chan-Serafin, 2011, p. 128). The number of mediation strategies is worth mentioning to validate the penetration of study. The techniques are numerous and viewed as successful depending on the situation and the parties involved. This review will not discuss each strategy in depth but will spotlight a few key strategies to support the project presented.

One of the most utilized mediation strategies is the interest-based approach which "draws on the rational liberal philosophies of human nature…and self-interest is understood to be the driver of the conflict" (Picard & Jull, 2011, p. 157). The mediation is focused on "finding ways

of meeting the interests of all involved" (Picard & Jull, 2011, p. 157). Similarly, the relational approach views conflict intervention through how humans are connected to one another and tends to dive more deeply into how conflicts are resolved through social interaction (Picard & Jull, 2011, p. 157). Many of the other strategies can actually be categorized under relational because they focus on how people relate to each other and how those relationships affect the conflicts being resolved.

Exploring mediation was a subject to observe persons who have made commitments to finding ways to assist others in resolving conflicts particularly when the parties in conflict are unable to resolve it themselves. The main idea I noticed is that the mediators remain neutral with the goal of resolution in the face of those unable to handle the emotional overload the conflicts may bring on. Discussing mediation would provide students with valuable tools or different ways to view ideas to facilitate resolution.

Nonviolent Communication (NVC)

Observing interactions for peace building words in mediation sessions is likely to give some insight through analysis of how people relate and respond to words spoken particularly during a highly emotional time involving conflict. Also, determining whether or not these words make the difference in resolution and/or reconciliation could aid peace processes in the long term.

Nonviolent communication (NVC) is form of speaking interpersonally that was created and currently taught and championed by Dr. Marshall Rosenberg. As a sought after speaker and mediator, Rosenberg has formulated this tool to answer two questions he had within himself concerning communication and conflict. "First, [he] wanted to better understand what happens to human beings that leads some of us to behave violently and exploitatively" (Rosenberg, 2012,

p. vii). Secondly he wanted to better understand if there was a way to educate people to be/remain compassionate in the face of violent behavior. (Rosenberg, 2012)

Believing that it is innate in human beings to be compassionate, Rosenberg offers that the basis of all communication, intrapersonally and interpersonally is to fulfil a need. He defines needs as "resources that life requires in order to sustain itself" (Rosenberg, 2012, p. 3). Thus, understanding this truth about people, he names five habits of NVC practitioners have support resolving conflicts.

1. Expressing our own needs

2. Sensing the needs of others; regardless of how others are expressing themselves

3. Checking to see whether needs are accurately being received

4. Providing the empathy people need in order to hear the needs of others

5. Translating proposed solutions or strategies into positive action language

   (Rosenberg, 2012, p. 2)

Employing these five habits can be challenging, so Rosenberg offers three suggestions for a successful practice. He suggests first that one seek spiritual clarity. "We have to be highly conscious of how we want to connect with human beings" (Rosenberg, 2012, p. 59). Second, practitioners must practice NVC and third, "it really helps to be a part of a Nonviolent Communication community" (Rosenberg, 2012, p. 60). If one is able to become a part of a community of people who actively practice NVC it becomes easier to speak and understand the language of NVC, similar to moving within a culture and learning how to speak the language from being a part of that culture. This kind of experience would sharpen the speaking and listening skills of those practicing NVC.

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Empathy is at the root of hearing the needs of others and managing conflict in a peaceful way. "Empathic connection is an understanding of the heart, where we see the beauty in the other person…we connect with it" (Rosenberg, 2012, p. 155).

Nonviolent Communication became an incentive to move past mere resolution and get to reconciliation. Reconciliation provides a pathway to warm peace. At the core of Nonviolent Communication is communication. What words do we use to return to peace? Discussing NVC allows me and the students to study words. We can also discuss reasons behind words, how words reflect to intrapersonal communication and also what words and how words are communicated interpersonally.

Some other ideas to ponder concerning NVC are what means do we consider to bring conflicting people to reconciliation? What must we change about how we communicate to make warm peace more of a reality? Is there a way to get our needs met while meeting the other party's needs? Rosenberg suggests yes, empathy. I feel students could use a lesson or two in how to express, practice, and communicate empathy effectively.

Challenges of Contemporary Peace Communication Education

In 1990, Troester and Mester did a study to determine how available peace curriculum was in the communication academic discipline. Troester and Mester found at the time that "very little material discusses peace" (1990, p. 420). Contemporary studies of peace in the communication discipline would benefit scholars by allowing them to "investigate and evaluate dynamic communication with regard to changing technological, socio-cultural, political, leadership, and economic environments" (Governors State University, 2013, Program Objectives For Graduate Students, para 1).

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In 1987, Galtung wrote a curriculum proposal that offered suggestions on structure for peace education. Galtung (1987) proposed the division of peace education into two segments, peace research and peace studies (p. 2). He writes that the two are different from one another in that the peace research is just that, research, and the studies portion is education (Galtung, 1987, p. 1). Peace research should be considered in three components, "research into the conditions for peace with peaceful means…global perspective; with a holistic approach" (Galtung, 1987, p. 1). He adds that "the approach should be not only international but transnational; not only inter-disciplinary but trans-disciplinary" (Galtung, 1987, p. 1). The continued research and study of how peace can be achieved and maintained and the exploring of new ways to do it will only benefit society as are our world becomes closer in information sharing, personal, familial, and cross-cultural relationship building.

Broome and Collier are researchers that have kept the study of peace building recent and relevant, and they offer the idea that peace building and intercultural studies are connected. They propose,

> Although peacebuilding has not received a great deal of attention in the field of communication, we believe that the study of intercultural communication intersects with peacebuilding in fundamental and meaningful ways and that intercultural communication scholars can play an important role in advancing the study and practice of peacebuilding (Broome & Collier, 2012, p. 2)

Broome and Collier also refer to Galtung's peace studies for their research suggesting that Galtung's work was not only relevant but perhaps some of the latest in peace education.

Many of the research articles I recovered concerning peace education in the communication discipline were not very recent. It stands to reason that the conversation has

certainly not ended because peace research has continued, but it is spread throughout many disciplines. Perhaps peace and its many dimensions don't quite fit into one discipline. The subject that usually is added into the communication discipline reflecting peace is conflict resolution. Since "conflict surrounds us, from disagreements between family members to… very deadly conflicts in countries around the globe" (Picard & Jull, 2011, p. 151) studies in how to resolve conflict continues to gain value. However, in my view the two, conflict resolution and peace studies are quite different. The difference in the two does not negate the benefit of each study. In fact, the two could be studied in tandem which is what I propose for the peace communication class. In discussing conflict resolution we can think about how to resolve already established differences that have led to conflict. In studying peace we can review what kinds of actions and events promote peace in the midst of differences.

I also reviewed what was currently available concerning peace communication. I know this is not a new subject. There was adequate information about peace education available, however; peace education in communication proved to be limited. Peace was lumped with other studies such as intercultural communication or more popularly conflict management. I felt creating a class in peace communication where peace could be the cornerstone would continue or perhaps even revitalize a conversation among students in a contemporary world where conflict is commonplace and peace may seem elusive. Contemplating peace communication verses peace studies, I perceived that if students studied peace studies they would come away with a knowledge about the definition of peace built around observed phenomena that facilitated a peaceful environment. In that aspect, we would study peace from an etic type of view. To study peace communication, students would now have concrete tools, and their personal communication skills, to facilitate peace in any environment. From this facet, we would study

peace from an emic type of view, becoming a part of the peace culture and not just looking from the outside.

I also took time to study some renowned peace practitioners who have been admired and awarded for their work. Offering the students examples of great communicators confirm that peace communication is achievable no matter what the background or obstacle.

All of these themes of study came together to support the creating of this curriculum and subject matter. When presented in an undergraduate classroom setting these ideas researched about peace communication will be the touchstone for conversation and learning.

APPLICATION OF RESEARCH TO PROJECT

Research for this project began for me several semesters ago with me seeking information about the study of peace in the communication discipline. My idea is that peace among people is only achievable if we are able to communicate effectively with ourselves and one another. Effective communication requires education. It is not instinctive. What is instinctive is gaining attention to get a need fulfilled. As defined earlier, since needs are necessary to sustain life, once the needs are actualized, the other skills vital for effective communication sometimes are not viewed as important and maybe not even considered.

I enjoyed having the opportunity to read what others have discussed about how communication affects peace. Further study revealed that peace may have been the ultimate goal, but a more convenient level of education, discussion and debate was to manage conflict. Since conflict is common, to manage it seemed the most feasible. Conflict was never outright stated to be a negative concept. Still, there is an undercurrent of negativity that surrounds conflict as many make efforts to avoid it all costs. Many people do not care for it while others thrive in it making life miserable for those attempting to avoid it. Many valuable tools have been created and suggested concerning conflict management to handle it effectively, but there still seemed to be more limited selection of tools to push past conflict to place of harmony.

Contrasting definitions of peace may have implications of impeding on conflicting cultural or spiritual beliefs. Peace means something different for everyone, and no one wants their own beliefs insulted. It is uncomfortable for most to have their beliefs challenged. But since conflict between people of various beliefs is in inevitable, there still needed to be a way to manage it.

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I propose with a class in peace communication students can build language skills that promote peace despite differences in belief. We may even find ways of thinking about peace that embrace conflict as a grace and learning tool. We find ways to remove the negative connotation around conflict and pursue a shift in thinking. We begin with compassion for ourselves and all others and we function in a system of peace. We would accomplish this by moving from a system of conflict and seeing conflict as a way to learn and grow.

Following, I will provide my weekly lesson plans for the fifteen week course along with brief lecture notes to demonstrate how the preceding research applies to this course. Assignments that would be given to students will follow the lesson plan for the appropriate week.

As captured in the attached syllabus the fifteen week course will be divided into three five week sessions. Each session will build on the previous session. The first session will focus on how peace is communicated intrapersonally.   We will spend all of this session reviewing the textbook *Nonviolent Communication* and discussing how this technique may provide value insight to how we approach conflict and how we communicate peace in conflict situations.

Week	Date	Topic	Assignment	Due
Week 1	Date	Introductions/ Defining peace	Paper #1 Read- text: Intro, Chap 1&2	Week 2
Week 2	Date	Intrapersonal Communication	Paper #2 Read- Chap 3& 4	Week 3
Week 3	Date	Peace & Relationships (Internal & External)	Read-Chap 6	Week 4
Week 4	Date	Peace vs Conflict Management	Begin Research	Week 5
Week 5	Date	Determining Peace Philosophies	Introduce Peace Philosophy Paper*	Week 6

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Peace Communication Lesson Plan

Session 1- Week 1

Week 1 – Introductions/Defining Peace

Objective: Students will be introduced to the class instructor, content, and each other. Students will discuss the scholarly definitions of peace. Students will be introduced to the text Living Nonviolent Communication and discuss human needs.

Hour 1: Introductions

Hour 2: Scholarly Peace Definitions

Hour 3: Living Nonviolent Communications – Human needs

Assignment: Students will be asked to write a reflection paper based on Class #1's discussion. This assignment will allow the instructor to observe the students' writing and expression skills. This assignment will be due by class #2. Students are also asked to read their text book Living Nonviolent Communication Introduction, Chapters 1&2 to be prepared for the next class session.

Pre-Work: None.

Lecture Notes:

As with any class meeting for the first time, it is important that the students and the instructor get to know each other. It is my opinion that the group that forms at this moment in time is meant to interact with one another to study about peace communication. Taking time for introductions is necessary to build acquaintance and relationship. Every interaction with another begins a relationship no matter how insignificant the events that surround the meeting.

After introductions, I will discuss scholarly definitions of peace as I have researched and provide my take on peace. I believe that peace is a perspective that based on one's internal thoughts, ideals and beliefs. I believe that if one is not living peace for herself, it may prove difficult to promote peace outwardly. I will ask students to consider this and comment. I will offer to the students the idea that we all live in a system. There is peace system and there is a

conflict system. I will open up for discussion how people can choose to live in either system and what the consequences of that choice implies.

Lastly, I will introduce the textbook *Nonviolent Communication* by Dr. Marshall Rosenberg. After introduction of the text we will discuss human needs and review a list of needs located in the preface of the book. Here I will offer ideas about how to express needs. I will begin with needs of the moment and build upward to current needs (due to current life events) and further build to full life needs. We can discuss if the last category is even possible to define in the current moment in time. During this time we will also discuss words around the expression of needs. This portion of the conversation may evolve into semantics and connotation discussions.

Assignment:

Paper #1 follows the first week of class. This class will cover scholarly peace definitions and the introduction of Nonviolent Communication. Students will be asked **to respond with their perspectives** of what peace means globally and personally. Students will also be asked to respond to the idea of nonviolent communication and if they feel they are competent in expressing their needs clearly and concisely. This assignment will be due by the next class session. It should two to three pages.

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Peace Communication Lesson Plan

Session 1- Week 2

Week 2 – Intrapersonal Communication

Objective: Students will discuss the definition of intrapersonal communication. Students will explore intrapersonal communication and how it relates directly to peace ideas. Students will discuss text chapters 1 and 2 and practice expressing personal needs. Students will be offered an opportunity to be discreet if needed.

Hour 1: Intrapersonal Communication discussion. Review literature on intrapersonal communication.

Hour 2: Review text Introduction and chapters 1 and 2

Hour 3: Expression of personal needs. (In class writing activity) After a full length discussion on defining human needs, students will be asked to put into words what their own needs are as a practice of expression. This practice will allow students test their own language skills in expressing their needs without judgment and being analytical. See chapter 1 in text.

Assignment: Students will be asked to write a reflection paper based on Class #2's discussion. This assignment will be due by class #3. Students are also asked to read their textbook Living Nonviolent Communication Introduction, Chapters 3&4 to be prepared for the next class session. *See Assignments page

Pre-Work: Students should have read text introduction and chapters 1 & 2 to be prepared for week #2.

Lecture Notes:

Class session two will open with a general discussion of intrapersonal communication. Here I will introduce or review the definition of intrapersonal communication and interpersonal communication only within the context of students understanding that intrapersonal communication is communication within oneself. This will help us to dive into chapters one and two of the text book.

In the first two chapters of our text book we will explore "needs" further. Rosenberg defines needs as what is necessary to sustain life. We take a look at conflict from a perspective that asks what needs are not being met and how has that led to conflict? Then we will discuss

the idea of personal power. We will offer the question how can I be me and love you at the same time? Within this question, we will discuss how we can live out our own harmony in the midst of someone else who is not. We will discuss how to consider outside influences on our thoughts and actions.

Lastly, students will be asked to do a quiet reflection and write a paragraph framing words around their own needs. This is just a practice to see how easy or difficult this can be.

Assignment:

Paper #2 follows the second week of class. Students will have discussed intrapersonal communication and how it affects one's thinking and responding. Students will be asked **to respond to this discussion with their perspectives** on the class subject matter and what they read in the text. Students will also be asked to recount an instance in recent life about a conflict they have or are experiencing (and they are willing to share with me) and how they are currently dealing with it.

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Peace Communication Lesson Plan

Session 1- Week 3

Week 3 – Peace & Relationships

Objective: Students will discuss how peace relates to relationships. Students will discuss how conflict outcomes are affected by effective interpersonal communication. Students will discuss anger as an emotion and purpose.

Hour 1: Review of text, chapters 3 "Getting Past the Pain Between Us"

Hour 2: Peace in relation to relationships, personal and non-personal

Hour 3: Review of text, chapter 4 "Anger"

Assignment: Read chapter 6 for week 4

Pre-Work: Students should have read text chapter 3 and 4 to be prepared for week #3.

Lecture Notes:

This week's lecture will focus on chapter three and four of the textbook. We will discuss emotional pain and how it affects peace. We will contemplate if reconciliation is possible without having to compromise. We will discuss how empathy affects harmony.

We will also talk about how empathy affects relationships. We will discuss and suggest ways that peace can be maintained in relationships.

We will take the last hour to discuss the emotions of anger and fear and how these emotions affects personal power, peace and relationships. We will review chapter four of the textbook and discuss Dr. Rosenberg's perspective on how anger is a gift and "wake up call" to alert us that we may have some perspectives to reconsider.

Assignment:

There are no written assignments for this class. Students will be asked to keep up with the reading of the textbook.

PEACE COMMUNICATION

Peace Communication Lesson Plan

Session 1- Week 4

Week 4 – Peace/Harmony Maintenance vs Conflict Management

Objective: Students will discuss the concepts of peace, harmony maintenance, and conflict management. Students will also contrast and compare harmony maintenance and conflict management. Students will begin to explore their own thoughts and ideas about peace and its origins.

Hour 1: Define harmony maintenance, compare and contrast harmony maintenance and conflict management.

Hour 2: Review of text, chapter 6

Hour 3: Begin to explore and formulate ideas about personal peace through class discussion

Assignment: Begin scholarly research to prepare for peace philosophy paper.

Pre-Work: Students should have read text chapters 6 to be prepared for week #4.

Lecture Notes:

In this class session I will discuss conflict management in detail. I will offer ideas about systems thinking and explain how we all live in a system. This will be a good opportunity to open the floor for discussion about living in a peace system verses living in a conflict system. I will also introduce harmony maintenance as an alternative for managing conflict.

We will also discuss chapter six in the textbook which is entitled Practical Spirituality. I realize that when people discuss spirituality there is the risk of someone getting offended. I will be careful to remind all students that the classroom is a space for learning and that we must remain respectful. I will keep the conversation to reviewing the book chapter and allowing for open discussion while maintaining a fully inclusive and tolerant atmosphere. If conflicts do arise it will provide an opportunity for compassion and NVC practice.

These preceding conversations will be a good opener to beginning the conversation about a personal peace philosophy. I believe that many of us are in agreement that peace is favorable.

However many of us have never really decided exactly what peace means for ourselves personally. Even after all of this research, I am still formulating my ideas and philosophy about peace and how I want to live it out in the world. I have discovered that research and discussion brings me closer to living out my reality of peace and peace promotion in the world. Discussion allows students to frame ideas, thoughts and words around what they believe.

Assignment:

Peace Philosophy Paper

Students will spend some time reflecting and writing their own peace philosophies. Students will complete a rough draft to begin formulating the words around how they will live out their peace and harmony maintenance in the world. Students are encouraged to reference others who have inspired their perspectives. Students will also include an action plan for how this peace philosophy will be achieved during their lifetime. A rough draft will be evaluated and suggestions will be made to ensure that students clearly understand the assignment. The final draft will have be their best endeavor of their personal peace philosophy. Both the rough draft and final draft are to written in APA format. Five to seven pages are expected. The last two class sessions will provide an opportunity for students to present their peace philosophies to the other students. Presentations will be 10 minutes long and will summarize their papers.

Peace Communication Lesson Plan

Session 1- Week 5

Week 5 – Determining Peace Philosophies/Review Session 1

Objective: Students will be introduced formally to the peace philosophy assignment. Students will have an opportunity to review past weeks' content. This week provides students the chance to clarify any questions about content to this point in class.

Hour 1: Discuss any observations that have occurred in students' life since learning session one's content.

Hour 2: Formally introduce peace philosophy paper assignment. Review research writing requirements.

Hour 3: Review session one.

Pre-Work: Students should have read full text (with the exception of chapter 5) to be prepared for week 5.

Lecture Notes:

Week five's class will be a continuation of week four's class. I will open the class with questions about ideas discussed in the previous class during the first hour.

The second hour will be and introduction/review of APA format writing and reviewing the peace philosophy assignment.

The last hour will be spent reviewing session one and an overview will be given of session two. Because of this class' light content I will offer the chance to answer questions for clarity and continue discussions that may not have had resolution.

Assignment:

Continue research for peace philosophy paper. Read journal article, Newsom, V., & Lee, W. (2009). On nourishing peace: The performativity of activism through the Nobel Peace Prize. *Global Media Journal: American Edition*, *8*(15), 1-32.

PEACE COMMUNICATION

Session #2 will review and discuss famous people known for their peace philosophies. We will study Nobel Peace Prize winners and discuss historical conflicts and their outcomes. We will observe the relationships between our spotlighted peace philosophers and the conflicts they affected.

Week	Date	Topic	Assignment	Due
Week 6	Date	Nobel Peace Prize Winners	Read- March Book 1 Book Review (March)	Week 7
Week 7	Date	Nelson Mandela & John Lewis Other Peace Philosophers Historical & Contemporary	Research-	Week 8
Week 8	Date	Response Review/ Historical Conflicts	Read/Research- *PP Rough Draft	Week 9
Week 9	Date	Historical Conflicts Continued	Paper #3 Read-	Week 10
Week 10	Date	Contemporary Conflicts	Read/Research-	Week 11

Week 6 – Nobel Peace Prize Winners

Objective: Students will discuss past Nobel Peace Prize winners. Students will review Noble Prize Website.

Hour 1: Review and discuss assigned journal article, *On Nourishing Peace: The Performativity of Activism Through the Nobel Peace Prize.*

Hour 2: View Nobel Prize website, discuss past winners

Hour 3: Time for research. Students will have opportunity to choose a past winner to write about for assignment paper #3.

Assignment: Read *March, Book 1* and write a book review to be turned in by class 7.*See Assignments page

Pre-Work: Students should have read assigned journal article to be prepared for class 6.

Lecture Notes:

Session two opens with us discussing the scholarly article "On Nourishing Peace: The Performativity of Activism Through the Nobel Peace Prized." Student should have read this

article to be prepared for class. The article talks a bit about the Nobel Peace Prize and the

components considered for award winners. This article is a good lead to our next discussion on

previous Nobel Peace Prize winners. We will look at the website as a class and view a few

videos of acceptance speeches of past winners.

During the last hour of class I will allow student time to choose a previous winner to

spotlight and report about.

Assignment: Book Review

Each student will read the book *March – Book 1* by John Lewis and write a 2 to 3 page

commentary about what was read. Similar to the response papers, students will provide a

response to the material.

PEACE COMMUNICATION

Peace Communication Lesson Plan

Session 2- Week 7

Week 7 – Nelson Mandela & John Lewis, Other Peace Philosophers Historical & Contemporary

Objective: Students will discuss the lives of Nelson Mandela and John Lewis

Hour 1: Review of text, *March, Book 1*

Hour 2: Discuss the life of Nelson Mandela

Hour 3: Discuss other prolific peace philosophers

Assignment: Continue Research for peace philosophy paper and study for midterm exam.

Pre-Work: Students should have read *March, Book 1* to be prepared for class 7.

Lecture Notes:

In week seven we will discuss *March Book 1* written by and about John Lewis. Students will have written a book review on this text so during this hour we will briefly review the text and discuss the life of John Lewis as an activist and public servant.

In the second hour we will discuss the life of Nelson Mandela. There is a plethora of information about Mr. Mandela particularly since his recent death. We will discuss his book, *A Long Walk to Freedom* and discuss his impact on the world.

Our last hour will be open to discuss other peace philosophers. We will consider how these people impacted conflicts and promoted peace.

I will also open the floor for questions and clarity needed by students to prepare them for the next class session's response review.

Assignment:

No written assignment will be given. Students will be asked to research some historical conflicts using Google to discuss in our next class session.

PEACE COMMUNICATION

Peace Communication Lesson Plan

Session 2- Week 8

Week 8 – Response Review/Historical Conflicts

Objective: Students will be asked to write a response review to determine what concepts which were introduced from the text *Living Nonviolent Communication* were retained. A short essay on Nelson Mandela will complete the review. Time permitting we will begin the discussion on historical conflicts.

Hour 1: Response Review

Hour 2: Response Review

Hour 3: Discuss Historical Conflicts

Assignment: Continue research and prepare a rough draft of the peace philosophy paper to be turned in by class 9.

Pre-Work: Students should be prepared to write the response review.

Lecture Notes:

Depending on how long it takes students to complete the response review will determine when and if the lecture for class session eight will occur. If we are not able to begin this discussion this week, we will begin in class session nine.

If we are able to begin, we will discuss historical conflicts and their effects on the world. We will look at how different conflicts have been perceived and what is common knowledge about events that took place. We will take some time to do some Google searches to see what is posted on the Internet about the conflicts. We will start with our own country's history of slavery and consider how racial conflict still affects many other parts of the world.

Assignment:

No written assignment will be given. Students will be asked to research U.S. historical conflicts, global conflicts, wars, race relations, and cultural clashes to provide meat for the discussion.

PEACE COMMUNICATION

Peace Communication Lesson Plan

Session 2- Week 9

Week 9 – Historical Conflicts Continued

Objective: Students will either begin or continue discuss concerning historical conflicts. Topics discussed include race relations, cultural clashes, wars, etc.

Hour 1: U.S. historical conflicts, wars

Hour 2: Global historical conflicts, wars

Hour 3: Race relations, cultural clashes

Assignment: Students will write a response paper choosing to spotlight a past Nobel Peace Prize winner to be turned in week 10.

Pre-Work: None for the class discussion. Students should continue, however to be working on the research for their peace philosophy paper.

Lecture Notes:

See notes from previous week's lesson plan. The conversation for this week will either begin or continue with historical conflicts in our world. We will start our discussion around U.S. historical conflicts and that conversation will include wars that the U.S. was involved in. We will discuss reasons that these conflicts developed and what if any was the resolutions.

We will discuss global historical conflicts and race relations and cultural clashes in the same manner as mentioned above. We also discuss if there may have been other options for resolution or reconciliation in any of the discussed conflicts.

Assignment:

Paper #3 follows the classes in which we will have previously discussed Nobel Peace Prize winners. Students will be asked to choose a previous Nobel Peace Prize winner and give brief summary about the winner and what about that winner appealed to them. Students must include how the winner advocated for peace. Because this assignment is included in the syllabus

this will not be the students' first exposure to this assignment. The assignment will also have been mentioned in class session six so the student should be prepared to complete this assignment in adequate time.

PEACE COMMUNICATION

Peace Communication Lesson Plan

Session 2- Week 10

Week 10 – Contemporary Conflicts

Objective: Students will discuss contemporary conflicts including the crisis in Syria and the crisis in the Ukraine. Students will discuss the conflicts within United States politics.

Hour 1: Contemporary conflicts, Syria, Ukraine, Africa

Hour 2: Discussion continued from first hour

Hour 3: Conflicts in American politics

Assignment: Continue working on Peace Philosophy paper.

Pre-Work: None

Lecture Notes:

In the same manor the historical conflicts discussion took place, in week ten's session we will continue our discussion with contemporary conflicts. We will look at what conflict is happening in the world as it is currently. We will also discuss conflicts in American politics. Again, we will discuss if other options could be considered for resolution and peace.

We will complete this session with a brief overview of what to expect for our last session.

Assignment:

No written assignment will be given.

PEACE COMMUNICATION

Session # 3 will allow us several weeks of opportunity to practice some ideas about peace that we have discussed and contemplated. This is a communication class so these weeks will be our moments to practice the words and embodiment of our peace strategies. We will consider some real world, real life scenarios and role play to observe responses and outcomes. We will discuss what we observe and consider alternatives or other options. There is no right or wrong answers, only fortuities to make different choices. *Lecture notes for this session will be listed at the end after all five of this session's lesson plans.*

Week	Date	Topic	Assignment	Due
Week 11	Date	Discuss Scenarios and Role Plays	Study Scenarios Prepare Scenario Examples	Week 12
Week 12	Date	Role Play (Contemporary Government/ Civil Conflict* Part 1)	Study Scenarios	Week 13
Week 13	Date	Role Play (CGCC* Part 2, Personal Relational Conflict* Part 1)	PP Final Draft Study Scenarios	Week 14
Week 14	Date	Complete Role Play (PRC* Part 2)	Prepare for Peace Philosophy Presentation	Week 15
Week 15	Date	Peace Philosophy Presentations	Strive to Live in Harmony!	Ongoing

Peace Communication Lesson Plan

Session 3- Week 11 through Week 15

Week 11 – Discuss Scenarios and Role Plays

Objective: Students will be introduced to the idea of scenarios and role plays of facilitating peace using the knowledge gained in the previous weeks concerning Nonviolent Communication. Students will discuss mediation techniques and how to observe and critique what is observed. Students will be assigned partners for participating in role plays. Students will determine within partnership who plays which role.

Hour 1: Introduced Role Play

Hour 2: How to Critique Role Play

PEACE COMMUNICATION

Hour 3: Practice/Dry Runs and discuss possible scenarios to be used

Assignment: Students along with partner will chose scenarios and prepare to role plays to be done in front of class.

Scenario Suggestions

Students will be asked to provide one to two scenarios which may be chosen as role plays in session 3 of the class. Scenarios can be dyadic or larger conflicts, real or imagined.

Pre-Work: None

Week 12 – Role Play (Contemporary Government/Civil Conflict* Part 1)

Objective: Along with a partner, students will act out role plays from chosen scenarios. Observing students will give feedback.

Hour 1: Role Plays/Feedback

Hour 2: Role Plays/Feedback

Hour 3: Role Plays/Feedback

Assignment: Study scenarios with partners, prepare to complete peace philosophy papers to turn in by week 14.

Pre-Work: Study scenarios with partners to be prepared for class 12.

Week 13 – Role Play (Contemporary Governmental/Civil Conflict Part 2, Personal Relational Conflict* Part 1)

Objective: Along with a partner, students will act out role plays from chosen scenarios. Observing students will give feedback.

Hour 1: Role Plays/Feedback

Hour 2: Role Plays/Feedback

Hour 3: Role Plays/Feedback

Assignment: Complete peace philosophy papers to turn in by week 14.

Pre-Work: Study scenarios with partners to be prepared for class 13.

PEACE COMMUNICATION

Week 14 – Complete Role Play (Personal Relational Conflict part 2)

Objective: Along with a partner, students will act out role plays from chosen scenarios. Observing students will give feedback.

Hour 1: Role Plays/Feedback

Hour 2: Role Plays/Feedback

Hour 3: Role Plays/Feedback

Assignment: Prepare for Peace Philosophy presentation.

Pre-Work: Study scenarios with partners to be prepared for class 14.

Week 15 – Peace Philosophy Presentations

Objective: Each student will give a ten minute presentation on their personal peace philosophy reviewing their own written work.

Hour 1: Presentations

Hour 2: Presentations

Hour 3: Presentations and summary of semester

Assignment: None

Pre-Work: Prepare for presentation

Lecture Notes for this session:

My hope is that it is clear from the lesson plan that this session will be run by the students. We will begin this session with a discussion on mediation techniques and how they can be used to apply to our role-plays. I will act as the facilitator and moderator for the role-play sessions. After each role-play I will offer questions and ask observing students what they perceived and if Nonviolent Communication was used. If NVC was not used I will ask how it could have helped or perhaps swayed the role play.

The last class session will be students presenting their peace philosophy work. Here the students will lead with me as the moderator.

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