One Year Diploma
in
Conflict Transformation and Peacebuilding

Semester System

(1)COURSE OVERVIEW:

1.1 DESCRIPTION

The **one** year Diploma in Conflict Transformation and Peacebuilding is an integrated programme combining classroom learning, fieldwork and action research. Offered to undergraduate and graduate students, NGO workers, media-persons and grassroots' workers, the course seeks to equip potential peacebuilders with the knowledge, skills and expertise to engage in processes of Conflict Transformation and Peacebuilding. It will also provide a context for students to build mentoring relationships with renowned practitioners and scholars in the field.

Drawing on related developments in the disciplines of peace and conflict studies, sociology, psychology, international relations, development, media studies and economics, the course will use an interdisciplinary approach to explore the causes of, and responses to, conflicts at various levels, including the intra-personal, inter-personal, inter-group, national and international. There will be a minimum of five hours of teaching per week.

The Diploma Programme will require students to:
  a. Complete course work (for four papers: three in the first semester, and one in the second semester)
  b. Be placed with an organization working in Conflict Resolution or related fields (for at least two months in the second semester)
  c. Submit a research thesis (of publishable quality) and participate in a viva (second semester)
  d. Participate in a research methodology workshop(second semester)

1.2. AIMS & OBJECTIVES

The Course will seek to accomplish the following:

- Gain an understanding of the basic nature and challenges of contemporary conflicts.
- Familiarize students with theoretical understandings of Conflict Transformation.
- Develop capacities and skills for responding to social conflicts. This will include skill-building in dialogue, active listening, facilitation, mediation and negotiation techniques.
- Mainstream the lens of gender in the analysis of conflict and in the conceptualization of peace initiatives. The Course will look at the important perspectives and contributions of women to peacebuilding processes in South Asia and beyond.
- Facilitate an in-depth knowledge about peacebuilding approaches in post-conflict regions.
- Create an interactive space for the building of a network of young people committed to nonviolent social change. The Course seeks to accomplish the long-term goals of supporting the leadership of a new generation of women and men who will be equipped with the expertise and skills to engage in peacebuilding efforts.
- The Course will also build a healthy synergy between the theory and practice of Conflict Resolution and Human Security issues.

1.3. METHODOLOGY

The Course will be interactive, combining lectures, panel discussions, role-plays, film screenings and group exercises. These multiple formats are informed by the "elicitive approach to learning" – drawn from the writings of one of the most significant educators of the 20th century, Paulo Freire who emphasizes the creation of a mutual learning community where each individual, by sharing his/her own experiences, resources, skills and knowledge, enhances the process of learning and education.

In addition to lectures and course readings, the Diploma will focus on "experiential learning", where faculty will share insights gained from different regions of conflict, and students will also be encouraged to talk about their experiences with conflict and peacebuilding. This is an important dimension since it greatly enhances the learning process by enriching classroom discussion and moving beyond a singular reliance on textbooks.

(2) COURSE DESIGN

 COURSE PAPERS

This course will present students with a framework for analyzing and developing peace initiatives in response to violent, deep-rooted, contemporary conflicts, the majority of which involve internal and international dynamics. Special emphasis will be placed on practical peacebuilding strategies and developing skills in both analysis and intervention. Theoretical and practical links will in particular be explored as part of efforts to build a healthy synergy between research, theory and perspectives "from the field". Spread over two semesters (i.e one academic year, with teaching for at least five hours per week), the course will comprise the following papers:

SEMESTER ONE:

Paper 1	Introduction to Conflict Analysis and Conflict Transformation	100 marks
Paper 2	Skill-building: Dialogue, Mediation, Facilitation and Negotiation	100 marks
Paper 3	Violence, Nonviolence and Conflict Transformation	100 marks

SEMESTER TWO:

Paper 4	Human Rights, Gender, Justice and Reconciliation	100 marks
Action Research Project & Viva Voce		100+50 marks
Two Month Internship		50 marks

2.1. First Semester

PAPER 1

Introduction to Conflict Analysis and Conflict Transformation

This paper provide a broad introduction to the field of Conflict Transformation, reviewing theories, models and skills for responding to conflicts in the South Asian region. It will familiarize students with the basic literature on the fields of Conflict Resolution and Conflict Transformation with a goal to equip them with the motivation and skills to intervene in micro and macro conflicts. A special emphasis will be laid on the paradigm shift that the field of Conflict Transformation presents, particularly in terms of how the **next generation of leaders** can be empowered to prioritize coexistence and nonviolent social change. Conflict Analysis will familiarize students with the analytical frameworks, theories and models through which to identify the root causes of conflict and to engage with the specific issues that become significant in a South Asian context. It will include a generic introduction to Conflict Analysis, highlighting a range of inter-disciplinary theories (drawn from sociology, psychology, international relations and economics), as well as the role of **gender** in contemporary conflict analysis.

Topics in Unit 1:Paper 1

(a)Mapping the Field: Conflict Transformation and Peacebuilding

- Inter-Disciplinary foundation of the field (International Relations, Security Studies, Sociology, Anthropology, Peace Studies)

- Evolution of the field : From Management to Transformation- Key Distinctions between Conflict Management, Conflict Resolution, Conflict Prevention and Conflict Transformation , Peacebuilding.

- Actors and Approaches to Peacebuilding: The Web Approach, Strategic Peacebuilding, Peacebuilding and Public Policy, Development and Peacebuilding Linkages.

(b) Understanding Conflict: Changing Conflict Trends

- Changing Nature of Conflict: Shift from Interstate to Intrastate Armed Conflict

- Understanding Intrastate Armed Conflict: Civil Wars, Ethno national Conflict, Collective Violence/Political Violence, Communal Violence
- Positive and negative characteristics of conflict: While conflict is a positive characteristic of a democratic society, it is the violent expression of conflict, which needs to be addressed, transformed and prevented.

(c)Culture-specific Approaches to Conflict Transformation

- Inter-community diversity work model (Education for Mutual Understanding) in Northern Ireland
- Truth and reconciliation model from South Africa
- Israeli and Palestinian cross-community network model: Bet Shalom.
- Indigenous South Asian approaches (Case studies of Jirga in Afghanistan and Pakistan and the role of elders in the Ho Hos in Nagaland)

(d)Multi-track Diplomacy

- Nine Track Diplomacy Model (Louise Diamond and John McDonald)
  This model focuses on the role of groups such as business leaders, media, women's groups, religious leaders, private citizens etc. in peacebuilding.
- Actors and Approaches to Peacebuilding Model (John Paul Lederach)
  This model focuses on different sections and stakeholders in society who are equipped with different and complementary skills for peacebuilding.

(e)Multiple Levels of Analysis and Transformation

- Intra-personal and inter-personal conflict (Hocker and Wilmot have worked extensively on this dimension of conflict. Some of their writings will be introduced.)
- Inter-community conflict (The work Ashutosh Varshney on community conflict will be studied.)
- Intra-state and national level conflict
- Inter-state conflict
- Interface between intra-state and inter-state conflict (Case study of Kashmir)

Case studies from among conflicts in the South Asian region will be taken up to examine intra-state, national level and inter-state conflicts.

Topics in Unit 2 of Paper 1:

(a) Key Theoretical Perspectives

- Structural/Cultural Violence (Johan Galtung)
- Theories of Collective Violence: Relative Deprivation/Deprived Actor Model(Ted Gurr, Tilly); Rational Actor: Greed vs Grievance Debate(Collier and Hoeffler ; Fearon and Laitin)
- Ethnicity vs Instrumentality(Horowitz, Sambanis)

- Shame / humiliation theory (John Braithwaite, James Gilligan)
- Basic human needs theory (John Burton)
- Theories on human nature and aggression (Sigmund Freud and Thomas Hobbes)

(b) Conflict Analysis
- Conflict Mapping,
- Early Warning and Early Response Model
- Progression of Conflict Model: From Latent Conflict to Peaceful Relationships (Adam Curle),
- Antagonism- Awareness-Reflexivity- Integration-Action Model (Jay Rothman)
- Case studies from South Asia

(c)Peace, Justice and Security: An Introduction to key concepts and theoretical underpinnings

- Negative and Positive Peace
- Peace- Justice Linkages
- Peace –Security Linkages: Critical Mapping of changing security paradigms with a focus on Human Security
- En-gendering Peace and Security Discourse

PAPER 2

Skill-building : Dialogue, Mediation, Facilitation and Negotiation

This paper will focus on the building of skills and techniques in important areas such as **reflective dialogue, active listening and facilitation, intervention designing**. Students will be exposed to culturally diverse models for mediation and negotiation ranging from those used in Western societies to those employed by indigenous communities in different regions. Through role-plays and simulations, students will be familiarized with the different stages of mediation and facilitation. Special attention will be given to models that look at dialogue for interethnic, inter-religious and other identity-based conflicts.

(A)Dialogue and Negotiation:

- **Definitions, Characteristics and Distinctions**: Scope and Methodology; Diverse Cultural Interpretations of Dialogue and Negotiation; Dialogue versus Debate (Active Listening and Communication, Circle Processes)

- **Approaches to Dialogue and Negotiation** :Sustained Dialogue ;Composite Dialogue ;Principled Negotiation (William Ury and Roger Fisher);Transformative Negotiation (Bush and Folger)
- **Case Studies in Dialogue and Negotiation with a focus on South Asia:** Kashmir, as a factor in India Pakistan Dialogue, Intrastate Armed Conflict and dynamics of negotiations in India(Manipur, Orissa, Assam, Gujarat); Peace Process in Nepal and Sri Lanka.

(B)Third Party Intervention
- Different Approaches in Third Party Intervention: Mediation, Arbitration, Facilitation

- Case Studies in Third Party Facilitation & Lessons Learned: Good Friday Agreement in Northern Ireland , Sri Lankan Ceasefire Agreement, Victim Offender Facilitation Model (Case Study of the Gacaca Tribunals in Rwanda,

(D) Conflict Sensitivity Tools and Development Paradigms

- Conflict Sensitive Approaches to Development, Humanitarian Assistance and Peacebuilding: Tools for Peace and Conflict Impact Assessment
- Conflict Sensitivity in Policy Formulation: Process & Content;
- Do No Harm Framework
- Peace and Conflict Impact Assessment (PCIA) of Development Projects in Conflict Zones,

(E) Peace Education and paradigms for social change
- Multiculturalism and Education
- Education for Peace and Peace Education
- Critical Approaches to Pedagogy
- Peer Mediation Programs in Schools

PAPER 3

Violence, Nonviolence and Conflict Transformation

This paper will frame the use of *violence* and *nonviolence* within a broader context of social change and conflict transformation. The first unit of the paper will examine the use of violence as a form or expression of power, communication, humiliation and trauma. The second unit will introduce the **philosophy of nonviolence** and will examine the strategy and methods for nonviolent action, civilian-based defense, and civilian peacekeeping (which is currently being practiced in Sri Lanka). Through case study analyses and role-plays, students will learn to identify nonviolent tactics and develop plans for nonviolent campaigns.

Topics in Paper 3:

a. **Understanding Violence and Nonviolence**

- Types of Violence (Structural, Socio-cultural, Public, Private)
- Violence and Nonviolence: The Ends and Means Debate (Gandhian and Marxist Writings)
- Debates on the Uses of Violence and Nonviolence (Positions of Karl Marx, Mahatma Gandhi, Franz Fanon, Martin Luther King and Malcolm X)
- Nonviolence as a Philosophy (The Gandhian Concept of Ahimsa, Gene Sharp)
- Progression from Violent to Nonviolent Strategy: The Example of Nelson Mandela

b. **Strategies of Nonviolent Action**

- Civilian Defense (case study of Denmark during the second world war)
- Nonviolent Protest and Persuasion
- Social and Economic Non-cooperation
- Resources from different Faith Traditions: Buddhism, Jainism, Hinduism, Islam, Christianity and the Bahai Faith
- Presence, Witness and Protection: Case Study of the Nonviolent Peace Force

b. **Case Studies of Nonviolent Action**

- Contributions of Nonviolent Practitioners: Focus on Martin Luther King, Nelson Mandela, Dalai Lama, Desmund Tutu, and Aung Saan Sui Kyi
- Gandhian Approach to Nonviolence: This will include an emphasis on the concepts of ahimsa, trusteeship, constructive programme, and Gandhi's experiments with truth

and their impact on social and political mobilization.

2.2. Second Semester

(A) PAPER 4

Human Rights, Gender, Justice and Reconciliation

Exploring the interface between Human Rights, Social and Gender, Justice, and Reconciliation, this paper will comprise three units:

Topics in Unit 1 of Paper 4:

This unit will examine some of the literature on human rights and humanitarian law in the context of social conflicts.

a. **Doctrine of human rights monitoring**

- Evolution of human rights monitoring (with special emphasis on the work of international civil society groups such as Amnesty International and Human Rights Watch)
- Human rights: Global and regional instruments, international humanitarian law
- Contrasting experiences of United Nations human rights monitoring
  (Case studies of the successful UN peacekeeping efforts in East Timor and the failed UN peacekeeping effort in Bosnia)

b. **Human rights approaches and methodologies**

- Identifying human rights violations
- Information-gathering
- Visits to persons in detention
- Visits to displaced persons in camps
- Monitoring the return of refugees and internally displaced persons
- Monitoring economic, social and cultural rights.
- Relationship between human rights, neutrality, social justice and humanitarian law: Case study of the International Committee of the Red Cross

Topics in Unit 2 of Paper 4:

This unit will explore the daily experience of conflict and violence in women's lives; identify the multiple roles women play in the process of peacebuilding; and discuss strategies for strengthening women's roles in peacebuilding. Students will also be familiarized with the history of the gendered nature of armed conflicts, and will be encouraged to develop **gender-sensitive strategies for peacebuilding**.

a. **Gender, Peace and Conflict: Theoretical Underpinnings and Linkages**

- History, Development and Challenges to Women's Peace Movements in South Asia
- Policy reform and activism to affirm and expand women's roles in conflict transformation processes
- Contributions of Women's Groups to Peacebuilding: Moving beyond Gendered Notions of Peace and Security
- Women and Peacebuilding: Contemporary Practice and Challenges for the Future
- International Instruments: Resolution 1325 and Beyond
- Gender and Responsibility to Protect.

b. **Lessons Learned from Case Studies**

Drawn from among two of the following:
- The Mothers' Fronts in Nagaland and Sri Lanka
- The Women in Black Movement (Middle East and the former Yugoslavia)
- Northern Ireland Women's Coalition for Peace
- Women and the Peace Process in Nepal
- Women's coalition in Manipur
- Women's Groups in Burundi and Rwanda: Crossing the Ethnic Hutu-Tutsi Divide
- Women at the Negotiation Table: The Case Study of Bougainville Women's Initiative in Papua New Guinea

Topics in Unit 3 of Paper 4:

This unit will explore the various ways in which a **restorative approach to justice** can facilitate processes of Conflict Transformation. Over the last decade, Restorative Justice – a holistic and inclusive approach to justice and healing - has come to be seen as offering valuable insight into the ways in which reconciliation can be initiated and a "just peace" sustained in fractured societies. The realization of these two goals presents perhaps the most crucial stage in any process of Conflict Transformation. In recent years, researchers have turned to the practice of Restorative Justice in their search for processes that can accomplish these seemingly contradictory goals of reconciliation and justice.

a. **What is Reconciliation?**

- Relationship between nonviolence, coexistence and reconciliation
- Relationship between reconciliation and justice
- Reconciliation resources for conflict transformation

b. **Approaches and Strategies for Reconciliation: Key Explorations**

c. **Approaches to Justice in Conflict and Post-Conflict Situations**

- Reparative Justice

- Transitional Justice
- Restorative Justice
- Retributive Justice
- Case Study of the International Criminal Court

d. Resources for Reconciliation in Southern Asia: Some Explorations

- Exploring Models for Social Justice and Reconciliation
- Exploring Indigenous Approaches for Justice: Lessons Learned from the Jirga Process in Afghanistan
- Strengths and Weaknesses of Truth and Justice Commissions of South Africa and Guatemala - Possibilities in Sri Lanka

(B) ACTION RESEARCH PROJECT & VIVA VOCE

Upon completion of course work at the end of the first semester, students will begin work on an action research project. At the conclusion of the research, they will submit a 12,000 – 15,000 word thesis along with a recommendation letter from their project supervisor. The supervisor will be appointed by the college where the course is being taught, in consultation with the student. In addition to the thesis submission, students will be required to participate in:

- A viva on their project
- A research methodology workshop (prior to the initiation of the research)

The research methodology workshop titled *New Methodologies in Conflict Research* will focus on methodologies that enable researchers to become "producers of knowledge" and thereby significantly impact Conflict Transformation practice in the South Asian region.

Some of the methodologies that students will be familiarized include:

a. Qualitative research

b. Visual methodologies

c. Interviews/oral testimony

d. Appreciative inquiry

e. Narrative documentation

f. Action research

g. Secondary research methods

h. Anthropological and ethnographic research

Examples of research topics that students could work on:
- Multi-track Diplomacy: A Framework for Security in South Asia
- Reconciliation in Situations of Violent Conflict
- Social Justice and Human Rights: Case Studies from South Asia
- Women's Roles in Peacebuilding
- Religion: Resource for Peace, Source of Conflict
- Northern Ireland and South Africa: Lessons Learned and Best Practices

(C) TWO-MONTH INTERNSHIP

In order to enable students to test theories and approaches learnt in the classroom, and to engage in "hands-on" Conflict Transformation work, the Diploma Programme includes an internship with an NGO/institute/educational institution engaged in peacebuilding in the South Asian region. While students should begin the internship at the end of the first semester, they can negotiate its timing following consultations with the course coordinator. Some organizations, which are open to such internships include:

- Center for Policy Research (CPR)

- Common Wealth Human Rights Initiative (CHRI)

- Institute for Conflict Management (ICM)

- Institute of Peace and Conflict Studies (IPCS)

- National Foundation for India (NFI)

- South Asia Human Rights Documentation Centre

- Observer Research Foundation (ORF)

- South Asia Regional Initiative for Equity (SARIQ)

- United Nations Fund for Women (UNIFEM)

- United Nations Development Programme (UNDP)

- United Nations High Commissioner for Refugees (UNHCR)

- Women in Security, Conflict Management and Peace (WISCOMP)

- Research assistantship with a university department

3. EVALUATION AND COURSE REQUIREMENTS

Max. Marks: 600

1. The three papers, offered in the first semester, will be for 100 marks each. The fourth paper, to be taught in the second semester, will also be for 100 marks. However, this will be a more intensive paper, comprising three substantial units. (For each paper, 75% of the evaluation will be conducted externally, and the remaining 25% internally.)

2. The students are required to work on a research project in the second semester for 100 marks

3. There will be a Viva Voce on the research project(second semester): 50 marks

4. Internship: 50 marks

   Students will be marked for the internship on the basis of an assessment report from the host organization as well as a narrative report submitted by the student at the end of the second semester.

Internal evaluation will be done on the basis of the following:

- Completion of readings for each unit
- Attendance of class lectures and participation in group discussions and exercises
- Reflection papers on select readings from the course
- Term paper on a topic related to Conflict Transformation. The topic will be approved by the course coordinator.
- Viva and Presentation on research paper
- Report on learning's from internship

CORE READINGS

for

The Diploma Programme

Readings for Paper 1

- John Paul Lederach, *Preparing for Peace: Conflict Transformation Across Cultures*, Syracuse University Press, 1995
- John Paul Lederach, *Building Peace: Sustainable Reconciliation in Divided Societies,* United States Institute of Peace Press, Washington DC, 1997
- Adam Curle, *Tools for Transformation: A Personal Study,* Hawthorn Press, Stroud, 1990.
- Eric Abitbol and Christopher Louise, *Up in Arms; The Role of Young People in Conflict and Peacemaking*, International Alert, London, 1993.
- Mahmud Ali Durrani, *India and Pakistan: The Cost of Conflict and the Benefits of Peace*, Oxford University Press, Karachi, 2001.
- Johan Galtung et al, *Searching for Peace: The Road to TRANSCEND*, Pluto Press, Sterling, VA, 2002.
- Ted Gurr. *Why Men Rebel.* Princeton, NJ: Princeton University Press. 1970
- Caroline O. N. Moser and Fiona C. Clark (Eds.), *Victims, Perpetrators or Actors? Gender, Armed Conflict and Political Violence*, Kali for Women, New Delhi, 2001.
- James A. Schellenberg, *Conflict Resolution: Theory, Research and Practice*, State University of New York Press, Albany, 1996.
- Siddharth Mallavarapu*, International Relations Theory and Non-Traditional Approaches to Security,* WISCOMP Perspectives 27 (2008)
- Manjrika Sewak, *Enriching Democratic Practice in South Asia: Possibilities from the Field of Peacebuilding,* WISCOMP (2010)
- Simon Fisher et al, *Working with Conflict: Skills and Strategies for Action*, Zed Books, London, 2000.
- Lisa Vene Klaasen and Valerie Miller, *A New Weave of Power, People, and Politics: An Action Guide for Advocacy and Citizen Participation*, World Neighbors, 2002
- Charles Tilly, *The Politics of Collective Violence, Cambridge University Press, 2003*

Readings for Paper 2

- Chester A. Crocker, Fen Osler Hampson and Pamela Aall (Eds.), *Herding Cats: Multiparty Mediation in a Complex World*, United States Institute of Peace Press, Washington DC, 2001.
- Roger Fisher et al, *Getting to Yes: Negotiating Agreement Without Giving In,* Penguin, New York, 1991.
- Ronald S. Kraybill et al, *Peace Skills: Manual for Community Mediators,* Jossey-Bass, San Francisco, 2001.
- Jay Rothman, *Resolving Identity-based Conflict in Nations, Organizations and Communities*, Jossey-Bass Publishers, San Francisco, 1997.
- Alpana Kishore, *Nationality and Identity Shifts in Jammu and Kashmir's Armed Conflict,* WISCOMP Perspectives 30 (2009)
- Deepti Mahajan and Manjrika Sewak, *Kashmir: Engaging with Possibilities* (2006)
- Mc Gary and Brendan O Leary, *The Northern Ireland Conflict: Consociational Arrangements* , Oxford University Press, 2004

Readings for Paper 3

- Peter Ackerman and Jack Duvall, *A Force More Powerful: A Century of Nonviolent Conflict,* Palgrave, New York, 2000
- Joan Bondurant, *The Conquest of Violence*
- Robert J Burrows, *The Strategy of Nonviolent Defense: A Gandhian Approach,* State University of New York Press, Albany, 1996
- James Gilligan, *Preventing Violence,* Thames & Hudson, New York, 2001
- James Gilligan, *Violence: Reflections on a National Epidemic*, Vintage, New York, 1997
- Susan Collin Marks, *Watching the Wind: Conflict Resolution during South Africa's Transition to Democracy,* United States Institute of Peace Press, Washington DC, 2000

Readings for Paper 4

- Mary B. Anderson, Do No Harm: How Aid Can Support Peace or War, Lynne Reinner Publishers Boulder, Colorado, 1999
- Makau Mutua, "The Ideology of Human Rights," *Virginia Journal of International Law 36,* Spring 1996
- Chandra Muzaffar, "From Human Rights to Human Dignity," in Peter Van Ness, *Debating Human Rights.*
- Gillian Anderson (Ed.), *Women and Peace: A Practical Resource Pack*, International Alert, London, 2000.
- Elise Boulding, "Feminist Inventions in the Art of Peacemaking: A Century Overview", *Peace and Change*, 20:4, October, 1995.
- Cynthia Cockburn, *The Space Between Us: Negotiating Gender and National Identities in Conflict*, Zed Books, New York, 1998.
- Kumudini Samuel, *The Centrality of Gender in Securing Peace: The Case of Sri Lanka,* New Delhi, Rupa and Co, 2010
- Sudha Ramachandran and Siddharth Mallavarapu, *Gender and Armed Conflict in Kashmir,* New Delhi, Rupa and Co, 2010
- Khelena Gurumayum, *The Role of Manipuri Women in Crisis Management during the Extension of Ceasefire between the Government of India and NSCN-IM without Territorial Limits*, WISCOMP Perspectives 25 (2007)
- Lois Ann Lorentzen and Jennifer Turpin, *The Women and War Reader,* New York University Press, New York, 1998.
- Mohammed Abu-Nimer (Ed.), *Reconciliation, Justice, and Coexistence: Theory and Practice*, Lexington Books, Lanham, 2001.
- Gerry Johnstone, *Restorative Justice: Ideas, Values and Debates,* Willian Publishing, Oregon, 2002.
- University of Peace, *Human Rights*, Volume 1 and 2, 2003
- Rama Mani, *Beyond Retribution: Seeking Justice in the Shadows of War*, Polity, Massachusetts, 2002.
- Martha Minow, *Between Vengeance and Forgiveness: Facing History after Genocide and Mass Violence*, Beacon Press, Boston, 1998.
- Howard Zehr, *The Little Book of Restorative Justice*, Good Books, Intercourse, Pennsylvania, 2002.