

Youth
Peace-builder
Network

Peace-building in the Digital Information Age
Student Manual
2018

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Peace is not only better than war, but infinitely more arduous
-- George Bernard Shaw

Orienting

The most disadvantageous peace is better than the most just war."
-- Desiderius Erasmus

What is the Youth Peace-builder Network?

The Youth Peace-builder Network (YPN) is an emerging network of youth mobilized as leaders in the effort to create a global culture of peace in all social spaces, online and offline. Trained in cutting edge concepts of peacemaking, conflict transformation, and violence prevention, YPN participants lead their peers in exploring the fundamental ideas, worldviews, and actions which characterize a culture of peace.

Why digital peace building?

The need for digital peace building has grown increasingly urgent as incivility, bullying, meanness and harmful speech pervade the Internet. At the same time, the Internet has become central to human experience, representing a social space that most cannot avoid in order to socialize, learn, work, shop, open a bank account, or do just about anything that is a part of modern life.

This online social space is especially important to youth who spend a significant amount of time online, and who are sometimes referred to as "digital natives."

Building digital peace, however, requires us to be peacemaker in all contexts—online and offline. This is because digital technologies allow all conflicts—regardless of where they originate—to be easily exposed, captured and documented in digital format.

As well, digital technologies have dramatically raised the stakes of conflict by amplifying its damaging effects.

The ability to make peace, to resolve and prevent conflicts—both on and offline—has become an indispensible literacy in order to effectively function and participate as a citizen in the digital age.

Why should I join the Youth Peace-builder Network?

Being a peace-builder involves a courageous choice to be a leader, agent of change, and positive force in your family, relationships, and communities. It is also about learning skills and ideas which will help you succeed in the future. Finally, being peace-builder is about opening up opportunities to meet your peers from different parts of the world.

How do I use this manual?

This manual has two uses. First, it is the foundation for training in the concepts and practices of YPN. Second, it is a resource that you can return to in the future as you are engaged in your peace-making work.

This manual contains a range of explanations, exercises, and questions. In any given training, it is likely the various parts of the manual will be used in different ways.

Engage your peers in a dialogue about peace. Use drama and the arts to train others to be peace-builders. Travel to other communities and countries to engage in peace trainings and events.

These are just a few of the activities that YPN groups might engage in. YPN involves youth in dynamic and proactive peace-building activities amongst your peers and in your communities. They also network and seek out exchange opportunities with other YPN groups.

Three steps to becoming a peace builder

We never would have landed humans on the moon without having the vision to do it in the first place.

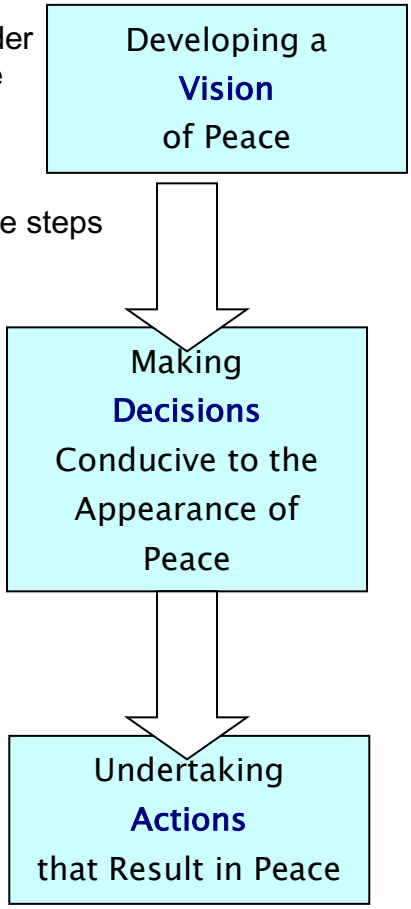
Even with the vision to land humans on the moon, it couldn't have been done without making decisions in a manner conducive to accomplishing that task.

Even with the vision and decision to walk on the moon, it could never be done unless we have the skills and knowledge of how to act to accomplish the task.

Peace is the same. We have to have a vision of what peace is, know how to make decisions conducive to accomplishing that vision, and have the skills to act in a manner that will accomplish it.

Learning to be a peace-builder is about learning these three steps.

This training manual is organized around these three steps and will take you through them systematically.



Digital Basics

The Internet is one of the most important innovations in human history. It has helped the world become a global village, make education more available to people around the world, caused many wonderful inventions to be made.

Most of us consider ourselves as digital citizens, but how much do we know about the digital environment we live in?

What is the Internet?
How does it work?

- What's Wifi, Cables, Wires?
- What is IP addresses & DNS?
- What is HTTP & HTML?
- Packets, Routing & Reliability

What is the difference between the Internet and the World Wide Web?
What's the Internet again?

Just like in the real world, if we ask you to help build a peaceful school, you need to know what a school is, who goes to school or work there, what goes on at school, what rules govern the running of a school, etc.

Being a digital peace-builder also requires us to have a basic understanding about the Internet, its structure and environment.

A resource that can be a starting point:
https://code.org

There is no way to peace. Peace is the way.
-- A.J. Muste.

Envisioning

Peace has become practically nobodys' business among the power-wielders. Many men cry Peace! Peace! but they refuse to do the things that make for peace.

Martin Luther King Jr.

E X E R C I S E

Defining Digital Peace

As individuals or in groups answer the following questions.

1. Define digital peace
2. What are the causes of digital peace?
3. Define digital conflict
4. What are the causes of digital conflict?

Do you find these questions easy or hard to answer? Which ones are hardest? Why?

Defining peace on and offline

Peace is both a necessary condition for and one of the highest aspirations of an open and free Internet.[1] Yet, digital peace is hardly ever mentioned or explored with respect to the online environment. We do, however, talk a lot about different types of online conflict: cyber-bullying, online hate speech, trolling, online harassment or shaming, online radicalization or extremism, cyber crime, etc.

This lack of discussion about peace happens in the offline context as well. Peace is not an easy topic to understand or talk about.

It is much easier to understand conflict or violence. We tend to know the latter when we see it. We would likely all agree on whether a particular act was violent or not. Is hitting someone violent? Is shooting a gun at other people violent? Is screaming angrily and aggressively violent?

We are somewhat less certain when we talk about peace. What does a state of peace like look? If there is no conflict or war, does that mean there is peace? Defining peace is very difficult. Consider the following statements or definitions of peace:

- Peace is the absence of war
- Peace is a state of non-violence
- Peace is state of calmness or harmony
- Peace means that collaboration and mutual respect are the norm
- Peace means conditions of justice prevail
- Peace means everyone is happy
- Peace means that we treat everyone as members of one human family
- Peace is a state where there is no outright tension between people

Which definitions do you most agree with?

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[1] See for example, a student from MIT explains how an actor with malicious intent may break the Internet: MIT Museum, How to Break the Internet: https://www.youtube.com/watch?v=Y-xfR5JUBgY.

E X E R C I S E

What do I think of when I think of 'peace'?

As individuals or in groups complete the following assignment.

Make lists of the first associations that come to your mind with each of the following words:

Peace	**Conflict**	**Diversity**

Positive, Negative, Hot, and Cold Peace

There are two axes that help us understand peace:

Negative Peace



- Control/Cessation of violence—absence of war
- Separation of conflicting parties
- Focus on manifestations of conflict, not roots

Positive Peace

- Patterns of cooperation and integration
- State of social harmony from which all benefit
- Unity and diversity

Cold Peace



- Little outright hostility, but a lack of mutuality
- Tendency towards isolationism/ segregation

Hot Peace

- Collaborative efforts to build bridges
- Establishment of points of unity
- Interoperability
- Promotion of interdependence, human rights, participation, democratization

E X E R C I S E

Understanding Hot, Cold, Positive and Negative Peace

As individuals or in groups, complete the following assignment. For each of the scenarios consider the following questions:

- What kind of peace is likely to result from the efforts being taken (hot, cold, negative, positive)?

- What other actions would you suggest in each scenario to create a hot/positive peace?

:

Scenario 1: Civil War in Serenadia

Serenadia has been in a state of civil war for a number of years. The warring parties come from two different ethnic groups who have a history of violence. The warring parties and the international community have agreed to the following arrangements to try to create peace:

- To form two countries;
- Each country will be predominately made up of members of one ethnic group; and
- Members of each ethnic group will be strongly encouraged to live in the country which is predominately made up of people of their ethnicity, and will be helped to re-locate.

Scenario 2: A Violent High School

At a local high school there have been a number of incidents of violence. The main issue has been around two “gangs” of students whose members often fight with each other during and after school. In order to deal with the situation the school has decided to take the following action:

- To hold trainings and workshops on peace and unity for all students and staff;
- To work with the larger community to understand what social, economic, ethnic, or political factors might be contributing to the formation of the “gangs” within the school;
- To train students to be peer leaders and interveners in situations of conflict; and
- To discipline instigators of the violence, but as part of the discipline to engage the gang members in joint activities and events.

Scenario 3: Dealing with Cyber-harassment

A small group of students in a local high school have posted nasty remarks about the LGBTQ community in an online chat group in reaction to recent implementation of gender-neutral bathrooms at the school. In order to deal with the situation, the school administration has decided to take the following actions:

- To implement a "zero-tolerance" policy prohibiting any discriminatory remarks base on personal characteristics such as sexual orientation, race, culture, religion, etc.; any violation of this "zero-tolerance" policy would result in suspension;
- To ban the use of personal mobile devices during school hours;
- Email parents and guardians about the harm of bullying, and inform them of the school's implementation of the above two policies.

Scenario 4: Building Interoperability

Apple is the technology company that supplies most of the computers at ABC elite private school. The school noticed that while the majority of students at the school are Apple users, most students on financial assistance tend to use PC and android devices because of their lower price points. Incidences of software or hardware incompatibilities have caused embarrassments to these non-Apple users and made them feel different. The school decides to implement a school wide "interoperability" program consisting of:

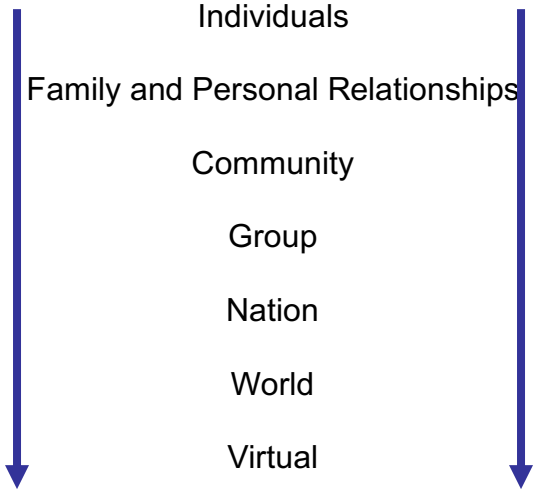
- patches and workarounds to address software incompatibility between Mac and PCs;
- providing special dongles and special hardware connectors that would allow PC users to interoperate with Mac devices;
- adopting cloud based software provided by Google, which is available and easily accessible to both PC and Mac users

Forms of peace

When we talk about peace we often think first about "world peace" or peace between nations or groups of peoples. But we can also talk about peace in a more comprehensive way. We can identify a number of different categories or forms of peace:

Category	Definition
Intrapersonal Peace	Peace with Oneself/Inner Peace
Interpersonal Peace	Peace with other Individuals/Relational Peace
Intergroup Peace	Peace between Groups of People/Societal or Community Peace
International Peace	Peace between Nations/World Peace
Online Peace	Peace with others in online contexts that cut across national, physical or social boundaries

These forms of peace move from the smallest social units to the largest:



E X E R C I S E

Identifying the Categories of Peace

Identify or describe an example from the real world of each of the following:

- Intrapersonal peace

- Interpersonal peace

- Intergroup peace

- International peace

- Online peace

How are the different forms of peace related to each other?

When we talk about international peace we rarely talk about intrapersonal peace. Similarly, when we talk about peace within a family, we often don't connect it to peace between large groups or nations.

But in important respects the various forms of peace are interrelated, and indeed indivisible. In this respect, we might call peace "holistic".

Our individual choices are often shaped by the circumstances and beliefs of the groups of which we are a part. For example, we often feel pressure to act in ways encouraged by our groups of friends. Similarly, when an individual feels internal conflict, they sometimes express this through conflict with other people.

ACTIVITY
Story of the World Wide Web

One story that illustrates the interconnection between the different forms of peace is the story about the creation of the World Wide Web.

The video “ForEveryone.net” (http://www.foreveryone.net), made by the World Wide Web Foundation, gives an overview of the past and future of the online world. As a group, discuss the following questions base on the video:

1) How would you describe the worldview of the inventor of the World Wide Web?

2) What are some of the major design principles of the World Wide Web? Do they reflect the worldview of its inventor?

3) Usually, inventors own their inventions. Does Tim Berners Lee own the World Wide Web? If he doesn’t, why not?

4) What is the democratic potential of the World Wide Web? Why is it so?

5) What is net neutrality? What happens when there is no net neutrality?

6) How does this story show the connection between individual actions and peace-building at different social levels?

Dimensions of Conflict

Examining the nature of conflict also helps demonstrate the holistic nature of peace.

One way of seeing this is to think about the nature of conflict.

Consider the following scenario:

> **Scenario: Road Rage?**
> Mr. X is driving down the street in the busy downtown of a large city. Mr. X sees free parking spot, pulls in front of it, and begins to parallel park. At the same time Mr. Y intentionally pulls into the spot from behind and blocks X from parking. The cars bump each other. X and Y get out of their cars and begin screaming and shouting at each other. There is even a little pushing and shoving.

What is cause of this conflict?

Suppose you also knew the following information about the situation:

> The city Mr. X and Mr. Y are driving in has recently been the site of serious tension between two racial groups. Mr. X is from one of the racial groups and Mr. Y is from another.

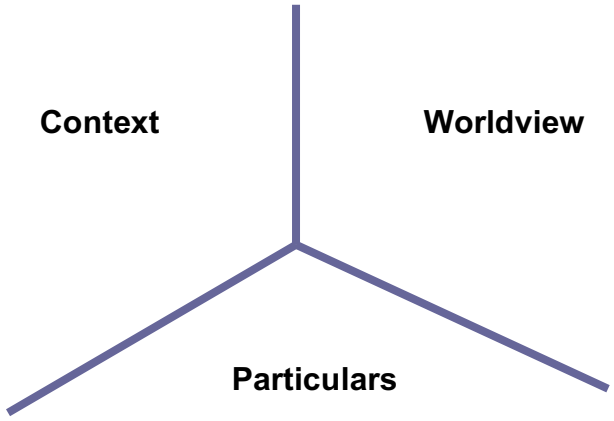
Would your answer to the question—"What is the cause of this conflict"—change?

Suppose you also had the following 3rd piece of information:

> Mr. Y believes that the racial tensions in the city are primarily caused by people of other races. Mr. Y feels he is in a state of competition with those from different races than him. He feels he is in competition with them, and wants to succeed as much as possible for himself.

Would your answer change again?

Conflicts are generally shaped by three factors:



On the surface are the **particulars** we observe: A nasty comment on social media; a dispute over a sum of money; an emotional struggle within a family; a fight in a schoolyard; a miscommunication; or a military confrontation.

Underneath this surface is the **context** in which a conflict arises. Conflicts appear within and in some respects are manifestations of the technological, social, historical, and cultural contexts in which they occur. The same actions and choices which give rise to conflict in one context may not give rise to conflict in another. To understand conflict, and resolve it, one has to understand, take into account, and perhaps even address the context in which a conflict occurs.

For example, if one lives in a society where there is a lot of tension between different races, then interpersonal conflicts between individuals—particularly those of different races—may arise or be shaped by the larger racial tension within society.

Similarly, the way in which a conflict plays out could also be shaped by the technological context. Digital information technologies have amplified the negative impact of conflict by making it more socially visible and subjecting those involved in it to a greater prospect of being judged harshly and by more people.

Conflicts are also rooted in our **worldviews**. The way in which human beings view the world and their place in it, contributes to the choice to enter (or not enter) into conflict and how one behaves in a state of conflict.

For example, if we view the world as a place full of threats and danger we are likely to respond to conflicts in ways that are forceful and give us some degree of control over situations.

But if we see the world as highly interdependent and connected, then we may focus on understanding the deeper causes of a conflict and what motivates those we are in conflict with to act in certain way, and emphasize dialogue and communication in responding to the conflict.

E X E R C I S E

Understanding the Dimensions of Conflict

In groups, complete the following assignment.

1. Analyze the "Road Rage" scenario based on the dimensions of conflict. What are the particulars? What are the relevant contexts? How do you think worldview is impacting the conflict?

2. Pick a conflict you are familiar with in your life. Analyze it based on its particulars, conflict, and worldview.

3. In groups, the trainer will hand out conflict scenarios. Each group should prepare a 1 – 2 minute dramatization of the conflict. The dramatization should convey all of the information given in the conflict scenario.

Scenario #1

Michelle and Keisha are two high school students in the same school. They have known each other for four years and consider themselves friends. They have not had problems with each other in the past. While they are both in the same grade, they are in different classes so they don't see each other much during school except when they see each other during dance practice after school. Michelle has been seeing a boy named Anthony and she considers him her boyfriend.

At dance practice a conflict broke out between Michelle and Keisha. Amber, a friend of Michelle's saw a Snapchat photo of Anthony with his arm around Keisha, and told Michelle. Michelle came to dance practice and started screaming at Keisha, and challenging her to a fight. Keisha didn't know why Michelle was so angry, but being screamed at made her furious. Keisha said she would fight Michelle after school on the playground and then left the dance practice.

Scenario #2

Michelle and Keisha are two high school students in the same school. They have known each other for four years and consider themselves friends. They have not had problems with each other in the past. While they are both in the same grade, they are in different classes so they don't see each other much during school except when they see each other during dance practice after school. Michelle has been seeing a boy named Anthony and she considers him her boyfriend.

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There has been a lot of tension within the school. The school is predominately populated by students from two different ethnic groups. There have been a number of violent incidents between members from the different groups. A lot of students don't like it when a student from one ethnic group dates a student from the other one. Anthony and Michelle are from the same ethnic group. Keisha is from a different group.

Scenario #3

Michelle and Keisha are two high school students in the same school. They have known each other for four years and consider themselves friends. They have not had problems with each other in the past. While they are both in the same grade, they are in different classes so they don't see each other much during school except when they see each other during dance practice after school. Michelle has been seeing a boy named Anthony and she considers him her boyfriend.

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Michelle is used to being the center of attention at school, and is considered one of the "cool" kids. She tends to get her way, and is very sensitive to how she is perceived by other students. She wants to be seen as in charge and control. This is why she confronted Keisha so publicly and aggressively. She did not expect Keisha to be aggressive back. Michelle is nervous.

Keisha has always felt she had to fight for everything in life. She does not seek out conflicts, but when challenged she tries to win. If Michelle wants to fight, Keisha will do what it takes to win. If Michelle were willing to back down then Keisha would not pursue the matter.

E X E R C I S E

Understanding the Dimensions of Conflict

In groups, complete the following assignment.

4. Analyze the following scenario based on the dimensions of conflict. What are the particulars? What are the relevant contexts? How do you think worldview is impacting the conflict?

Scenario: Yale Halloween Controversy Goes Viral

In 2015, Yale university administration sent an email to discourage culturally insensitive Halloween costumes after a series of racially offensive parties at other universities that portray minority cultures in a derogatory light gained widespread attention. This email has led to a fiery debate at Yale about a range of issues fundamental to American society. The controversy culminated in an argument, caught on video, between a group of students from different racial backgrounds and a Yale professor who is also a college residence administrator. One short clip in particular went viral, receiving more than a million views on Youtube. The clip's widespread circulation provoked the ire of many online observers, with some taking to social media and the blogosphere to chide and mock one of the students involved in the confrontation with the administrator. While the student deleted her profiles on social media and websites that she has control over, a fake Facebook page about her as well as an article that exposes many personal information about her remains online. Many students were heard in the video talking about the need for acknowledgement of their experiences as minorities and the need to create a safe campus environment for everyone. The professor, on the other hand, was heard emphasizing the importance of civil dialogue and free expression. The controversy prompted Yale administration to respond with a range of institutional measures aimed at enhancing campus inclusivity and curbing systemic racism.

Reports about this incident are various, including:

- "At Yale, a fiery debate over who's being silenced" by *Columbia Journalism Review*
- "Don't be too quick to judge Yale Protesters" by *CNN*
- "The New Intolerance of Student Activism" by *The Atlantic*
- "Yale's president responds to protesters' demands" by *Washington Post*

This understanding of conflict suggests a number of important things, including the following:

- conflicts—whether large or small, online or offline, involving nations, groups, or just a few individuals—are influenced by particulars, context, and worldview.

- Individuals' choices to engage in conflict, how they engage in conflict, and the types of conflict they engage in will be shaped by their worldview, the contexts they operate within, as well as the particular circumstances.

- The worldview of individuals and the choices they make can impact on large conflicts, whether it is the choices of leaders or their followers.

- Our worldviews are often shaped by and shared with groups of which we are part. So the inter-personal conflicts we get involved in may reflect the patterns or perspectives of the broader groups or community that we are a part of.

Summary

Building peace, whether online or offline, begins with ‘seeing’. So far, we have been developing a ‘vision’ of what peace is, and raised our consciousness about the nature of peace. All of this re-iterates the basic point that peace begins in our minds—with how we think about the world, our value and purpose, our relationships with others and ourselves. It is in raising our consciousness that the essential foundation for building peace is laid.

Remember:

- The axes of peace: hot, cold, positive, negative
- The forms of peace: intrapersonal, interpersonal, intergroup, international, virtual / online.
- The dimensions of conflict: worldview, context, particulars

When women have a voice in national and international affairs, wars will cease forever.

Augusta Stowe-Gullen

Deciding

An eye for an eye only makes the whole world blind.

Mahatma Mohandas K. Gandhi

E X E R C I S E

Understanding decision-making

As individuals or groups, complete the following assignments.

1. Answer the following questions:

    How do you make decisions?

    What factors contribute to your choices and decisions?

    How do you make decisions when you are with a group of your friends?

2. Consider the following scenario:

Scenario: The Tyler Clementi story

In September 2010, few weeks after the fall semester started, former Rutgers University freshman Dharun Ravi set up a webcam with another new student to spy on his freshman roommate Tyler Clementi's initimate encounter with another man. Ravi gossiped on Twitter about Clementi: "I saw him making out with a dude. Yay," and invited others to the viewing.

After discovering Ravi's action and spending two days repeatedly looking at his Twitter feed, Clementi threw himself off the George Washington Bridge and committed suicide. Both Ravi and Clementi were 18 at the time when this happened.

Through a lawyer, Ravi apologized for his "thoughtless, insensitive, immature, stupid and childish choices," and pleaded guilty to attempted invasion of privacy.

References:
"Roommate in Tyler Clementi Case Pleads Guilty to Attempted Invasion of Privacy": *New York Times*, Oct 27, 2016
"Rutgers Case Jurors Call Digital Evidence Crucial": *New York Times*, March 16, 2012
"'I Apologize,' Ex-Rutgers Student Says Before Going to Jail": *New York Times*, May 29, 2012
"The Story of a Suicide" *The New Yorker*, Feb 6, 2012

Based on this scenario, answer the following questions:

- Why do you think Ravi and his friend decided to spy on Clementi?
- How do you think they made the decision?
- Could they have acted differently?
- What might have led them to make other decisions?
- What factors influence people's choices and actions?

Worldview and decision-making

We make decisions all the time. Some are small and mundane. Others are more fundamental, and profoundly affect our lives, and the lives of others.

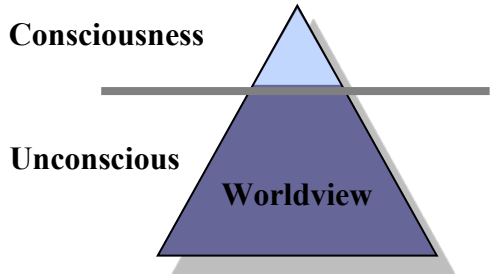
Depending on the circumstances one is in, decision-making requires individuals and groups to make decisions differently. We might do research when deciding what computer to buy and deciding which restaurant to go to, but it is likely we will do far more research into the computer purchase. We will likely seek out the counsel of others when making a serious decision like whether to take a new job, but it would be quite impractical to seek out the advice of large numbers of people when deciding which movie to go to. Further, any of these choices are going to be affected by a host of factors, including our values, beliefs, and background.

While we make decisions differently in different contexts, the way in which individuals approach decision-making in all contexts is shaped by the worldviews individuals have. A worldview is like a pair of glasses. It is the lenses through which we see the world. Like glasses, one's worldview affects what we see, and the choices we make. Glasses might make me see the world blurry or clear, or tinted to a particular color.

How individuals see the world impacts how they make choices in the world. As such, if an individual has a worldview that is prone to conflict, they are likely to make decisions in a manner that is prone to conflict. Similarly, if you have a worldview that is conducive to peace, you are likely to make decisions in a manner that is conducive to the appearance of peace.

How would you describe your worldview?

We usually don't talk or think about our worldviews. Indeed, worldviews are something which we are typically not wholly conscious of. They are like an iceberg. We only see a small part of them, the rest of it being submerged and out of view.



As this diagram illustrates, we are typically only conscious of a small part of our worldview.

In order to become a peace-builder it is important to increase our consciousness of our worldviews.

E X E R C I S E

Worldviews and Change

As Individuals or groups, consider the following two scenarios:

Scenario 1

Sara is a three year old girl. She is out shopping with her mom. In the window of a store she sees a doll she would like to buy. She asks her mom for it. Her mom says that they are not going to buy a new doll today. Sara throws a tantrum. She demands the doll: 'I want it now' she screams.

Scenario 2

Jack is a twenty-five year old man. He and his wife are out shopping. In the window of a store he sees a new large television he would like to buy. He asks his wife whether she thinks they could buy it. She says she thinks today is not the day to buy it. Jack throws a tantrum. He demands the television: 'I want it now' he screams.

Questions:

Do you react to the two scenarios in an identical way?

Don't Sara and Jack engage in decision-making in the same way? Can you describe this mode of decision-making?

Worldview and change

Why do we react to Sara and Jack differently?

It is because of a universal human reality—growth or development. Whether we like it or not, regardless of whether we choose to or not, we change.

No child can decide one day that they will not physically mature. It happens regardless of what one wants. Similarly, no adult can decide they would like to grow another meter tall so that they can become a basketball star.

The way we think and deal with our emotions, and how they change is somewhat different. It is inevitable that how we think and the emotions which dominate our lives will change as we experience different conditions in life. It is also normal and healthy to expect us to emotionally mature. But human beings can interfere with these processes of growth and be resistant to change. Similarly, they can be very open to change, and push themselves to grow and mature.

Our discomfort with Jack is that it appears he did not accomplish normal and healthy emotional change which would lead him to act differently then Sara in similar circumstances.

Human beings must grow *physically* in order to live healthy lives. We have *little control* over this form of growth.



Human beings must grow *emotionally* in order to live healthy lives. We have *some control* over this form of growth.

The Inevitability of Human Maturation

There is another aspect to the inevitability of human maturation.

Consider the difference between how a three-month old baby and three year old toddler view the world:

3 months
Conceives of herself as part of her mother

Believes they are the world, or that the world revolves around them

Responds to instinctual needs for self-preservation (i.e. eat, sleep)

***

3 Years
Recognizes herself as a distinct human being

Views the world as a place of discovery and danger

Responds to a need to control the world around them, to find safety and security

The difference between the three month old and the three year old illustrates that another axis of growth of individual human beings is their worldview, or state of consciousness.

Even in the first few years of human life a massive shift in consciousness takes place. The three month old moves from being unaware of themselves to being self-aware and having awareness of others. Similar changes takes place as one continues to grow up.

As our consciousness is raised our worldviews change. Thus, it is normal and necessary for our worldviews to change and develop as we get older. At different stages in our life our worldviews will be different. Human beings can also be resistant to the development of their worldviews. They can resist changes in their worldviews, or welcome and embrace them.

Individual and collective growth

Is it only individuals who inevitably mature and grow?

Is it possible that humanity collectively evolves and grows?

Think about how the collective life of humanity has changed and evolved throughout history. Some examples include:

- Movement towards global, or international, forms of social organization;
- Evolution in how we conceive of our fellow-human-beings, emphasizing values such as equality;
- Change in modes of political organization to more inclusive and participatory models;
- Shifts in our understanding of the planet on which we live, including shared responsibility for maintaining the planet's health.

It could be said that these examples and others imply that the worldview of our collective also evolves and changes. Just like the three-month old child who has a very limited concept of the world around them, groups of human beings for most of history had no knowledge of the other groups of humans that populated the planet. As we collectively evolved and made such discoveries, our worldview changed.

Defining Worldview



Worldviews can be organized into three components, or the "three p's":

Perspective

- how the world is organized
- the place of the individual within the world
- the structure of reality

Principle

- right or ethical action
- acceptable or reasonable forms of conduct

Purpose

- ultimate - meaning of existence
- narrow/specific purpose – goals, outcomes, desires

Worldview and decision-making

The ways we make decisions reflect our worldviews. Some worldviews lead to conflict-oriented decision-making while others result in peace-oriented decision-making.

By reviewing different worldviews, and the modes of decision-making which are a result of those worldviews, the foundations of peace-oriented decision-making become clear.

Worldview #1: Infancy

DECISION MAKING	PERSPECTIVE (WORLD)	PRINCIPLE (OPERATING)	PURPOSE (ULTIMATE)	MODE OF DECISION MAKING
LEVEL 1	Vague	Unformulated	Self-Preservation (Instinctual)	Self-Preservation (S-Mode)

Exercise

Consider the following questions:

1. Can you identify examples of S-Mode decision-making from your own lives?
2. How common do you think it is to find people who make decisions in the S-Mode?
3. Do you think the world operates in the S-Mode?
4. Is conflict inevitable in this worldview?

Worldview #2: Childhood

DECISION MAKING	PERSPECTIVE (WORLD)	PRINCIPLE (OPERATING)	PURPOSE (ULTIMATE)	MODE OF DECISION MAKING
LEVEL 2	World is dangerous World is new	Might is right Dominate or Submit Exploration	Survival	Authoritarian (A-Mode) Hierarchical & control oriented

Exercise

Consider the following questions:

1. Can you identify examples of A-Mode decision-making from your own lives?
2. How common do you think it is to find people who make decisions in the A-Mode?
3. Do you think the world operates in the A-Mode?
4. Is conflict inevitable in this worldview?

Worldview #3: Adolescence

DECISION MAKING	PERSPECTIVE (WORLD)	PRINCIPLE (OPERATING)	PURPOSE (ULTIMATE)	MODE OF DECISION MAKING
LEVEL 3	World is a jungle Anarchy	Competition Push / Rebel Test Boundaries Set Own Directions Survival of the Fittest Freedom	To Win Succeed Identity formation	Power Struggle (P-Mode)

Exercise

Consider the following questions:

1. Can you identify examples of P-Mode decision-making from your own lives?
2. How common do you think it is to find people who make decisions in the P-Mode?
3. Do you think the world operates in the P-Mode?
4. Is conflict inevitable in this worldview?

Worldview #4: Adulthood

DECISION MAKING	PERSPECTIVE (WORLD)	PRINCIPLE (OPERATING)	PURPOSE (ULTIMATE)	MODE OF DECISION MAKING
LEVEL 4	World is One / Interconnected	Strive for truthful, fair, and just interaction Respect Encourage participation	Patterns of Unity in Diversity Create Peace	Consultative (C-Mode) Cooperative, creative, collaborative

Exercise

Consider the following questions:

1. Can you identify examples of C-Mode decision-making from your own lives?
2. How common do you think it is to find people who make decisions in the C-Mode?
3. Do you think the world operates in the C-Mode?
4. Is conflict inevitable in this worldview?

Unity is the pivotal concept of the C-Mode. Unity is also a very difficult concept.

"Unity" can be given negative or positive meanings:

Negative Unity	**Positive Unity**
Unity as…sameness	Unity as…implying diversity
Unity as…uniformity	Unity as…implying justice
Unity as…oppressive	Unity as…conscious
Unity as…coercive	Unity as…creative
Unity as…static	Unity as…ever-increasing

Creating a state of unity requires active and conscious choice by individuals and groups. There must be willing choice to form a union of some sort, whether it be at the level of the family, a collective, or the world as a whole. When unity is forced or coerced, it is oppression masked as unity. Ultimately that oppression will be unmasked, and often with destructive consequences.

Unity also requires diversity. Think of our own bodies. Our body is made up of diverse and distinct organs. They all exist to contribute to the creation of a greater whole, the human body. The human body cannot function without the distinct contributions of each of the organs. Suppose your brain, or heart, or kidneys, decides to take a day off. What would happen to your body?

E X E R C I S E

Utilizing the Developmental Model

1. In groups, analyze the worldview of each of the following case studies:

Case study 1: Nuclear Buttons

On 1Jan 2018, North Korea's leader, Kim Jong-un said in a speech that:

> "It's not a mere threat but a reality that I have a nuclear button on the desk in my office. All of the mainland United States is within the range of our nuclear strike."

In response, the President of the United States Donald J. Trump sent the following tweet on 2Jan 2018, from his Twitter account @realDonaldTrump:

> "North Korean Leader Kim Jong Un just stated that the 'Nuclear Button is on his desk at all times.' Will someone from his depleted and food starved regime please inform him that I too have a Nuclear Button, but it is a much bigger & more powerful one than his, and my Button works!"

Case study 2: Assumed Good Faith

Wikipedia has become one of the most widely used encyclopedia in the world. The culture of Wikipedia is shaped by the following principle which Wikipedia requires its community of editors and contributors to adopt:

> *Assuming good faith (AGF)* is a fundamental principle on Wikipedia. It is the assumption that editors' edits and comments are made in good faith. Most people try to help the project, not hurt it. If this were untrue, a project like Wikipedia would be doomed from the beginning. This guideline does not require that editors continue to assume good faith in the presence of obvious evidence to the contrary (e.g. vandalism). Assuming good faith does not prohibit discussion and criticism. Rather, editors should not attribute the actions being criticized to malice unless there is specific evidence of such.
>
> When disagreement occurs, try to the best of your ability to explain and resolve the problem, not cause more conflict, and so give others the opportunity to reply in kind. Consider whether a dispute stems from different perspectives, and look for ways to reach consensus.
>
> When doubt is cast on good faith, continue to assume good faith yourself when possible. Be civil and follow dispute resolution procedures, rather than attacking editors or edit-warring with them. If you wish to express doubts about the conduct of fellow Wikipedians, please substantiate those doubts with specific diffs and other relevant evidence, so that people can understand the basis for your concerns. Although bad conduct may seem to be due to bad faith, it is usually best to address the conduct without mentioning motives, which might exacerbate resentments all around.
>
> Be careful about citing this principle too aggressively. Just as one can incorrectly judge that another is acting in bad faith, so too can one mistakenly conclude that bad faith is being assumed; exhortations to "Assume Good Faith" can themselves reflect negative assumptions about others.
>
> **https://en.wikipedia.org/wiki/Wikipedia:Assume_good_faith**

Case study 3: Move Fast and Break Things

Before Facebook became a public company in 2012, Mark Zuckerberg wrote a letter to investors in its Initial Public Offering (IPO) describing the "hacker culture" of the company, and the core values that drive it:

> "[W]e have … five core values for how we run Facebook:
> **Focus on Impact**
> If we want to have the biggest impact, the best way to do this is to make sure we always focus on solving the most important problems. It sounds simple, but we think most companies do this poorly and waste a lot of time. We expect everyone at Facebook to be good at finding the biggest problems to work on.
>
> **Move Fast**
> Moving fast enables us to build more things and learn faster. However, as most companies grow, they slow down too much because they're more afraid of making mistakes than they are of losing opportunities by moving too slowly. We have a saying: "Move fast and break things." The idea is that if you never break anything, you're probably not moving fast enough.
>
> **Be Bold**
> Building great things means taking risks. This can be scary and prevents most companies from doing the bold things they should. However, in a world that's changing so quickly, you're guaranteed to fail if you don't take any risks. We have another saying: "The riskiest thing is to take no risks." We encourage everyone to make bold decisions, even if that means being wrong some of the time.
>
> **Be Open**
> We believe that a more open world is a better world because people with more information can make better decisions and have a greater impact. That goes for running our company as well. We work hard to make sure everyone at Facebook has access to as much information as possible about every part of the company so they can make the best decisions and have the greatest impact.
>
> **Build Social Value**
> Once again, Facebook exists to make the world more open and connected, and not just to build a company. We expect everyone at Facebook to focus every day on how to build real value for the world in everything they do.

https://www.sec.gov/Archives/edgar/data/1326801/000119312512034517/d287954ds1.htm#toc287954_10

2. The idea has been presented that people make decisions in a different ways based upon their worldviews. The following chart summarizes worldviews and stages of decision-making:

Stage of Development	Mode of Decision Making	Implications
Infancy	Self-Preservation Mode (S-Mode)	Instinctual Survival oriented
Childhood	Authoritarian Mode (A-Mode)	Control oriented Hierarchical
Adolescence	Power-Struggle Mode (P-Mode)	Competitive Individuate Balancing of Power
Adulthood	Consultative Mode (C-Mode)	Collaborative Integrative Unity-Centered

Prepare a brief dramatization of an example of each of the modes of decision-making.

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Summary

Worldviews shape our choices and decisions. They shape the ways in which we act in the world.

Some are conducive to conflict, some more to peace.

The more we internalize and utilize a worldview that is conducive to peace, the more we will make choices that are peaceful in our lives and in our relationships.

Remember:

- Worldviews are developmental
- Change and growth are inevitable
- Modes of decision-making reflect our worldviews
- Four modes can be identified: Survival mode, Authoritarian mode, Power struggle mode, and Consultative mode
- Unity is the essential feature of the C-Mode
- Conflict and violence are not inevitable in the C-Mode

We cannot change the past, but we can change our attitude toward it.
Uproot guilt and plant forgiveness.
Tear out arrogance and seed humility.
Exchange love for hate --- thereby, making the present comfortable and the future promising.
--**Maya Angelou**

Acting

We can all do our share to redeem the world in spite of all absurdities and all frustrations and all disappointments.

Abraham Heshel

E X E R C I S E

What does the 'ideal' online space look like?

As a class, answer the following questions:

What kind of Internet do we want? What would a Magna Carta for the Web include? These are questions asked by the inventor of the World Wide Web when the Web turned 25 in 2014.
https://www.ted.com/talks/tim_berners_lee_a_magna_carta_for_the_web?language=en

Questions:

- What are the characteristics of an ideal online environment?
- How would you go about designing that online space?
- How would it be structured?
- How would it function?
- What rights and responsibilities need to be in place?
- How can you help build the web you want?

3 Areas of Action

There are three areas in which we may act to build peace:

Reaction (Intervention)

Action to intervene in a conflict once it has already occurred to prevent the conflict from worsening, and/or effect resolution. For example, if there is tension between two students at school which might escalate to violence, one might intervene in the conflict to reduce the tension. Intervention may involve negotiation, mediation or communication that is de-escalating.

Structures/Systems

Action to ensure that social structures, laws, policies, systems, and institutions are conducive to the creation of a peaceful environment. Organizations sometimes have policies or structures that are prone to encouraging the appearance of conflict. This area of action involves leading and relating with others in a manner that leads to the creation of unity, analyzing structures or situations to recognize barriers to and opportunities for creating unity, designing and implementing organizational structures that would eliminate causes of conflict while strengthening group cohesion.

Culture

Action to make peace-conductive understandings and behaviors the standard against which all are measured within a particular environment. In other words, operating based on a worldview conducive to peace so as to create a culture of peace. Often we tend to reinforce conflict-prone understandings. For example, think about what you learn in history books. We are given the impression that the story of our history is predominately about men fighting with other men. Actions in this area involve raising the consciousness of others by identifying and reflecting meanings related to the principles of peace in all contexts.

4 Layers of Action for Digital Peacebuilding

Digital peacebuilding involves an engagement with our technological context and data environment when acting in each of the three areas of action.

Social space in the digital information age is constituted by four broad layers:

- **Technological:** This layer consists of hardware and code. Things like our smart phones, the apps and software that run on the phone are all examples of this technological dimension.

- **Data:** This layer is about the information that is generated by, exchange or flow through the technology. It is closely related to the technological dimension and the two are often inextricably linked. For instance, our smart phone allows us to exchange information with others, but it also generates information about us. The video below about machine learning and human bias offers a brief explanation of how we may pursue peace-building efforts at the data layer: https://www.youtube.com/watch?v=59bMh59JQDo

- **Human:** This layer is about people's choices and actions, how we interact with others, what motivates us, values and ethical principles that guide our actions.

- **Institutional:** This layer concerns the way in which society or organization is structured and ordered, the governing laws or policy, and the culture of the environment.

We can engage with any or all of these four layers when pursuing peace-building efforts in each of the three areas of action.

Different Expressions of Peace-Building Action
Example: Wikipedia[2]

Being the free encyclopedia that anyone can edit and contribute, Wikipedia is both a community and an encyclopedia. Its goal is to pursue a "universal encyclopedia" driven by a "technology-inspired vision seeking to wed increased access to information with greater human accord." With tens of thousands of diverse people around the world contributing, disputes about competing perspectives about a given subject matter arise regularly on Wikipedia. In response, the site experiments with a range of strategies that prevent and resolve editorial disputes, and foster collaboration in a growing global community.

Intervening Action[3]

The strategies that Wikipedia employ to address vandalism may be regarded as actions at the intervention level. Its ***vandalism detection bot*** is an example of an intervening ***technology***. The bot can detect vandalism through machine learning algorithm that analyzes historical ***data of vandalism***, and is programmed to automatically revert changes made by vandals. ***Wikipedia users*** who monitor pages on their "Watchlists" for vandals may discuss with others about differing perspectives on the Talk pages. The ***4-stage warning process*** used to block any users who continue to vandalize the site is an example of intervention at the ***institutional level***.

Actions Focusing on Structure and Culture

Beyond these vandalism specific strategies, Wikipedia also adopts a number of structural features that aim to minimize the potential of conflict, encourage practices that are consensus building, and promote the goal of crowd-sourcing a global repository of knowledge that is free and universally accessible. The ***five pillars[4]*** of its founding principles are examples of a structural feature. The ***good faith*** assumption[5] that Wikipedia asks all of its members to adopt translates into a range of good faith social norms that foster a collaborative culture and make Wikipedia possible.

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[2] Many of the ideas discussed here are from J. M. Reagle Jr., *Good Faith Collaboration: The Culture of Wikipedia* (Cambridge: MIT Press, 2010).

[3] https://en.wikipedia.org/wiki/Wikipedia:Vandalism

[4] https://en.wikipedia.org/wiki/Wikipedia:Five_pillars

[5] https://en.wikipedia.org/wiki/Wikipedia:Assume_good_faith

E X E R C I S E

Working in all Areas of Action

The purpose of this exercise is for students to begin analyzing conflict situations through the three levels of action. As individuals or in groups, complete the following assignment.

1. Answer the following questions:

- At which level of action do you think we spend most of our time and resources in dealing with violence and conflict? Why?

- How are the three levels of action—intervention, structural and cultural change—related?

- How do the human and institutional layers interact with the technological and data layers?

2. Consider the **#MeToo Scenario:**

#MeToo spread virally in October 2017 as a hashtag used on Twitter and other social media to affirm widespread sexual assault and harassment against women, especially in workplaces. Emerged after the public revelations of sexual misconduct allegations against media mogul Harvey Weinstein, the phrase is often used to accompany personal story of survivors of sexual abuse or violence.

Through intense feminist advocacy, laws against sexual violence and harassment have been enacted. But they have been relatively ineffective in bringing abusers to account through the judicial system until the emergence of #MeToo.

Catherine MacKinnon, one of the chief architects of law against sexual harassment, explains why #MeToo has done what the law could not.[6]

Read the article and answer the following questions:

- According to MacKinnon, why has #MeToo achieved what the law could not?
- What are some of the different actions we can engage in to prevent sexual violence and bring about gender equality?
- What role does technology play in the emergence of #MeToo?
- What are some of the skill sets that you have learnt in Digital YPN that could be used to further gender justice?

[6] Catharine A. MacKinnon, "#MeToo Has Done What the Law Could Not," *New York Times*, February 4, 2018, Opinion section, https://nyti.ms/2GMDKnX.

3. **Addressing Cyber-bullying**

Cyber bullying has become one of the most challenging issues faced by today's youth. In Canada, the tragic stories of Amanda Todd and Rehtaeh Parsons have caught the nation's attention and generated calls for actions against cyber bullying from students, educators, parents and citizens.

One of the trouble spots is an anonymous app call ask.fm, where students set up anonymous login and then post questions. Anonymous apps are often used to "spill intimate feelings about yourself or, on the flip side, spread rumors and attack friends, without any trace of who said what."[7] This site has become a hotspot for cyber bullying.

Part A:
A group of students in a TDSB school have accounts with ask.fm and one of the students in that group – David – is facing cyber bullying by others in that group. Imagine you are hired by the TDSB as consultants to come up with an action plan responding to this cyber bullying situation created by "ask.fm". In order to come up with this action plan, you will do the following:

1) Read the article from Globe and Mail[8] to familiarize yourself with some of the concerns relating to "ask.fm".
2) Design an action plan that includes strategies involving all three areas of action:
    a. Reaction / intervention to any immediate bullying issues faced by the TDSB students involved in ask.fm;
    b. Structural changes such as school or school board policies, and legal regulation addressing this issue;
    c. Any necessary cultural changes.

[7] Hayley Krischer, "It's 10 P.M. Do You Know What Apps Your Children Are Using?" *New York Times*, Sept 6, 2017, Style section, https://www.nytimes.com/2017/09/06/style/teen-apps-bullying.html.

[8] Dave McGinn, "Your Kid is on Ask.fm? Be Afraid, Very Afraid," *Globe and Mail*, January 21, 2016, parenting section, https://www.theglobeandmail.com/life/parenting/your-kid-is-on-askfm-be-afraid-very-afraid/article28308222/.

Part B:
Before hiring you and your team, the school has addressed the cyber bullying issue caused by ask.fm by sending the following communication to its parents:

“Online Trouble Spots - the online world continues to present challenges and opportunities to students and educators. The most recent trouble spot is a site called ask.fm. Students will set up anonymous login information and then post questions. As you might imagine, the questions can, at times, be very inappropriate, and possibly worse, examples of harassment or verbal assault on other students. Please check in with your child and help police the use of ask.fm by students from our school. There is very little we can do from the school side as we do not have access so your help and vigilance is much appreciated.”

Discuss, in your opinion, the adequacy and effectiveness of the above communication as a strategy in addressing cyber bullying caused by “ask.fm”.

Nature of Successful Peace-building

Peacebuilding is infectious. People exposed to peacebuilder activities can "catch it" like a cold.

Peacebuilding also requires "leaders for peace". It demands courage to stand up and challenge ways of doing things in an unconventional way. In this, one finds parallel to the type of leadership one saw, for example, in Gandhi. Gandhi believed one must lead by example. He was a strict advocate of non-violence, so committing an act of violence would be grave error. Similarly, to be a peacebuilder one has to try to integrate the worldview of peace into one's own life, see it as an expression of self.

Consider the following scenarios:

Scenario 1: The Dictatorial Teacher

Imagine a teacher who runs his classroom in the A-Mode. The teacher makes sure that students are fearful of him by doing the following:

-surprise quizzes
-picking on certain students
-embarrassing students when they answer questions wrong

When a classroom operates in the A-Mode can a peaceful environment be created?

Scenario 2: Is it Unity?

In the history of many societies there are long periods of peace. However, these periods of peace often take place during a period of dictatorial rule. Once the dictatorial rule ends, destruction, division and often war or violence ensue. Examples of this include many countries after the end of colonial rule (i.e. India-Pakistan) as well as post-Communist societies (i.e. Bosnia).

Why doesn't the peace and unity seen under the dictatorial rule continue?

Actions of the Youth Peace-Builder Network

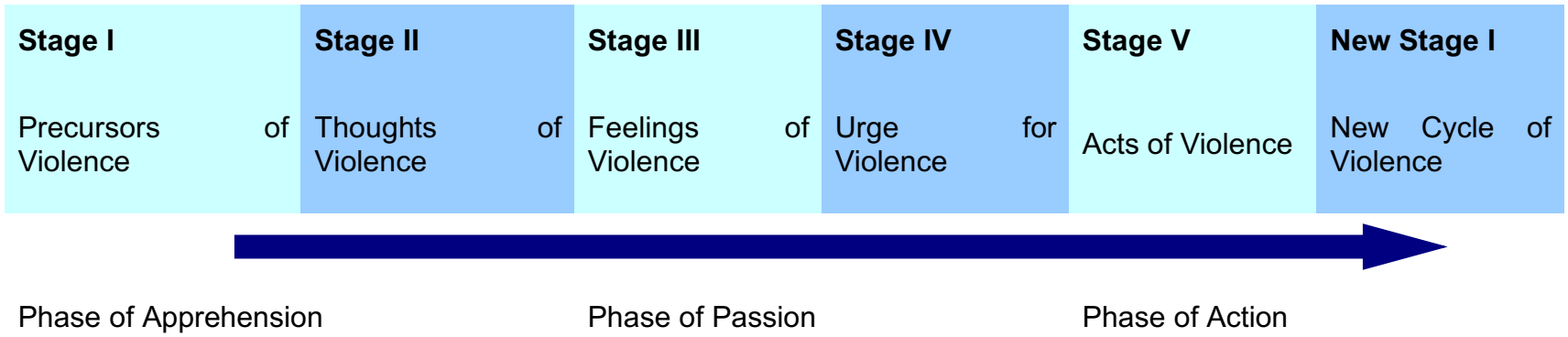
The starting point is to target issues of culture, in particular worldview self-education and critical reflection.

The Youth Peace-builder Network focuses on activities which promote underlying cultural change. In other words, the focus is on action which contributes to the creation of a culture of peace.

Violence and conflict do not just occur. They are the outcome of a series of steps and stages.

The following chart breaks down the cycle of violence:

The Process of Violence



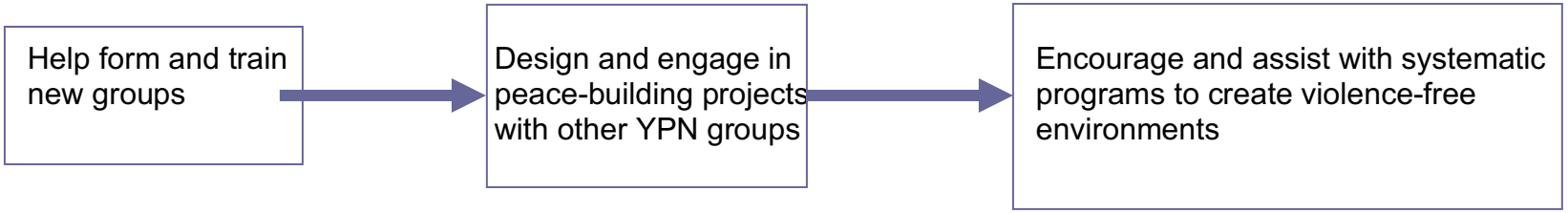
The Youth Peace-builder Network aims to to help during the phase of apprehension by focusing on the precursors to violence.

The Youth Peace-builder Network contributes to alleviating the precursors of violence by doing the following:

Cycle 1 Activities



Cycle 2 Activities



Summary

Action for peace takes place at three levels: intervention, structure, and culture. At each of these levels there are different skills sets.

Action for peace is a leadership role.

Remember:

- YPN focuses on cultural change
- YPN focuses on worldview transformation
- YPN is a process of youth leading youth to be peace-builders.

The Web is for everyone.

If we're going to spend all this time on the Internet—we should spend a portion of that time defending it.

--**Tim Berners-Lee**

Special Issues

The cutting edge of change has moves from the technology to the literacies made possible by the technology.

— Howard Rheingold

State of the Internet

One of the most ambitious promises of the Internet is to create an open, free, anyone-can-participate network of information and knowledge sharing that transcend geographical and cultural boundaries.

The advancement of this potential is now severely under threat. Some have even warned that the Internet is "dying."[9] Two concerns are particularly urgent if we want the Internet to fulfill its potential as a tool that could serve all of humanity:

1) Control of our personal data and privacy;
2) Curtailing widespread misinformation online.[10]

Both of these concerns are fueling social conflicts at the interpersonal level, as well as perpetuating and escalating systemic conflicts and divisions at the societal level.

All of us who use the Internet share the responsibility of tackling these concerns. The success of the Internet so far has been largely due to grassroots contribution of people like you and I. It is again up to us to build the Internet we want.

What can we do to at the individual, structural and cultural levels to address these concerns?

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[9] Farhad Manjoo, "The Internet is Dying. Repealing Net Neutrality Hastens That Death," *New York Times*, November 29, 2017, Technology section, https://www.nytimes.com/2017/11/29/technology/internet-dying-repeal-net-neutrality.html.

[10] Tim Berners-Lee, "Three challenges for the web, according to its inventor," *World Web Foundation*, comment posted March 12, 2017, https://webfoundation.org/2017/03/web-turns-28-letter/).

PRIVACY

E X E R C I S E
Why Privacy?

In groups, discuss the following questions:

1. What is privacy?

2. Which of the following is an example of privacy? Why?
You can choose multiple examples:
   - Wearing clothes
   - Using Virtual Private Network to connect to the Web
   - Casting votes by secret ballot
   - Password protected access to our devices
   - Installing curtains for windows
   - Not showing friends your report card
   - Using anonymous communication software, such as *Tor* or *Signal*
   - Adjusting Facebook's privacy settings
   - Using an envelope when mailing a document

3. Which of the following reasons is most true to you as to why we should care about privacy? Explain:
   - Allows us to freely explore and choose what we want
   - Gives us the space to think and reflect on our own
   - Allows us to hide bad or embarrassing stuff that we did
   - An important human right
   - The foundation for a free and democratic society
   - Gives me the right to control my personal information
   - Allows me to change

4. What happens if we don't have privacy?

What is Privacy and Why?

One way of thinking about privacy is the ability for people to choose the extent to which they want to share their ideas, thoughts, attitudes, experiences or behaviors with others. Privacy is both an expression and a safeguard of individual autonomy and dignity.[11]

It is a concept dating back to some of the oldest cultures and traditions, including the Bible and Jewish law. For instance, the principle of not talking badly of others behind their back, which is widely embraced across different cultures, is an idea about privacy relating to dissemination of information. But privacy is not just old fashioned. It is also an important aspect of innovation.[12] The process of creating new technologies often requires a lot of tinkering and experimenting that is done in private without the prying eyes of others. This allows an inventor to explore, make mistakes and learn from their mistakes. In fact, many inventors only show their work in progress if the person they plan to show it to signs a non-disclosure agreement.

Privacy as a fundamental human right is recognized in Article 12 of the United Nation's *Universal Declaration of Human Rights*:

> "[n]o one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks."

It receives legal protection in countries around the world, including Canada.

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[11] For more discussion on privacy: Peter P. Swire & Kenesa Ahmad, *Foundations of Information Privacy and Data Protection: A Survey of Global Concepts, Laws and Practices* (Portsmouth: IAPP Publications, 2012); Daniel Solove, *Understanding Privacy* (Cambridge: Harvard University Press, 2010).

[12] Julie Cohen, "What Privacy is For," *Harvard Law Review*, Vol. 126 (2013), https://harvardlawreview.org/2013/05/what-privacy-is-for/.

Types of privacy

There are many expressions of privacy:

Information privacy is about the collection and handling of personal information. Examples: medical information, financial information, records of a person's activities on the Internet.

Bodily privacy is about protecting our bodily integrity. Examples: protecting against unwanted drug or genetic testing; body searches, etc.

Territorial privacy is about our ability to prevent others from intruding into our physical environments, such as our home, physical or online personal space, etc.

Communications privacy protects our communication with others. It applies to many different means of correspondence, such as postal mail, telephone, email, etc.

Protecting privacy may have different requirements depending on the situation. Information privacy, for instance, may be compromised at the stage of collecting, processing or disseminating the information. What is required to protect information privacy would be different in these different stages.

Technology & Privacy

Digital information technologies are causing an unprecedented amount of personal data to be generated. This has substantially increased the risk of surveillance by government and corporate actors.

These technological changes are making it more difficult for people to participate and have a say in decisions relating to the processing and dissemination of their personal data. This in turn can make people feel powerless and helpless about their predicament.

For example, as the inventor of the Web explains,

> The current business model for many websites offers free content in exchange for personal data. Many of us agree to this – albeit often by accepting long and confusing terms and conditions documents – but fundamentally we do not mind some information being collected in exchange for free services. But, we're missing a trick. As our data is then held in proprietary silos, out of sight to us, we lose out on the benefits we could realise if we had direct control over this data, and chose when and with whom to share it. What's more, we often do not have any way of feeding back to companies what data we'd rather not share – especially with third parties – the T&Cs are all or nothing.
>
> This widespread data collection by companies also has other impacts. Through collaboration with – or coercion of – companies, governments are also increasingly watching our every move online, and passing extreme laws that trample on our rights to privacy. In repressive regimes, it's easy to see the harm that can be caused – bloggers can be arrested or killed, and political opponents can be monitored. But even in countries where we believe governments have citizens' best interests at

heart, watching everyone, all the time is simply going too far. It creates a chilling effect on free speech and stops the web from being used as a space to explore important topics, like sensitive health issues, sexuality or religion.[13]

[13]Tim Berners-Lee, *Three challenges for the web*, https://webfoundation.org/2017/03/web-turns-28-letter/.

Privacy & Peace

Privacy protection is rooted in a perspective that sees people as:

- dignified,
- capable of making choices,
- setting goals for themselves,
- self-reflection and
- change.

It helps to bring about a social environment that fosters the full development of human potential and is integral to creating a free, democratic and peaceful society.

Without privacy protection, we face the problem of surveillance, and the inhibition and chilling effects that flow from it.

But there is another problem. As privacy expert D. Solove explains,

> [I suggest] a different metaphor to capture the problems: Franz Kafka's *The Trial*, which depicts a bureaucracy with inscrutable purposes that use people's information to make important decisions about them, yet denies the people the ability to participate in how their information is used. The problems captured by the Kafka metaphor are of a different sort than the problems caused by surveillance…Instead, they are problems of information processing—the storage, use, or analysis of data—rather than information collection. They affect the power relationships between people and the institutions of the modern state. They not only frustrate the individual by creating a sense of helplessness and powerlessness, but they also affect social structure by altering the kind of relationships people have with the institutions that make important decisions about their lives.

Without protection of our personal information, our data could be collected, processed or commodified by data brokers without our

Franz Kafka's "The Trial" (1914) is a story about a young bank employee who is suddenly arrested and prosecuted by an unspecified government agency for an unspecified crime. After a year long trial where he fails to properly defend himself against the unknown charge, to his surprise he is sentenced to death and executed in the name of the law.

An English translation of the German novel is available as a free ebook on the *Project Gutenberg* website at http://www.gutenberg.org/cache/epub/7849/pg7849-images.html.

knowledge and control. Our data becomes their proprietary assets. Similar to the tracking and processing of personal financial information in the credit-reporting industry, our data may be used to rank or score us for purposes such as employment background checks, applications for credit, housing, insurance or other purposes that we may not even be able to imagine,[14] subjecting us to the risk of unfair discrimination.

Privacy protection gives people the ability to have a say in the processing of their personal information. This has important implications for our reputations, our place in society, and the opportunities that we can access.

[14] Frank Pasquale, *The Black Box Society: The Secret Algorithms that Control Money and Information* (Cambridge: Harvard University Press, 2015).

ACTIVITY
~~Do not track~~
Episode 1-2

~~Do not track~~ (https://donottrack-doc.com/en/episodes/) is an interactive documentary series about privacy and the web economy. It was created by a group of public and independent media broadcasters, journalists, developers and graphic designers who came together to raise user awareness of how their digital activity is recorded and tracked, and how this information is used for commercial purposes.

EXERCISE 1: Watch episode 1 of ~~Do not track~~-"Morning Rituals"

As a group, discuss the following questions:

- How is your online behaviour being tracked and to whom is this data sold?
- Does the use of your data by third parties cause you concern? Should it?
- What are the implications, personally and collectively, of the tracking of your online behaviour?
- How is your digital-self different from your real person? What are possible effects of conflict between the two?

EXERCISE 2: Watch episode 2 of ~~Do not track~~, "Breaking Ad"

As a group, discuss the following questions:

- How would your use of the Internet be affected if you were to enforce a personal policy of prohibiting cookies?

- Do you agree that the placement of cookies to track your online behaviour for ad purposes is just like having friends present during online conversations? Or do you think it's more like an unauthorised wiretapping of your 'digital' behaviour?

- How does this video show the connection between individual decisions and peace-building at different social levels?

ACTIVITY
What Is It Like to Live With Surveillance?

Exercise 1: Many people refer to George Orwell's *1984* to imagine what it would be like to live in a surveillance state. But a recent New York Times article "What It's Like to Live in a Surveillance State" by J. Millward sketches out what that is really like, with the help of modern technology: https://www.nytimes.com/2018/02/03/opinion/sunday/china-surveillance-state-uighurs.html

Read the Millward article. Discuss in a large group the following:

- How would you feel if you were a Uighur living in the area described by the article?

- Would you live your life differently in that situation? If so, give an example.

EXERCISE 2: Watch episode 4 of ~~Do not track~~ -"Spy in My Pocket"

As a group, discuss the following questions:

- Should you be able to grant a website access to your contacts? Does this violate your expectation of privacy? Or your contacts' expectation of privacy? What about the photos of third parties that you have on your phone?

- Are the provider's Terms and Conditions that you agreed to before connecting to its free WiFi sufficiently transparent and understandable?

- Should society set limits on the types of tracking that are allowed?
    - Should tracking be individually permission-based or should there be structural limits?
    - What limits should there be?

- After watching this episode, will you use your phone differently? Why or Why not?

EXERCISE 3: Watch episode 5 of ~~Do not track -~~"Big Data"

As a group, discuss the following questions:

- Who is at the greatest risk of prediction errors or discrimination in our society based on big data analytics sourced from our digital behaviour?

- What are the social and economic impacts from the use of big data to categorize consumers?

- Are existing consumer protection laws adequate? Should additional measures/protections be put in place?

- Social media background checks are now a regular part of the college admission process.[15] Does this information change how you might use social media? Explain.

EXERCISE 4: One of the most widespread privacy risks that people face in North America is corporate surveillance.[16] Episodes 4&5 of ~~Do not track~~ show us how this corporate surveillance works.

As a group, discuss the following:

- What similarities and differences exist between the data environment described in the Millward article about state surveillance in China and the data environment that we live in?

[15] For example, in 2017, Harvard rescinded acceptance for at least 10 students for posting obscene memes to a private Facebook group. See Hannah Natonson, "Harvard Rescinds Acceptances for at least 10 students for obsecene memes," *Harvard Crimson,* June 5, 2017, http://www.thecrimson.com/article/2017/6/5/2021-offers-rescinded-memes/.

[16] For further examples, see this case study on Internet of Things and smart appliances: https://gizmodo.com/the-house-that-spied-on-me-1822429852; or this article about smart phone data tracking: https://theconversation.com/smartphone-data-tracking-is-more-than-creepy-heres-why-you-should-be-worried-91110.

Map of actions to protect privacy

In Unit 3, we talked about three areas individuals can act in to bring about change:

- actions that **respond or react** to a given situation,
- actions that bring **structural changes** in policies, laws, or the architecture of a technology
- actions that change **culture**—such as people's awareness, mindset or attitude.

These actions may take different forms—some require **engagement at the technological and data layers**, while others may require **engagement with the political or legal process,** or **creative problem solving** with others.

This framework generates three levels of action to secure greater privacy protection:

Individual Level

A starting point would be to look at what we could do as individual users of technology. Some strategies that come to mind include:

- understanding the privacy features and policies of our apps or devices,
- choosing if or how we will continue to use them,
- researching technologies that are more privacy protective, etc.

Structural Level

With respect to structural changes, we could encourage or demand from businesses and governments technology that offers greater privacy protection, and that makes privacy a basic design requirement.

For example, the General Data Protection Regulation that is set to take effect on May 25, 2018 in the European Union represents "the biggest overhaul of the world's privacy rules in more than 20 years" and offers technology users "sweeping new powers over how their data can be collected,

used, and stored."[17] These new regulations are causing technology giants such as Facebook and Google to redesign their platforms to afford users greater protection of their digital data. In response to the requirements of G.D.P.R., for instance, Facebook has rolled out a new global data privacy centre and held a series of "Design Jams" to come up with products that are more privacy protective. Google, on the other hand, has vetted each of its services to ensure compliance.[18]

Cultural Level

On the cultural front, efforts are being made by many to increase awareness about the privacy implications of technology. Some examples include work done by Electronic Frontier Foundation, the World Wide Web Foundation, Center for Humane Technology, etc.

Actions that focus on cultural change raise the consciousness of others with regards to the importance of privacy and how it can be protected.

Education is an important component of actions that focus on cultural change. It can be delivered in many different ways. Some examples may be:

- Creating or watching films like ~~Do not track~~;
- Creating or learning from educational materials such as those rolled out by organizations like Electronic Frontier Foundation, code.org, etc.
- Hosting hackathon events that brainstorm ways to build technology that protect privacy by design,
- Creating privacy awareness lessons for regular middle and high school curriculum in studies such as civics, technology, human geography, sociology, law, etc.

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[17] Mark Scott and laurens Cerulus, "Europe's new data protection rules export privacy standards worldwide," *Politico*, January 31, 2018, https://www.politico.eu/article/europe-data-protection-privacy-standards-gdpr-general-protection-data-regulation/.

[18] Sheera Frankel, "Tech Giants Brace for Europe's new Data Privacy Rules, *New York Times*, January 28, 2018, Technology section, https://www.nytimes.com/2018/01/28/technology/europe-data-privacy-rules.html.

EXERCISE
Actions as an Individual User of Technology

EXERCISE 1: Discuss the following questions:

Which of the following applies to you? Pick all the answers that apply to you:

- I read the terms and conditions of the technology—such as apps, devices, websites, games—that I use

- I learned about issues relating to personal data and privacy protection:
  - at school
  - from online searches and web resources
  - from my parents
  - from my friends

- My school uses Google for Education products, and my school explains to us the privacy implications of these Google products before we use them at the beginning of the school year

Or

- My school uses Google for Education products, and my school **does not** explain to us the privacy implications of these Google products before we use them at the beginning of the school year

EXERCISE 2: Discuss the following questions:

As a user of technology, what do you do to protect your personal information? Provide examples. Do you feel that this is enough?

EXERCISE 3:
In groups, discuss the following:

1. Do you have an Instagram account?

2. If so, have you read and understood Instagram's Terms and Conditions before agreeing to them? If not, why?

3. In a 2017 Report, the Children's Commissioner of the UK asked a law firm to draft a simplified version of Instagram's T&C. Read this simplified version on p. 10 of the *Growing Up Digital* report[19] and answer the following questions:

   a. What concerns do you have, if any, about the T&C? Why?

   b. Would you still sign up for Instagram given the T&C? Why or why not?

   c. The Children's Commissioner refers to the need to demand more privacy protections for children:

   > The supposedly 'public space' of the internet is almost entirely controlled by a series of global private companies with too little responsibility towards children, operating significantly beyond the reach of national laws. We believe that government and civil society have a role in demanding more transparent corporate behavior and better online conditions for children and teenagers. *Ultimately however, only social pressure from informed young people themselves will change this*; if they do not like the way that companies operate, they will choose not to use them. Hence the importance of teaching children about digital citizenship.

   Name 3 ways that you, as an Instagram user, can go about exerting such social pressure.

[19] Children's Commissioner of UK, *Growing Up Digital, A Report of the Growing Up Digital Taskforce (*London: Children's Commissioner, January 2017), https://www.childrenscommissioner.gov.uk/wp-content/uploads/2017/06/Growing-Up-Digital-Taskforce-Report-January-2017_0.pdf.

EXERCISE
Structural Change: Privacy by Design

Exercise 1: Read the following about Privacy by Design

In the mid 1990s, the Information and Privacy Commissioner of Ontario developed *Privacy by Design*, an idea that "organizations should build privacy directly into technology, systems and practices at the design phase to ensure privacy from the outset," and includes the following 7 principles[20]:

1. **Proactive not Reactive; Preventative not Remedial:**
   Privacy by design anticipates and prevents privacy-invasive events before they happen, rather than waiting for privacy risks to materialize.

2. **Privacy as the Default Setting:**
   No action is required by individuals to maintain their privacy; it is built into the system by default.

3. **Privacy Embedded into Design:**
   Privacy is an essential component of the core functionality being designed and delivered.

4. **Full Functionality—Positive-Sum, not Zero-Sum:**
   Privacy by Design seeks to accommodate all legitimate interests and objectives, rather than making unnecessary trade-offs.

5. **End-to-End Security—Full Life Cycle Protection:**
   Strong security measures are essential to privacy, from start to finish of the life cycle of data.

6. **Visibility and Transparency—Keep It Open:**
   Component parts and operations remain visible to users and providers alike. Stakeholders are assured that the business practice or technology is operating according to stated promises and objectives.

7. **Respect for User Privacy—Keep It User-Centric:**
   The interests of individuals are prioritized in the offerings.

Exercise 2: In small groups:

1) Brainstorm 3 modifications to Instagram's Terms and Conditions to make Instagram achieve more Privacy by Design, and

2) Present the modifications that you have developed and explain your reasons.

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[20] Peter P. Swire, *Foundations of Information Privacy*, 14-15. Also, for more detailed explanation of principles see Ann Cavoukian, *Privacy by Design, the 7 Foundational Principles* (Toronto: Information and Privacy Commissioner of Ontario, January 2011), https://www.ipc.on.ca/wp-content/uploads/Resources/7foundationalprinciples.pdf.

EXERCISE
Cultural Change

Exercise 1: A group of Silicon Valley technologists who were early employees at Facebook and Google have banded together to form a group called *Center for Humane Technology*, to draw attention to the many ill effects of digital information technology.

1) Read this article about the Centre:
https://www.nytimes.com/2018/02/04/technology/early-facebook-google-employees-fight-tech.html

2) Check out their website: http://humanetech.com/problem#the-way-forward

3) In groups, discuss the following:

- What are their concerns about the state of the Internet?
- What strategies do they propose to change the status quo?
- Classify their strategies using the Individual / Structural / Cultural framework.

Exercise 2: All of us can be agents for change. In small groups, based on the material considered so far or new additional research, design and make a 10min. presentation

- about the importance of privacy;
- identifying one strategy to create a more privacy-respecting digital environment;
- explaining how you would go about implementing that strategy in your own life, family, school or communities.