

Syllabus
PAX/REL 252 Forgiveness and Reconciliation

DePaul University

Winter 2021

Online: Hybrid Asynchronous/Synchronous

Dr. Jeffrey D. Meyers

j.meyers@depaul.edu

About this Course:

Course Description:

In a world filled with conflict, forgiveness and reconciliation are essential elements in the work of building peace. This course combines the perspectives of religious studies and peace, justice, and conflict studies to examine forgiveness and reconciliation and their role in conflict resolution and the creation of just and peaceful societies. The course explores: 1) religious, ethical, and psychological understandings of forgiveness and reconciliation; 2) religious methods and approaches to the pursuit of reconciliation between individuals and groups; 3) the role of forgiveness and reconciliation in nonviolence and peacebuilding; and 4) applications of these concepts, methods, and approaches to case studies involving both personal and group dynamics.

Course Rationale:

The *Peace, Justice, and Conflict Studies* program at DePaul seeks to introduce students to “strategies for resolving interpersonal, communal and international conflicts peacefully, as well as tactics that promote the common good in a way that addresses the structural origins of violence.” This class focuses on forgiveness and reconciliation as two such strategies. It addresses how they can be applied in diverse settings to help individuals and groups resolve conflict, recover from it, and prevent its reoccurrence.

The *Religious Studies* program at DePaul “challenges students to encounter the traditions of the world in all their rich diversity.” This class will explore how forgiveness and reconciliation are understood differently in different religious communities and examine the ways in which political, social, and economic forces shape religious communities’ understandings of and engagement these practices. In doing so we will seek to better understand the complexity and diversity of religious traditions and the practical impact of different religious beliefs and practices on individuals and communities that have experienced conflict and violence.

Course Learning Outcomes:

Students will:

1. Develop an understanding of forgiveness, reconciliation, and related concepts (including justice, revenge, repentance, apology, reparations, and healing) and apply this knowledge in their own lives.
2. Analyze the dynamics of forgiveness and reconciliation in both interpersonal and intergroup contexts with particular attention to the role of religion and cultural context.

3. Evaluate how forgiveness and reconciliation can play a role in nonviolent activism, conflict resolution, and peacebuilding.
4. Assess how different religions, particularly the Abrahamic traditions, converge and diverge in how they understand and practice forgiveness and reconciliation.
5. Examine the impact of religion and religious narratives on efforts to bring reconciliation.
6. Reflect on their perspectives on forgiveness and reconciliation, the various sources informing their perspectives, and the ways in which class materials challenge and expand their thinking.

Religious Dimensions Learning Outcomes:

This course meets the Liberal Studies Religious Dimensions domain requirement. Students who successfully complete the requirement will be able to:

1. Explain beliefs and practices of one or more religious traditions in their specific social and cultural contexts. In courses in which the focus is on one religious tradition, describe the diversity of strands within the tradition and explain with significant depth the modes of interpretation of the world the tradition offers both to adherents and to others.
2. Identify religious modes of thinking, acting, and feeling such as: myth and narrative, symbol, ritual, law, doctrine, ethics, religious experience.
3. Analyze the impact of religion on personal as well as communal dimensions of human life, including for example the relationship between religion and power, social integration, social transformation, and social justice.

Modes of Instruction:

This course will be taught online using a mix of synchronous and asynchronous methods. The course is broken into “modules,” one for each class day. Most of the modules contain activities that can be completed on your own time (with deadlines), including but not limited to watching videos and video lectures, participating in discussion boards, completing short writing assignments, and completing reading quizzes. These activities will build on what you have read in the assigned readings to help you understand, retain, and apply what you have learned. We will also meet during our scheduled class time via Zoom seven times throughout the term as indicated in the class schedule below.

Content Notice:

As this course focuses on forgiveness and reconciliation, it also necessarily involves discussion of violence, trauma, and the other terrible acts people commit against each other that precipitate the need for forgiveness and reconciliation. These will include a wide variety of violence and harm, including violent crime, murder, genocide, war crimes, sexual violence, familial violence, racial violence, and numerous forms of abuse. This material can be disturbing and traumatizing, especially to those who have experienced similar forms of violence and trauma. Discussions of such topics requires care and solemn recognition of the deep impact of violence. When engaging in discussions of violence and trauma, I ask you to be careful how you communicate, keeping in mind that there may be others in the class who have had experiences like those being discussed and who may be deeply impacted by the discussion. I also invite and encourage you to contact me to discuss potential triggers or your reactions to the course content.

Required Readings:

Tutu, Desmond. *No Future without Forgiveness*. New York: Doubleday, 1999. [Available as a hardcover, paperback, and ebook and in Chinese, Danish, French, Indonesian, Italian, Korean, Norwegian, Spanish, and Swedish editions]

Additional readings are posted on D2L.

A list of **recommended texts** is posted on D2L. It may be useful for exploring the topics discussed in this class in more depth and for your reconciliation research paper.

Course Requirements:

Class Modules (15 points each; 300 points total)

Completing the readings and activities in the class modules is central to the learning process. The more actively you participate, the more you will learn. Each module has graded activities that will allow you to interact with each other and the readings.

Forgiveness Letter (200 points)

Choose one of the following options and write a **3–5 page** (double-spaced) letter in response. Your letter should integrate what you have learned about forgiveness so far in this class. Your letter will be graded according to the **rubric** included with the submission folder on D2L. A **video explanation** of the assignment is on D2L. It is **due Friday, January 22** by 10pm on D2L.

- **Option 1: Write a letter to someone who has harmed you**, either offering forgiveness or indicating steps that would help you come to be able to forgive. Explain how the other person made you feel. Try to imagine their perspective, how they felt and why. Briefly recount what led up to the event, but focus primarily on the person/people who harmed you. What might have been going on in their life at the time? How do you imagine they felt about the wrong afterward? What needs to change in your relationship for you to be able to forgive? Can you imagine reconciliation with the person?
- **Option 2: Write a letter to someone you have harmed**, asking for forgiveness. Think carefully about what led up to the event, what was going on in your mind at the time, and how you felt afterward. Imagine how the other person might have felt. Briefly describe what happened, but focus on the other person's thoughts and feelings. Avoid trying to justify your actions. If you can, express your sorrow and write an apology.
- **Option 3: Write a letter as one of the characters in one of the real-life stories below**, offering forgiveness, indicating steps that would help you come to be able to forgive, or asking for forgiveness. You may choose to situate the letter at any point in time in their story.
 - www.theforgivenessproject.com/stories/stacy-bannerman
 - www.theforgivenessproject.com/stories/marian-partington
 - www.theforgivenessproject.com/stories/mathew-shurka

A note for the forgiveness letter on confidentiality and mandated reporting: I always keep assignments confidential, with one exception: if what you write gives me reason to believe a child *currently* under the age of 18 may have been subjected to physical or sexual abuse, may be at risk

of physical or sexual abuse, or is being deprived of the proper or necessary care I am required by law to report that information to the Illinois Department of Children and Family Services. My responsibility under Title IX to report what I learn about incidents of sexual or relationship violence does *not* apply to written assignments. See the descriptions of my mandatory reporter status in the frequently asked questions below.

Reconciliation Research Paper and Presentation (400 points total)

In this **8–10 page** research paper, you will study the reconciliation process in a particular context of intergroup conflict. You may choose one of the contexts in the **paper writing guide on D2L** or choose your own with my permission. This is a research paper, which means you will need to do substantial research using scholarly sources available through the library. The goal is to develop a clear and focused thesis about one or more efforts toward reconciliation during or after the conflict. You will also give a short, five-minute presentation about your paper in class via Zoom where you will explain your argument and highlight what you learned about reconciliation through writing your paper. **A guide for the presentation is on D2L.** There are **grading rubrics on D2L** for the presentation and paper final draft.

You will turn in work at multiple stages of the writing process.

1. **Presentation context/date survey** – due **Friday, January 29** at 10pm
10 points (Did you turn it in? Was it on time?)
2. **Preliminary thesis and bibliography** – due **Friday, February 5** at 10pm
25 points (Do you have *at least* four quality scholarly sources? Was it on time?)
3. **Paper draft** – due **Monday, February 22** at 10pm
40 points (Did you submit a complete draft at the required length and on time?)
You will receive written feedback on D2L from a writing fellow sometime Feb 23 – Mar 2.
4. **Meet with a writing fellow about your draft** – March 3–10
25 points (Did you meet?)
5. **Presentation** – in class **March 4, 9, 11**
50 points (see rubric)
6. **Paper final draft** – due **Friday, March 12** at 10pm
250 points (see rubric)

Final Reflection Paper (100 points)

Write a **2–3 page** reflection paper engaging one or both of the following questions:

- What is the most impactful or important thing you learned in this class?
- How has your understanding of forgiveness and/or reconciliation developed as a result of this class?

This paper is given in place of having a final exam. It is due **Friday, March 19** by 10pm on D2L. You should consult the **grading rubric** on D2L. If you are happy with your grade so far in the class, try to spend no more time on it than you would taking a final exam. If you are hoping to improve your grade, work to write a really good paper.

Frequently Asked Questions:

How much time does this class take?

You should expect to spend around 8–10 hours per week on this class. That includes 3–4 hours of reading, around 3 hours on the activities in the class modules, and 2–3 hours of work on the papers. Online classes are more flexible than face-to-face courses, but they also require more self-discipline. I encourage you to *schedule* time each week that you will dedicate to the course.

What technology do I need?

The asynchronous portions of this class will take place on D2L, DePaul’s learning management system, which is accessible at <https://d2l.depaul.edu>. The synchronous portions of this class (video meetings) will take place via Zoom. DePaul provides a Zoom account to every student (see <https://offices.depaul.edu/information-services/services/av-design-consulting/Pages/Zoom.aspx>). While D2L and Zoom can be accessed on mobile devices, a computer is necessary for the best experience.

How do grades work?

This class uses a points system, where your grade is based on the total number of points you earn. The various types of assignments are not weighted, so all points are equal. It is similar to a standard grading scale, but multiplied by a factor of ten. Since the maximum number of points is 1000, this means that an assignment worth 10 points makes up 1% of your final grade.

A	930–1000	B	830–869	C	730–769	D	630–669
A–	900–929	B–	800–829	C–	700–729	D–	600–629
B+	870–899	C+	770–799	D+	670–699	F	0–599

When are things due?

The class modules are due Tuesdays and Thursdays, though there is nothing preventing you from doing the asynchronous ones early. The bigger assignments are mostly due on Fridays, with one Monday thrown in to give you an extra weekend on the research paper draft. Both the class modules and larger assignments are due at 10pm Central Time. The dues dates are all listed in the course schedule below.

Can I turn in work late?

All of the activities in the class modules can be done late without penalty, though you may lose points for missing Zoom class sessions. I strongly encourage you to follow the schedule I have laid out—or work ahead—as it can be very difficult to catch up if you get behind. You will also get more out of the course if you are keeping pace with your classmates. I will also accept late papers, but your grade will be affected (see the grading rubrics) unless you receive prior approval for an extension. You should contact me before the assignment due date if you have reason to seek an extension. I cannot grant you an extension for the reconciliation research paper draft for the writing fellows, since they will be the ones providing you feedback on it. All late work must be turned in by **Monday, March 22** so that I can submit grades on time.

What if I need to miss a Zoom class meeting?

If you need to miss a class video meeting, please let me know ahead of time via email (I do not require a doctor's note). While I understand that there are occasionally good reasons to be absent, absences may affect your grade. While recordings of the videoconference class sessions will be posted on D2L (and may include instructions for how to earn back participation points for watching them), these class sessions are interactive and cannot easily be replicated in a recording.

Who are the writing fellows?

Writing is a central part of this course. Because writers improve by sharing their work with others and individual pieces of writing improve through a process of drafting and revision, each of you will work with a Writing Fellow on a draft of your reconciliation research paper. Your Writing Fellow will provide written feedback and meet with you online via Zoom to work on making substantive revisions to your draft. Overall, your Writing Fellow will help you to learn more about the standards for written products in this course and about the process of writing and revision.

What if I need accommodations due to a disability?

If you need accommodations, you are required to register with DePaul's Center for Students with Disabilities, which enables you to access accommodations and support services to assist your success. You can learn more at <https://offices.depaul.edu/student-affairs/about/departments/Pages/csd.aspx>. If you are registered with the Center for Students with Disabilities, it is helpful if you contact me within the first two weeks of the quarter to discuss your accommodations.

What if I need help with technology?

The Help Desk provides technical assistance via phone, email and web for current DePaul students, faculty and staff. The Help Desk supports computers, network access, telephones, email accounts, and university instructional and administrative software. They can troubleshoot and resolve hardware and software related issues with both the Mac and Windows operating systems. Visit <https://depaul.service-now.com/sp> to get help.

How do I get help related to sexual or relationship violence?

Material raised in class can sometimes bring up issues related to sexual and relationship violence. In other instances, you may reach out to me as a source of help and support. It is important for you to know that faculty are required to report information reported to us about experiences with sexual or relationship violence to DePaul's Title IX Coordinator. You should also know that disclosing experiences with sexual or relationship violence in course assignments or discussion does not constitute a formal report to the University and will not begin the process of DePaul providing a response. Students seeking to report an incident of sexual or relationship violence to DePaul should contact Public Safety (LPC: 773-325-7777) or the Dean of Students and Title IX Coordinator (LPC: 773-325-7290, titleixcoordinator@depaul.edu). Students seeking to speak confidentially about issues related to sexual and relationship violence should contact a Survivor Support Advocate in the Office of Health Promotion & Wellness for information and resources (773-325-7129, hpw@depaul.edu). More information is available at studentaffairs.depaul.edu/hpw/shvp.html.

How do I avoid plagiarism?

While you are welcome to work on the class modules with other students in the class, it is cheating if someone else does your work for you or you use someone else's work without giving them credit. DePaul is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Please refer to the Student Handbook or visit <http://academicintegrity.depaul.edu> for information about how to avoid plagiarism (and what happens if you plagiarize or cheat). Software that assists the professor in checking for plagiarism will be used in this course.

What if I need other help outside of class?

Your success is our number one priority at DePaul University. University resources to help you succeed include computer labs, free or discounted software, tutoring centers, health services, and services for designated groups, such as veterans and students with disabilities. Visit go.depaul.edu/success to learn more.

What if I can't finish the class?

Sometimes things come up that may prevent you from finishing the class on time. In cases like these, you may want to withdraw or take an "incomplete." If you plan to **withdraw** after the first week of classes, I ask that you contact me to discuss your reasons before you officially withdraw. Try not to ghost me! I worry when you suddenly disappear off my roster. I can also sometimes help you find ways to avoid the need to withdraw. You can drop a course via Campus Connect without penalty (and without contacting me) through January 17. Between January 17 and **February 21**, you may withdraw and receive a grade of "W." If you stop participating after February 21, you will receive a grade based on the work you completed. Your other option is to take an **incomplete**, a temporary grade that allows you to finish major assignments after the end of the term. In order to receive a temporary grade of "IN", you must have 1) a satisfactory record in the work already completed for the course, including having earned at least **450 points**, 2) encountered unusual or unforeseeable circumstances which prevent you from completing the course requirements by the end of the term, and 3) asked me for permission.

What if I have questions or want to talk to you?

I am always happy to communicate with you, but it is sometimes more efficient if you try other sources of support first. Here's what I suggest:

1. Check if your question is answered in the **syllabus**.
2. Check the question and answer **discussion forum** on D2L and post a question if it is not already answered.
3. Feel free to **email** me at j.meyers@depaul.edu. You can also email me to set up an appointment to speak by phone or Zoom videoconference. During the week, I typically respond to emails within 24 hours. If you email me on Sunday, I will reply on Monday.

Course Schedule:

1. Tue, Jan 5: Introductions

- Checklist:** Getting Started Checklist
- Survey:** First Week Survey (5 points)
- Video:** Introduction to the Course (4 minutes)
- Written Submission:** Forgiveness and Reconciliation Definitions (5 points)
- Video:** “(Re)learning forgiveness,” Kimberly Yates (18 minutes)
- Discussion Forum:** “(Re)learning Forgiveness” (3 posts; 5 points)

2. Thur, Jan 7: Defining Forgiveness and Reconciliation

- Reading:** Tutu, *No Future Without Forgiveness*, chapters 1–2 (28 pages)
- Reading:** Schreiter, Robert. Excerpt (pages 18–27) from: *Reconciliation: Mission and Ministry in a Changing Social Order*. Maryknoll, NY: Orbis, 1992.
- Checklist:** Get set up for online coursework
- Zoom Class Meeting:** 2:40–4:10pm Central Time (15 points)

3. Tue, Jan 12: Understanding Forgiveness

- Reading:** Tutu, *No Future Without Forgiveness*, chapters 3, 5 (31 pages)
- Reading:** de Gruchy, John W. Excerpt (pages 171–80) from: “The Art of Reconciliation.” In *Reconciliation: Restoring Justice*. Minneapolis: Fortress, 2002.
- Video Lecture:** Understanding Forgiveness (6.5 minutes)
- Reading Quiz:** Understanding Forgiveness (10 points)
- Written Reflection:** Understanding Forgiveness (5 points)

4. Thur, Jan 14: Interpersonal Forgiveness

- Reading:** Coleman, Paul W. “The Process of Forgiveness in Marriage and the Family.” In *Exploring Forgiveness*, edited by Robert D. Enright and Joanna North, 75–94. Madison: University of Wisconsin Press, 1998.
- Reading:** Waldron, Vincent R. and Douglas L. Kelley. Excerpts (pages 127–43, 151–52) from: “Practicing Forgiveness.” In *Communicating Forgiveness*, 127–52. Thousand Oaks, CA: Sage, 2008.
- Podcast:** “Forgiveness Isn’t All It’s Cracked Up To Be.” *Tell Me More. NPR News*. March 11, 2013. <https://www.npr.org/transcripts/174016256>. (18 minutes)
- Video Lecture:** Interpersonal forgiveness (5.5 minutes)
- Group Discussion Forum:** Interpersonal Forgiveness (7 posts; 15 points)

5. Tue, Jan 19: Forgiveness and Justice

- Reading:** Tutu, *No Future Without Forgiveness*, chapter 4 (17 pages)
- Reading:** Wolterstorff, Nicholas. “Does Forgiveness Violate Justice?” In *Justice in Love*, 191–206. Grand Rapids: Eerdmans, 2011.
- Written Reflection:** Tutu chapter 4 (5 points)
- Worksheet:** Forgiveness and Punishment (10 points)
- Video Lecture:** Reasons for Punishment (appears after you submit the worksheet; 5 minutes)

6. Thur, Jan 21: Intergroup Forgiveness

- Reading:** Tutu, *No Future Without Forgiveness*, chapter 6 (30 pages)
- Reading:** Bole, William, Drew Christiansen, and Robert T. Hennemeyer. “Understanding Forgiveness in Politics.” In *Forgiveness in International Politics*, 41–60. Washington, DC: United States Conference of Catholic Bishops, 2004.
- Reading:** Shriver, Donald W. “Forgiveness: A Bridge Across Abysses of Revenge.” In *Forgiveness and Reconciliation: Religion, Public Policy, and Conflict Transformation*, edited by Raymond G. Helmick and Rodney L. Petersen, 151–67. Philadelphia: Templeton Foundation Press, 2001.
- Zoom Class Meeting:** 2:40–4:10pm Central Time (15 points)

☆ *Fri, Jan 22, 10pm: Forgiveness Letter due*

7. Tue, Jan 26: Forgiveness in Religious Peacebuilding

- Reading:** Appleby, R. Scott. Excerpt (pages 167–71) from: “Reconciliation and the Politics of Forgiveness.” In *The Ambivalence of the Sacred: Religion, Violence, and Reconciliation*, 167–204. Lanham: Rowman & Littlefield, 2000.
- Reading:** Gopin, Marc. “Forgiveness as an Element of Conflict Resolution in Religious Cultures: Walking the Tightrope of Reconciliation and Justice.” In *Reconciliation, Justice, and Coexistence: Theory & Practice*, edited by Mohammed Abu-Nimer, 87–99. Lanham: Lexington, 2001.
- Reading:** Dobkowski, Michael. “Forgiveness and Repentance in Judaism after the Shoah.” *Ultimate Reality and Meaning* 27, no. 2 (June 2004): 94–107.
- Activity:** Forgiveness in Religious Peacebuilding (15 points)

8. Thur, Jan 28: Case Study: South Africa

- Reading:** Tutu, *No Future Without Forgiveness*, chapters 7–8 (67 pages)
- Reading:** Godobo-Madikizela, Pumla. “Forgiveness is ‘the Wrong Word’: Empathic Repair and the Potential for Human Connection in the Aftermath of Historical Trauma.” In *Alternative Approaches in Conflict Resolution*, edited by Martin Leiner and Christine Schliesser, 111–23. Cham, Switzerland: Palgrave Macmillan, 2018.
- Video Lecture:** Tutu chapters 7–8 (5 minutes)
- Videos:** South African Broadcasting Corporation, TRC episode 1 excerpts (8 minutes total)
- Group Discussion Forum:** South Africa (6 posts; 15 points)

☆ *Fri, Jan 29, 10pm: Reconciliation Research Paper context and date survey due*

9. Tue, Feb 2: Review of Forgiveness

- Reading:** Tutu, *No Future Without Forgiveness*, chapters 10–11 (63 pages)
- Zoom Class Meeting:** 2:40–4:10pm Central Time (15 points)
- Extra Credit Quiz:** Forgiveness Review (10 extra credit points)

10. Thur, Feb 4: Reconciliation and Conflict Transformation

- Reading:** Assefa, Hizkias. “The Meaning of Reconciliation.” In *The Contemporary Conflict Resolution Reader*, edited by Tom Woodhouse et al., 236–43. Malden, MA: Polity, 2015.
- Reading:** Chan, Victor, and the Dalai Lama. “The Man from Derry.” In *The Wisdom of Forgiveness: Intimate Conversations and Journeys*, 45–58. New York: Riverhead, 2004.
- Reading:** Rigby, Andrew. “Toward a Culture of Reconciliation.” In *Justice and Reconciliation: After the Violence*, 183–92. Boulder, CO: Lynne Rienner, 2001.
- Worksheet:** Reconciliation and Conflict Transformation (15 points)

☆ **Fri, Feb 5, 10pm: Reconciliation Research Paper preliminary thesis and bibliography due**

11. Tue, Feb 9: Reconciliation and Healing

- Reading:** Halpern, Jodi and Harvey M. Weinstein, “Rehumanizing the Other: Empathy and Reconciliation.” *Human Rights Quarterly* 26, no. 3 (August 2004), 561–83.
- Podcast:** “Rape and Reconciliation: Megan Flamer Reminds Us That Healing Is Possible.” *Together*. December 11, 2017. <http://together.guide/podcast/rape-and-reconciliation>. (61 min)
- Videos:** Gacaca Tribunals (11 minutes); NGOs in Rwanda (9 minutes)
- Supplemental Handout:** Rwanda Timeline
- Discussion Forum:** Reconciliation and Healing (4 posts; 10 points)
- Group Discussion Forum:** Reconciliation Research Paper Sources (1 post; 5 points)

12. Thur, Feb 11: Reconciliation in Islam and Christianity

- Reading:** Saritoprak, Zeki. “Reconciliation: An Islamic Theological Approach.” In *Reconciliation in Interfaith Perspective: Jewish, Christian and Muslim Voices*, edited by Reimund Bieringer and David J. Bolton, 75–92. Walpole, MA: Peeters, 2011.
- Reading:** Schreiter, Robert. Excerpt (pages 50–56) from: *Reconciliation: Mission and Ministry in a Changing Social Order*. Maryknoll, NY: Orbis, 1992.
- Reading:** Volf, Miroslav. Excerpts (pages 93–97, 101–13) from: *Exclusion and Embrace: A Theological Exploration of Identity, Otherness, and Reconciliation*, rev. ed. Nashville, TN: Abingdon, 2019.
- Group Discussion Forum:** Reconciliation in Islam and Christianity (7 posts; 15 points)

13. Tue, Feb 16: Case Study: Israel/Palestine

- Reading:** Ashrawi, Hanan. “How the 1967 War Came Home to Me.” *The New York Times*. (June 5, 2017). <https://nyti.ms/2sKDYUN>.
- Reading:** Oren, Michael B. “Israel’s 1967 Victory Is Something to Celebrate.” *The New York Times*. (June 4, 2017). <https://nyti.ms/2rHwTXT>.
- Reading:** Furman, Frida Kerner. Excerpts (pages 125–139, 143–145, 148–150) from: “Bereavement, Storytelling, and Reconciliation: Peacebuilding Between Israelis and Palestinians.” *Peace and Conflict Studies* 20, no. 2 (November 2013): 125–51.
- Reading:** Hirschfield, Brad. “Vengeance, Forgiveness, Justice, and Mercy: Recognizing the Sacredness of All of our Feelings.” In *You Don’t Have to be Wrong for Me to be Right: Finding Faith Without Fanaticism*, 83–103. New York: Three Rivers, 2007.
- Videos:** Parents Circle Families Forum (4 minutes and 5 minutes)

- Supplemental Handout:** Timeline of the Israeli-Palestinian Conflict
- Reading Quiz** (10 points)
- Written Reflection** (5 points)

14. Thur, Feb 18: Reconciliation and Justice

- Reading:** Philpott, Daniel. "Reconciliation as a Concept of Justice." In *Just and Unjust Peace: An Ethic of Political Reconciliation*, 48–73. New York: Oxford University Press, 2012.
- Reading:** Achmat, Zackie. "No Reconciliation Without Social Justice." In *In the Balance: South Africans Debate Reconciliation*, edited by Fanie du Toit and Erik Doxtader, 110–17. Melville: Jacana Media, 2011.
- Zoom Class Meeting:** 2:40–4:10pm Central Time (15 points)

☆ **Mon, Feb 22, 10pm: Reconciliation Research Paper Draft due**

15. Tue, Feb 23: Review of Reconciliation

- Reading:** Kang, Namsoon. Excerpt (pages 81–85) from: *Cosmopolitan Theology: Reconstituting Planetary Hospitality, Neighbor-love, and Solidarity in an Uneven World*. St. Louis: Chalice, 2013.
- Reading:** Liechty, Joseph. "Putting Forgiveness in its Place: The Dynamics of Reconciliation." In *Explorations in Reconciliation: New Directions for Theology*, edited by Joseph Liechty and David Tombs, 59–68. Burlington, VT: Ashgate, 2016.
- Reading:** Surk, Barbara. "In a Divided Bosnia, Segregated Schools Persist." *The New York Times* (December 1, 2018). www.nytimes.com/2018/12/01/world/europe/bosnia-schools-segregated-ethnic.html.
- Video Lecture:** Separation in Bosnia and Herzegovina (9 minutes)
- Handout:** Nonviolence and Cosmopolitanism
- Discussion Forum:** Review of Reconciliation (3 posts; 10 points)
- Written Reflection:** Cosmopolitanism handout (5 points)

16. Thur, Feb 25: Nonviolence

Choose one set of readings:

Option 1: Catholic Peacemakers

- Reading:** Pope Francis. "Nonviolence: a Style of Politics for Peace." Message for the 50th World Day of Peace, January 1, 2017.
- Reading:** Merton, Thomas. "Blessed are the Meek." In *Faith and Violence: Christian Teaching and Christian Practice*, 14–29. Notre Dame: University of Notre Dame Press, 1968.
- Reading:** Excerpt (pages 124–28) from: "Declaration of the International Meeting of Latin American Bishops on 'Nonviolence: A Power for Liberation', November 28–December 3, 1977." Appendix to *Christ in a Poncho: Testimonials of the Nonviolent Struggles in Latin America*, by Adolfo Pérez Esquivel, 118–34. Maryknoll, NY: Orbis, 1983.

Option 2: Protestant Peacemakers

- Reading:** Muste, A. J. Excerpt (pages 176–88) from: "What the Bible Teaches About Freedom." In *The Way of Peace: A. J. Muste's Writings for the Church*, edited by Jeffrey D. Meyers, 171–88. Eugene, OR: Cascade, 2016.

- Reading:** Wink, Walter. “Practical Nonviolence.” In *The Powers That Be: Theology for a New Millennium*, 112–27. New York: Doubleday, 1998.

Option 3: Protestant Civil Rights Leaders

- Reading:** King, Martin Luther, Jr. “Nonviolence and Racial Justice.” In *A Testament of Hope: The Essential Writings and Speeches of Martin Luther King Jr.*, edited by James M. Washington, 5–9. New York: HarperOne, 1986.
- Reading:** Thurman, Howard. “Love.” In *Jesus and the Disinherited*, 79–99. Boston: Beacon, 1976.

Additional Activities:

- Video Lecture:** Introduction to Nonviolence (5 minutes)
- Video:** Jamila Raqib on “The Secret to Effective Nonviolent Resistance” (9 minutes)
- Activity:** Characteristics of Effective Nonviolence (10 points)
- Written Reflection:** Nonviolence (5 points)

17. Tue, Mar 2: Forgiveness, Reconciliation, and Nonviolence

- Reading:** King, Martin Luther, Jr. “Loving Your Enemies.” In *Strength to Love*, 47–55. Philadelphia: Fortress, 1981.
- Reading:** Lewis, John. “Reconciliation and the Beloved Community.” In *Roads to Reconciliation: Conflict and Dialogue in the Twenty-First Century*, edited by Amy Benson Brown and Karen M. Poremski, 167–74. Armonk, NY: M. E. Sharpe, 2005.
- Reading:** Volf, Miroslav. “A Cup of Coffee.” In *Against the Tide: Love in a Time of Petty Dreams and Persisting Enmities*, 186–88. Grand Rapids: Eerdmans, 2010.
- Written Reflection:** Characteristics of Effective Nonviolence Activity (5 points)
- Discussion Forum:** Forgiveness, Reconciliation, and Nonviolence (5 posts; 10 points)

☆ *Mar 4, 9, 11: Reconciliation Research Paper Presentation during Zoom class meeting*

18. Thur, Mar 4: Presentations

- Zoom Class Meeting:** 2:40–4:10pm Central Time (10 points)
- Written Submission:** Questions for Presenters (5 points)

19. Tue, Mar 9: Presentations

- Zoom Class Meeting:** 2:40–4:10pm Central Time (10 points)
- Written Submission:** Questions for Presenters (5 points)

20. Thur, Mar 11: Presentations

- Zoom Class Meeting:** 2:40–4:10pm Central Time (10 points)
- Written Submission:** Questions for Presenters (5 points)

☆ *Fri, Mar 12, 10pm: Reconciliation Research Paper due*

☆ *Fri, Mar 19, 10pm: Final Reflection Paper due*