



# Jigsaw Activity Example

PSVP 2044

FALL 2019

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# The Peace and Violence Toolkit

- **Philosophy**: When students analyze the values embedded into a concept or the values in a theory, they gain greater insight in discussing *WHY* something qualifies as a form of peace or violence.
- **Theory**: When students comprehend theoretical approaches, they understand *HOW* studies and strategies on the subject matter intersect and improve our approaches.
- **Socio-Historic Context**: When students critically examine real-world examples (the *WHEN* and *WHAT*), they can discuss *WHAT* works/doesn't, and make more informed decisions after reflecting on how such examples fit with their own philosophical conceptualizations and theoretical understanding.

# Practicing with the Toolkit

Students either selected or were assigned one of the following articles:

## Natural Science

- Raine A., Scerbo A. (1991) Biological Theories of Violence. In: Milner J.S. (eds) Neuropsychology of Aggression. Foundations of Neuropsychology, vol 4. Springer, Boston, MA (on Canvas).
- Walker, Phillip L. "A Bioarchaeological Perspective on the History of Violence." *Annual Review of Anthropology* vol 30, no. 1 (2001): 573-596.
- Lindenbaum, Shirley. "Thinking About Cannibalism." *Annual Review of Anthropology* vol 33, no. 1 (2004): 475-498.
- Tingbern, N. "On War and Peace in Animals and Man." *Science* vol. 160, no. 3835 (1968): 1411-1418.

## Social Science

- DeWall, C. Nathan, Craig A. Anderson, and Brad J. Bushman. "The general aggression model: Theoretical extensions to violence." *Psychology of Violence* 1.3 (2011): 245.
- Anderson, Royce. "A Definition of Peace." *Peace and Conflict: Journal of Peace Psychology* vol. 10, no 2: (2004): 101-116.

## History/Political Science

- Arblaster, Anthony. "What is Violence?" *Socialist Register* vol . 12, no. 12, 1975, pp. 224-248.
- Beinart, William. "Introduction: Political and Collective Violence in Southern African Historiography." *Journal of Southern African Studies* vol 18, no. 3 (1992): 455-486.
- Leonard, Ira M. and Christopher C. Leonard. "The Historiography of American Violence." *Homicide Studies* vol 7, no. 2 (2003): 99-153.

# Information

At the end of class on September 16 (*History of Violence*), students were instructed to gather with others who had read the same article.

*EXPERTS  
ASSEMBLE*



**I'M AN EXPERT**



**IN MY FIELD**

## *JIGSAW, PT. I*

- ❖ Each of you go over what you consider to be the MAIN ideas, themes, and general takeaway of your reading.
  - ❖ Prepare to explain that reading, VERY briefly, to people who **HAVE NOT READ** your article.
  - ❖ Work with each other to come up with a way to do that: be it a story, a script, or a general summary.
    - ❖ Make sure EVERYONE in your group gets a copy; even those who weren't here today.
    - ❖ Bring these notes with you on WEDNESDAY.
  - ❖ You will have until the end of class to do this.
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# Information

At the end of class on September 18 (*History of Peace*), students were sorted into groups, with each student having read a different article. Students were to share their summaries/points from Part I.

# *JIGSAW, PT. II*



- ❖ After sharing your main points, I want your groups to do the following:
- ❖ I have appointed your various groups as the Hokie Violence Response Committee. Your first task is to create an Official Response Program:
- ❖ Detail methods of protest, resistance, resource allocation, and/or policymaking in response to the following:
  - ❖ *Genocide*
  - ❖ *Employment Discrimination*
  - ❖ *Terrorism*
  - ❖ *Domestic Abuse*
- ❖ The official response or policy for each can be as long or as little as your group prefers. But **all** must contribute something.
- ❖ ~30 mins.



# Information

During class on September 23 (*Violence at Home*), students assembled into the same groups from Part II. Each group chose one scenario from a list and used their group's Response Guide to form an appropriate course of action.

# SCENARIO

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HOW MIGHT VT RESPOND, ACCORDING TO YOUR  
GROUP'S RESPONSE?

Take 35 Minutes to Discuss and Respond. Pick someone from your  
group to come up and share answers.

# PICK ONE



- Taking your group's program into consideration, consider the following scenarios:
  - President Sands has announced that VT will allow a Neo-Nazi demonstration like the one that occurred in Charlottesville.
  - A professor has been found to have been, in his words, "applying a firm hand on students' shoulders". All these students are female, and they don't like it. They've told him. He hasn't stopped.
  - LLoyd Inc., who makes all the VT Apparel sold on campus, has been found systematically denying employment to LGBTQ+ individuals. The CEO, Yannis Andreas, has said that to do so violates his religious beliefs.
  - U.S. Immigrations and Customs Enforcement (ICE) has announced that all Canadian-born students/workers must receive sterilization procedures if they are to continue studying or working in the country. Virginia Tech has quite a few Canadian-born students. They're worried.