

Marginalized Conflicts Podcasts
PEAC 111B
Fall 2008

PEAC 111 is an interdisciplinary introduction to thinking critically about peace and conflict. We – as a community of instructors and students -- take recurrent cycles of conflict, as well as related processes of displacement, struggle, and suffering as our point of departure. Simultaneously, we are concerned with how people wage peace, construct (and reconstruct) justice, and imagine different futures for themselves, their families, communities, nations, and the world. We track the legacies of genocide, the possibilities and difficulties of ‘rights,’ and the new forms of repression emergent since the end of the Cold War. We examine the problematic of intervention and consider the changing roles of multilateral and humanitarian organizations, and nongovernmental organizations (NGOs) in responding to conflict.

Yet our examination is necessarily limited by time. Our class time together is grounded in a series of brief studies of specific twentieth-century conflicts and reconciliation processes, beginning with the Armenian Genocide and ending with torture in the present-day United States. We examine conflicts and their resolution [or lack thereof] in Europe, Latin America, and East and Southeast Asia. Throughout our work together, we will draw on a range of kinds of materials in this course, including political and historical analysis, fiction, poetry, art, and primary source documents. This decision on my part to include a range of kinds of materials is explicit – in order to turn our attention to how experience becomes historical knowledge, and how information becomes a source for understanding history.

For every conflict we examine, there are tens, if not hundreds, of conflicts we cannot address as a course. The very conflict, present or past, which propelled you to take this course on thinking critically about violence, war, and peace, may not be directly addressed. With our concern with the construction of what counts as history in mind, working with Clarence Maybee and Ray Nardelli, through the Marginalized Conflicts Podcasting project, we will address conflicts left unaddressed – either in our class examination or in the broader frame of existing historical knowledge.

Why a podcast instead of a research paper? As a field that crosses the boundaries between theory and practice, there are a variety of ways of disseminating information about peace and conflict studies. While some practitioners are scholars who write in the traditional sites of journal articles and books, many other practitioners blog, podcast, and set up social networking groups to create and circulate information. In terms of research and analysis necessary to complete this project, a podcast is not completely different than the usual assignment of a term paper. What *is* different is that through writing, recording, and distributing a podcast, you will by necessity think about audience and your work will have an audience much broader than only your instructor. This semester, we will create knowledge as well as consume it.

Through a series of steps over the course of the semester, you will select a topic of interest, learn how to find and evaluate a range of different kinds of sources about that topic [as well as critically appraise what kinds of information *are not available*, and why], write a script for ten-minute podcast, record the raw audio material for your podcast, edit the podcast, and decide whether or not to distribute your podcast with the others produced in the course.

In addition, prior to making your own podcast, you will listen to and evaluate existing podcasts about peace and conflict. Through doing so, you will think about yourself as a listener

and the potential audience of *your* podcast. You will also listen to a selection of your peers' podcasts and offer brief comments on them.

Steps/Assignments/Dates

1. **Podcast review:** Listen to at least two podcasts on the theme of peace and conflict broadly conceived [you may select from those listed on the resource list or you can select other podcasts]. Write a brief [one double-spaced page] review of the podcast in which you consider the following questions:
 - a. Who is the audience of the podcast?
 - b. How is the podcast constructed? Is it an interview, a monologue, a play, something else altogether? Is this effective?
 - c. What kind of information – and how much information – is included about the topic discussed in the podcast? Is it effective?
 - d. General critique and appraisal of the podcast: Are you compelled? If so, why are you compelled?

Due: Post to the “Podcast Review” Discussion on Blackboard by 24 September at 11 p.m.. Reach this Discussion Board by going to the “Podcasting” tab on Blackboard, Click on “Podcast Review,” then Click on “Group Discussion Board,” then click on “Podcast Review”

Points: 30 [15 for each review; 3 for considering each question, and 3 points devoted to style, readability, clarity]

2. **Library work and reflections:** In class on 25 September, we will meet with Clarence Maybee, the Information Literacy Librarian. Together we will think about and critically evaluate different kinds of information available. Following our meeting with Clarence, identify at least five different sources you will use as you write your podcast. Offer brief [2-3 sentences] critical evaluations about each source and also one paragraph reflecting about the process of finding

Due: Hardcopy in class on 2 October

Points: 40 [6 points for discussion of each source; 10 points devoted to style, readability, clarity]

3. **Script:** In class on 7 October, we will meet with Clarence Maybee, the Information Literacy Librarian, to discuss about script ideas and questions. Your podcast will be ten minutes in length. This is approximately 4-5 pages of double-spaced text.
Due: Your script will be due via email to Tyrell Haberkorn one week before your scheduled podcasting date. I will give you comments within 48 hours so that you can revise if needed.

Points: 50 [40 points about terms of content and form, approximately divided along the four areas noted in “Podcast Review,” 10 points devoted to style, readability, clarity]

4. **Audio recording and editing workshop:** In class on 16 October, we will meet with Ray Nardelli, the Digital Media Manager, to learn the basics of audio recording and editing.

5. **Podcast:** Beginning on 23 October, during the second half of the semester, each class period, three students will go to record their podcast rather than coming to the usual PEAC 111 class in Olin 301. You are responsible for finding out what you missed from a colleague. In the week following your assignment, you should edit your podcast until you are satisfied with it.
Due: The audio file is due one week following your recording session. Post your file to our Blackboard site using "File Exchange." Reach the "File Exchange" by "Podcasting" tab on Blackboard, Click on "Completed Podcasts," then click on "File Exchange," then Click "Add File." Use your last name and the title [abbreviated if necessary] of your podcast as your filename. Make sure your podcast appears on the site. Then you will know it has been properly submitted.
Points: 100 [You can receive all the points if your podcast is properly edited and properly turned in using the correct format]

6. **Brief review of peer podcasts:** Listen and write brief reviews [using the "Podcast Review" questions above] of 3 peer podcasts. Each student will write three reviews throughout the semester – Tyrell will create a schedule of listening and reviewing so that every student receives comments.
Due: Electronic copies via email to Tyrell and the author of the podcast one week after you receive the podcast.
Points: 30 [10 points per review, 8 points for addressing the questions in "Podcast Review" and 2 rogue points]

7. **Final brief reflection paper on the podcast project:** Write a 2-3 double-spaced page reflection on the podcasting project. What did you learn? What do you wish you had learned? How is this project different than other kinds of assignments. Also include a self-assessment of your own work and podcast, using the "Podcast Review" questions above.
Due: Hardcopy in class on 11 December
Points: 50

Assessment

You are the first PEAC 111 class to do this project. If you complete every step of the project, excellently, and on-time, you should do well on this assignment. You will notice that each Assignment above carries a certain number of points. The points total 300. Excellent, on-time work will receive 90-95% of the points in each case. Good, on-time work will receive 85-90% of the points in each case. Acceptable, on-time work will receive 75-84% of the points in each case. If you are late, then 10% of the points will be automatically deducted. Your self-assessment as part of your final reflection paper will also be taken into account.

Note: I am making a podcast along with you – so everything that you learn to do and then do, I will be doing as well.

List of historiographically marginalized conflicts/conflicts missing from our syllabus

* This is only a brief suggested list. You are highly encouraged to develop your own topic in consultation with the instructor.

- Chechnya
- Darfur
- DRC
- Southern Thailand
- Philippines
- Georgia/Ossetia
- El Salvador
- Honduras
- Israel/Palestine
- Rwanda
- Yugoslavia