



United Nations Sustainable Development Goals Open Pedagogy Fellowship

Conflict Project – Assignments 1-4

Sarah Jansen, Pima Community College (Arizona)

Andrew Egan, Langara College (BC, Canada)

2021-2022

Introduction:

You are a part of a collegewide effort to increase access to education and empower students through "open pedagogy." Open pedagogy is a "free access" educational practice that places you - the student - at the center of your own learning process in a more engaging, collaborative learning environment. The ultimate purpose of this effort is to achieve greater social justice in our community in which the work can be freely shared with the broader community. This is a renewable assignment that is designed to enable you to become an agent of change in your community through the framework of the United Nations Sustainable Development Goals (SDGs). For this work, you will integrate the disciplines of Philosophy and Geography to achieve SDG #16: Peace, Justice and Strong Institutions including any all SDG-16 targets, students choose.

Learning Objectives:

Assignment 1

- 1) Identify and define the importance of the UN Sustainable Development Goals (SDG's)
- 2) Summarize/outline SDG-16; understand the relationship between SDG-16 and its targets
- 3) Define the concept of 'conflict' and how it relates to SDG-16

Assignment 2

- 4) Use GIS-mapping software (Google Earth web-browser) to examine the spatial attributes of the conflict and aid in its explanation
- 5) Illustrate the conflict using argument/perspective map(s) to represent the viewpoints and positions of the different institutional or individual parties to the conflict

Assignment 3

- 6) Analyze a conflict and its relation to SDG-16 and its targets
- 7) Evaluate the options for resolution, ensuring that the options are associated with at least one of the SDG-16 targets
- 8) Design a resolution plan in Google Earth's web-browser, ensuring the presentation improves the reader's understanding of SDG-16 targets and the conflict's resolution

Assignment 4

- 9) Reflect on one's learning experience
- 10) Decide whether to put one's work into the Creative Commons

Purpose/Rationale:

The ability to successfully understand and navigate conflict is not only the key to peace, justice and strong institutions; it is also essential to career success, meaningful participation in civic life and healthy and fulfilling interpersonal relationships.

Instructions:

All the assignments and assignment instructions may be found on the assignment website:

<https://sites.google.com/pima.edu/sdg-16-conflict-project-sarah/home>

Links to assignment instructions:

- <https://docs.google.com/document/d/1MOVFySmk4AaGn9mqbsgQJTTyVkVm2V19/edit?usp=sharing&ouid=112422937683782856131&rtpof=true&sd=true>
- <https://docs.google.com/document/d/1KhaLLKW8liTVpRYNuskIe3ISEC12pjD3/edit?usp=sharing&ouid=112422937683782856131&rtpof=true&sd=true>
- <https://docs.google.com/document/d/18o-lWHIRa1IYnhQOvV-spc0S28bOsEtP/edit?usp=sharing&ouid=112422937683782856131&rtpof=true&sd=true>

In the future, video will be added to these instructions. Right now the instructions are text based. Instructors may reach out to Sarah Jansen or Andrew Egan to request access to the websites. Instructors may adapt and reuse assignment websites.

Format Requirements:

Google Earth web browser project that includes, at minimum, a spatial and dialogical map of a chosen conflict.

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United Nations Sustainable Development Goals Open Pedagogy Fellowship

SDG 16: Conflict Project - Assignment 1

Andrew Egan, Langara College (BC, Canada);
Sarah Janseen, Pima Community College (Arizona)
2021-2022

Introduction:

You are a part of a collegewide effort to increase access to education and empower students through "open pedagogy." Open pedagogy is a "free access" educational practice that places you - the student - at the center of your own learning process in a more engaging, collaborative learning environment. The ultimate purpose of this effort is to achieve greater social justice in our community in which the work can be freely shared with the broader community. This is a renewable assignment that is designed to enable you to become an agent of change in your community through the framework of the United Nations Sustainable Development Goals (SDGs). For this work, you will integrate the disciplines of Geography and Philosophy to achieve SDG #16: Peace, Justice and Strong Institutions.

Learning Objectives:

1. Describe the concept of open pedagogy (OP); define and relate OP to the concept of Creative Commons
2. Identify and define the importance of the different UN Sustainable Development Goals (SDG's)
3. Summarize/outline SDG 16; understand the relationship between SDG 16 and its various targets
4. Define the concept of 'conflict' and how it relates to SDG 16
 - a. Identify the different institutional players within specific conflicts
 - b. Define and classify different institutional players and connect them to specific conflicts
 - c. Distinguish the different scales of conflict (local, regional, national, international)

Purpose/Rationale:

This project illustrates the prevalence of conflict spatially and at different scales. The skills learned in this assignment allow students to map conflicts geographically using Google Earth

software, and philosophically using a differing forms of dialogue and conflict mapping concepts and software. These skills will transfer into other aspects of academia, career, and personal life through understanding how conflicts are created and mitigated. The concept of researching, documenting, and providing potential resolutions for conflict are commonly used life skills.

Instructions:

Follow the instructions for the four parts of this assignment and keep track of your answers, you will need some of these later to enter into a Google form.

Part 1: Open Pedagogy and Creative Commons (approximate time to complete: 30 min)

Use the following website (<https://open.bccampus.ca/>) and define the following:

- A. Outline the concept of Open Education. (use the tab in the top left-corner)
- B. Using the “EXPLORE OER” tab, define the concept of “open educational resources” and provide four examples?
 1. Provide four examples of the positive benefits of adopting “open educational resources”.
- C. Use the left column “What is Open Pedagogy?” tab:
 1. Define the concept of open pedagogy and how it differs from traditional pedagogy?
- D. Use the left column, “What are Creative Commons and Open Licenses?”, tab:
 1. Define the concept of open licensing.
- E. Watch the following video and explain what Creative Commons is (<https://www.youtube.com/watch?v=dPZTh2NKTm4>)
- F. Watch the video, “Wanna Work Together” by Creative Commons.
 1. What is copyright?
 2. Are you giving up your copyright by using Creative Commons? (yes/no)
 3. Explain how different licensing through Creative Commons governs the ability to share your work in the Public Domain.
- G. Using the website (<https://creativecommons.org/about/>), locate the “Creative Commons Platforms” on the right side of the webpage, and examine the different platforms that host or support Creative Commons content.
- H. Return to the BC Campus: Open Ed website > “What are Creative Commons and Open Licenses?” page (<https://open.bccampus.ca/what-is-open-education/what-are-creative-commons-and-open-licences/>) and examine the different licenses available and the terms of use.

Part 2: UN SDG 16: Peace Justice and Strong Institutions (approximate time to complete: 15 min)

Use the following website (<https://www.un.org/sustainabledevelopment/sustainable-development-goals/>) and watch the video (<https://youtu.be/xVWHuJOmaEk>)

- A. List the four main pillars of the SDG (these correlate to the chapters of the video).
- B. What year were the SDG's adopted, by the United Nations?
 - 1. Was the adoption unanimous amongst the countries.
 - 2. How many different SDG's exist?
 - 3. Examine the different SDG's and explain the relationship between the goal and targets.
- C. Focus on SDG 16 – Peace, Justice, and Strong Institutions using the following webpages (<https://www.un.org/sustainabledevelopment/peace-justice/>)
 - 1. Explore the webpage for SDG-16, paying particular attention to the “Infographic”, “Facts and figures,” and “Goal 16 targets”.

Upon completing Part 1 & 2, use your answers to complete this QUIZ, the quiz is found on the Assignment 1 webpage.

Part 3: Conflict and its role in Peace, Justice, and strengthening Institutions (approximate time to complete: 30 min)

Conflict plays a pivotal role in the adoption of sustainable development. Peace, justice, and Institutional integrity are challenged by conflicts. In Part 3 of this assignment, you will learn more about conflicts, institutions, and different scales.

- A. Conflict exists in different forms; these may include personal, racial, class, industrial, political, and international (Gillan and Gillan, 1948 see reference for links). Gillan and Gillan wrote about these forms of conflict in 1948.
 - 1. Watch the following video (<https://youtu.be/TMaTVblJrf0>) and explain how the definition has changed in the past 70 years.
- B. In these definitions, you will find that conflict, in many cases, is defined by the players involved and their roles; and does not always involve violence but rather disagreement or struggles in contravention or contradiction.
 - 1. With this new knowledge of what defines a conflict, review SDG-16 targets and approximate how have a form of conflict embedded in them.
- C. Conduct some basic research and create a basic definition of what constitutes an Institution. (ensure you understand the breadth of the different definitions that exist).
- D. Using the SDG-16 targets, try and list the different forms of institutions that may play a role in meeting the different targets.
 - 1. For example: Target “16.6 -Develop effective, accountable and transparent institutions at all levels” may include government agencies (local, regional, national, and international), financial, non-governmental organizations (NGOs), crime syndicates, unions, etc. (Can you think of any others?)

- E. Institutions exist in many different forms and scales, some institutions are interested in local issues, others are more regional, while many are international, i.e. multinational corporations.
- F. Using either Google or Mozilla internet browsers, open the link below, it will open a Google Earth web-browser project and illustrate a few examples that provide insight into the Assignment 1 topics. This link is also available on the Assignment 1 webpage.
(<https://earth.google.com/earth/d/14DSg-Xyzd3HMBRrs8qjZ1z29H6tDyT6r?usp=sharing>)
 - 1. You will be using this software format is Assignment 2 and 3. Notice some of the basic characteristics of the software capabilities.
 - 2. Two examples of different conflicts are provided within the project. Pay close attention to the 10 questions posed in the project, answers similar to the examples are required to complete the next part of the assignment.

Part 4: Researching Conflict

In Part 4 of this assignment, you will research two different conflicts. These conflicts should be exemplary of the forms of conflict learned earlier in the assignment.

- A. Review the news services (newspapers, online reporting services, podcasts, etc) looking for a conflict covered in the news between (enter dates, e.g. Jan 2021 to present) Upon finding the conflict begin taking notes, ensuring you pay attention to the form of conflict, time, and institutions involved.
- B. Find a secondary source, reporting on this conflict, the secondary source should provide additional information (i.e. more background information, a slightly different perspective/opinion on the conflict).
- C. Locate a media sourced video and some images, ensure you properly document where these sources were retrieved from (i.e. citations, and weblinks).
- D. Complete the google form located on Assignment 1 webpage using facts and documenting your conflict. There is a rubric for marking your submission available here.

Format Requirements:

Students will complete a Quiz on the Assignment 1 webpage

Students will research two conflicts and enter their answers in a Google form on the Assignment 1 webpage.

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United Nations Sustainable Development Goals Open Pedagogy Fellowship

SDG 16: Conflict Project - Assignment 2

Andrew Egan, Langara College (BC, Canada);
Sarah Jansen, Pima Community College (Arizona)
2021-2022

Introduction:

You are a part of a collegewide effort to increase access to education and empower students through "open pedagogy." Open pedagogy is a "free access" educational practice that places you - the student - at the center of your own learning process in a more engaging, collaborative learning environment. The ultimate purpose of this effort is to achieve greater social justice in our community in which the work can be freely shared with the broader community. This is a renewable assignment that is designed to enable you to become an agent of change in your community through the framework of the United Nations Sustainable Development Goals (SDGs). For this work, you will integrate the disciplines of Geography, Philosophy to achieve SDG #16: Peace, Justice and Strong Institutions

Learning Objectives:

1. Choose and define a conflict
 - a. Illustrate how it meets the definition of a conflict
 - b. Identify the different players while classifying their institutional roles and motives
 - c. Relate the chosen conflict to SDG 16 and various targets
2. Examine and use the spatial attributes of the conflict using GIS-mapping software (Google Earth web-browser) to aid in its explanation.
3. Examine the conflict using a logic map or argument map to illustrate the viewpoints of the different institutional or individual players. (use logic map templates or create one)
 - a. Define the concert of conflict resolution and the role of institutions in mitigating conflict
 - b. Create text to speech dialogue about the conflict; illustrates the logic behind the different perspectives that led to the conflict
4. Analyze a conflict based upon the categories of scale, type, and types of institutions involved

Purpose/Rationale:

The activities laid out in this assignment will improve students ability to curate a Map Story using Google Earth software, create a argument map, and dialogue about a conflict. The assignment aims to improve spatial knowledge, understanding the role of dialogue in a conflict. This aims to improve the understanding of conflicts and the paths toward resolution.

Instructions:

Part 1: Researching and Choosing Conflict

In Assignment 1, you chose two conflicts to research and submitted a template (form) illustrating a conflict's different attributes (i.e. form, location, institutional players and roles, background information etc.). These submissions have been compiled into a database found on the Assignment 2 webpage. For Assignment 2, choose a conflict and create a map story (read Part 2 and 3 of this assignment, paying attention to the conflict attributes sought in these parts, this may aid in making a more informed conflict choice).

- A. Choose a conflict from the database (either one of your previous entries or a different one).
- B. Review the database cells, and answer the following questions:
 - 1. What are the forms of conflict within your assignment?
 - 2. Are all the institutions involved listed and recognized?
 - 3. Are the SDG-16 targets recognized and listed, are any missing?
- C. Broaden your research on the conflict, seeking out new materials.
 - 1. Pay attention to your answers in Part 1, Q B. (above) and see how your answers change as your research deepens.

Part 2: Google Earth Projects: Get Creative

In this part of the assignment, you will curate a Google Earth web-project Map Story. Your assignment or Map Story will provide insight into the background and spatial dynamics of the conflict.

1: Becoming Familiar

- A. You will need a Google Account to complete the following,
 - 1. if you do not have one or prefer to create one specific to this assignment then use this link (<https://accounts.google.com/signup/v2/webcreateaccount?hl=en&flowName=GlifWebSignIn&flowEntry=SignUp>)
 - 2. If you have one and would like to use it, Sign In (to) your account
 - 3. Any issues please reference: (<https://support.google.com/accounts/answer/27441?hl=en>)

B. Using either Google or Mozilla web-browsers open up the Google Earth web-based application. (<https://earth.google.com/web/>) or (https://www.google.com/intl/en_uk/earth/) and “Launch Earth”

C. If you are signed into your Google account, any creation in the Google Earth web-browser will be automatically saved to your Google Drive, if not be warned that you may lose your created material, signing in is highly suggested.

D. Become familiar with the layout of the software through the following steps:

Locate the following Icons, see Figure 1. below for help or hover your mouse over the icons to see their names and insight into their functions.

1. Right (lower) is for navigation, maneuver the Earth
2. Left (lower) is for creating points of interest (placemarks), lines, or polygons (shapes e.g. squares, circles, etc.)
3. Right (side column) is for projects, settings, etc.
4. Watch this video prior to getting started. (<https://youtu.be/5KtwMRedAbc>), in addition this analog set of instructions is helpful

*In the figure below, you can see the project from Assignment 1 and the copy. A copy of your assignment (Map Story) ensures the project is preserved through a backup.

2: Creating a Conflict Map Story

E Create a conflict Map Story project in Google Earth web, here is a link to an example found on the Assignment 2 webpage, however, this example is incomplete, and does not meet all the criteria for this Assignment. Review the assignment criteria below and the marking rubric to ensure compliance with the criteria.

1. Using Google Earth web > Projects > click “New project”
2. Name the project, ensuring it includes the conflict name, your initials, and course number (e.g. Tunisian revolution 2010 – AE – Geography 1120)

F Provide background information about your conflict’s location, using the Features (Placemark, Line, Shape, or Fullscreen slide) to curate your best map story.

G Ensure you provide:

1. specific details about the background information.
2. context to why the conflict has arisen.
3. the form(s) of conflict
4. context about the institutional players, direct and indirect

5. where the conflict intersects with SDG 16 and specific targets

3: Creating an Argument/Logic Map

H An argument or logic map is used to outline a conflict for this assignment. Some form of contention is usually at the root of all conflicts.

1. Create an argument/logic map that outlines the contention and the various perspectives surrounding the conflict.
 - i. An example is provided on the Assignment webpage, including a link to open-source software that may aid in this creation.
2. Attach your argument/logic map to your Map Story using the add imagery and label the slide appropriately.

IDialogue is incredibly important in elucidating the different perspectives and for working toward resolution. An example of this concept includes various peace talks, or international agreements.

1. Create a text-based dialogue of how the main institutional players feel toward the conflict.
 - i. An example is provided on the Assignment webpage, including a link to open-source software that may aid in this creation.
2. Attach your recoded dialogue to your Map Story using a link presentations slide feature.

4: Conflict Analysis

J Write a short analysis of the conflict that includes the differing perspectives of the conflict, and any other pertinent information that would improve the reader's ability to understand the reasoning for its current status.

Submission:

Upload your Map Story project link to the Assignment 2 webpage: Map Story Link

Format Requirements:

- Map Story project
- Argument Map
- Dialogue for institutional players

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