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Justice and Peace Presentation

Jesuit Universities Humanitarian Action Network (JUHAN)

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JUPS 123 Introduction to Justice and Peace

JUPS 123 Introduction to Justice & Peace, Professor Wisler

Overview: This course surveys the evolutions of the histories, theories, concepts, actors, and pedagogies that compose the growing transdisciplinary field of justice and peace. We will familiarize ourselves with the current issues in the field, and the movements and structures that both contribute to and provide obstacles to the creation and sustainability of a more just and peaceful world, starting with our own backyard of Georgetown University and Washington, D.C. and moving beyond real and imagined borders. This introductory survey provides a foundation for students' continuing research and daily, lived applications of peace. Thus, the focus of this course is **not only on the “what?” (peace knowledge) but also the “how?” (pedagogy and direct action)** which facilitates the learning and living of peace knowledge. We begin by co-creating our own just and peaceable educative environment. Futures envisioning, collaborative learning, and critical pedagogy will be modeled by the professor and used by students. An array of readings include international law, newspaper and scholarly articles, philosophical texts, religious documents, and genocide testimonies and films will be used as learning tools during the course of the semester and several guest speakers will add to the semester experience. The course will proceed through class dialogue and thus engagement and class presence will represent a significant portion of each student's evaluation. There is a mid-term, at least 20 pages of writing, numerous forms of reflection, and small conflict group projects.

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This course is also a “JUHAN” course. JUHAN, or the Jesuit University Humanitarian Action Network, is a partnership of Jesuit universities whose members aim to raise awareness on Jesuit campuses of the meaning of humanitarian response and its implications for the Jesuit ideology of “men and women for others.” They also aim to train student leadership teams at Jesuit institutions to develop effective campus responses to humanitarian crises, both domestic and international. The post-midterm section of this course will focus on ethical and sustainable humanitarian responses to war and crisis situations. If you would like to join the JUHAN email listserv to be aware of event and work opportunities, contact

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TUESDAY, OCTOBER 25th - Education and its relationship with peace, conflict and development

- Chivers, C.J. (2007, March 14). “The School.” *Esquire* http://www.esquire.com/features/ESQ0606BESLAN_140.
- UNESCO EFA 2011 “The Hidden Crisis: Armed conflict and education.” <<http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/efareport/reports/2011-conflict/>>. Download and read summary starting at p. 5.
- TEDTalk by John Hunter. http://www.ted.com/talks/john_hunter_on_the_world_peace_game.html
- “Everything Changed (1 page) by Ameena Ghaffar-Kucher, EdD. <http://www.gse.upenn.edu/everything-changed>
- “Education and Violent Political Conflict” (1 page) by Zeena Zakharia, EdD. <http://www.hepg.org/blog/17>

THURSDAY, OCTOBER 27th - Humanitarian aid: can we do no harm?

- Read give *Washington Post* articles on the Leadership Roundtable: Somalia and US Foreign Aid. <http://www.washingtonpost.com/national/on-leadership>.
- WEB: Photo essay: “Haiti doesn’t need your yoga mat”
- Pedagogy of the Oppressed by Paulo Freire (in AtP)

TUESDAY & THURSDAY, NOVEMBER 1st & 3rd - Building Sustainable Communities

- Global Economic Solidarity, *Jeffrey Sachs*
- Nobel Prize Acceptance Speech, *Al Gore*
- WEB: Read or listen to Muhammed Yunus’ 2006 Nobel Peace Prize speech. http://nobelprize.org/nobel_prizes/peace/laureates/2006/
- VIDEO: “The story of stuff.” <http://www.storyofstuff.com/>
- WEB: Peaceful Societies. <http://www.peacefulsocieties.org/index.html#>
- Duflo, Ester. “Fund what works.”
- “Debt, poverty, and the MGDs.” <http://www.jubileeusa.org/truth-about-debt/debt-the-millennium-development-goals.html>

Assessment Tools: Baseline Survey

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1. Your anticipated year of graduation (Choose one.)

Class of 2012

Class of 2013

Class of 2014

Class of 2015

Other

2. Your current GU school (Choose one).

College

MSB

NHS

SFS

3. Major(s) and Minor(s) (If undecided, write “Undecided”).

4. Have you taken a JUHAN class before as an undergraduate at Georgetown?

Yes

No

I don't know / I am unsure

5. Gender

Assessment Tools: Baseline Survey

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6. What does the abbreviation “NGO” stand for? If you do not know, write “I don't know”.

—

7. What does the abbreviation “GBV” stand for? If you do not know, write “I don't know”.

—

8. What does the abbreviation “IDP” stand for? If you do not know, write “I don't know”.

—

9. Use the spectrum below to show approximately what percentage of the US Federal Budget is allocated towards international humanitarian assistance (also called “international affairs”) each fiscal year.



Assessment Tools: Baseline Survey

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10. Rank in order of importance from 1 to 5 (with 1 being the most important and 5 being the least important) the following capacities for a humanitarian aid worker who is being sent by a non-governmental organization to a country in West Africa to work in a camp housing refugees and people displaced from the country's violent conflict.

Strong personal code of morality/ethics	
Previous experience working in refugee camps	
Understanding of host country's dynamics	
Adherence to organization's mission and assignment purpose	
Unbiased in terms of the country's conflict	

Assessment Tools: Baseline Survey

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Assessment Tools: Baseline Survey

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11. How important do you assess the following for a humanitarian assistance worker who is being sent by a non-governmental organization to a country in West Africa to work in a camp housing refugees and people displaced from the country's violent conflict? Place one X in each row to indicate your opinion.

	Not important at all	Very unimportant	Somewhat unimportant	Neither important nor unimportant	Somewhat important	Very important	Extremely important
Know the language							
Know historical context							
Know the current political, social, and economic context							
Know someone in the country where the worker is going							
Know international law and treaties regarding war-time behaviors of participating parties and interveners							
Know hiring organization's ethical standards and guidelines for intervention							

Assessment Tools: Baseline Survey

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12. Violence against women is... (Choose the one response you find most significant.)

historically a byproduct of war.

- a growing issue in recent conflicts around the world.
- used by parties of the conflict to create cultures of violence and fear.
- a reason for camps being needed for refugee women displaced by violence.
- as much of a problem in camps as it is outside of the camps.

13. Please choose one circle in each row that identifies your agreement with the statement in the left hand column.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
All steps should be taken to prevent or alleviate human suffering.					
Humanitarian assistance should be guided by the principle of “do no harm” to any party or in any situation.					
Gender is as important as other markers – such as ethnicity and religion – in a humanitarian crisis situation.					
Intervention in a humanitarian crisis should occur regardless of where the crisis is.					
Humanitarian crises are complex and ambiguous.					
Intervention in humanitarian crises can create both fulfillment and frustration.					

Assessment Tools: Vignette

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You are a non-governmental organization (NGO) team visiting three conflict-affected countries in West Africa. Your team is conducting exploratory research to document the vulnerabilities of refugee and displaced children and youth that will be shared with United Nations agencies and other humanitarian NGOs serving the region. You and your fellow team members meet with individuals and groups that include refugees, returnees, local populations, internally displaced persons (IDPs) and humanitarian aid workers.

In the course of the research, your team hear numerous allegations of abuse of youth and women by humanitarian workers. Young girls report exchanging sex for urgently needed humanitarian assistance, including soap, medicine, food and, in some cases, money. In other testimony, women who do not receive adequate food rations in the camps are forced into prostitution to feed their families. One woman reports to your team: “I leave my child with my little sister, who is ten years old, and I dress good and I go where the NGO workers drink or live and one of them will ask me for sex; sometimes they give me things like food, oil, soap and I will sell them and get money.” Similar claims are made in focus groups and interviews in all three countries, across dozens of IDP and refugee camps that are hundreds of miles apart. When tallied, your team has heard allegations concerning more than 50 perpetrators, 40 aid agencies, and 40 youth and women victims from 80 separate sources.

Assessment Tools: Vignette

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1. Assessment: What is your assessment of the “situation”?
2. Context: List the conditions or factors that may have contributed to the allegations that you are hearing.
3. Intervention: What actions, if any, would your team take? Be as specific as possible. Consider these questions in your responses.
 - (a) How and why have you chosen these actions?
 - (b) Who might be affected by or involved in these actions?
 - (c) What are the potential effects to taking these actions?

Read the vignette. Work in your team to respond to the questions below. Choose one team member to record your responses and email them to Andria (akw28) and turn in this page with the information filled out below by 5:35PM. (5 groups of 4, 1 group of 5)

Assessment Tools: Post JUHAN Unit

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Section I: 25% Annotation

Choose one of the two articles and “annotate”. An annotation can be the form of a comment, question, note, phrase, etc. In short, you should show me how you are reading this article through your JUPS lens and learning. Try to get out as much as possible out of the article and let me know what you know. I recommend 8-10 annotations. Utilize specific JUPS concepts and authors/names. **Recommendation: 20 minutes**

Examples of articles:

“Haiti Doesn’t Need Your Old T-Shirt” by Charles Kenny in the *Foreign Policy Magazine*, November 2011

“Carter criticizes US for withholding North American aid” by Mark McDonald in the *New York Times*, April 28, 2011

“Famine Ravages Somalia in a World Less Likely to Intervene”
By Jeffrey Gettleman in the *New York Times* on September 15, 2011

“Relief Is Slow to Reach Cambodia Flood Victims”
By Thomas Fuller, in the *New York Times* on November 2, 2011

Assessment Tools: Post JUHAN Unit

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Section II: 30% Short Answers *Considering Humanitarian Intervention*

Answer all A, B, C, D, and E. *Recommendation: 15 minutes*

- A. Give three examples of how education correlates with peace; how education correlates with conflict; and how education correlates with development. (Thus, you will have nine examples overall.) Another word for “correlate” is “correspond.” Your examples can be in the form of a list. (9 points)
- B. List at least five components of the conceptualization of a humanitarian crisis as we discussed it in class. (5 points)
- C. List at least three causes of a humanitarian crisis. (3 points)
- D. List at least five determinants that humanitarian actors need to keep in mind when designing effective humanitarian intervention for a natural disaster. (5 points)
- E. List at least eight different actors that are (or should be!) involved in humanitarian interventions for a violent conflict (8 points). (Do not name 8 NGOs. Your list should be diverse.)