

The Lifewalk of Justice: An Introduction to Peace and Justice Studies
IDIS/REL/SOC 191, Fall 2009 (Fulfills LinC M3 Requirement)
Tuesdays and Thursdays, 10:20-11:30; Music 207

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Informal Office Hours at *Wired Café* on Main Street, Bethlehem: Tuesdays at 9:15 am

Course Overview: In this introductory course students will be encouraged to find and create spaces in which to think and see more freely in order to identify and analyze (in)justice in our own lives, communities and world. In addition to course readings, we will use the contemplative practices of memoir and walking as resources for critical thinking. A majority of the course will involve students developing individual responses to (in)justice through various projects that reflect students' own passion and design, including academic, artistic, political, social, service-oriented, and personal responses.

Course Goals: Through this course, students will

- Create time and space to ask questions, think freely, look around
- Model practice of small scale democracy (we will work at defining what this is)
- Reflect on one's life in the world through the method of memoir, using questions such as the following for focus: how do I live my life without making a mockery of my values?
- Be introduced to the academic and activist discipline of Peace and Justice Studies
- Vicariously experience the complexities and questions of peace and justice through immersion in case studies (when and where actual experience isn't practical/available)
- Participate in a collaborative/egalitarian learning environment (including professors)
- Practice taking more control of their own learning (this will not be comfortable at times)

Course Requirements and Expectations: Contemplative and purposeful self-reflection is a central organizing principle of this course. Students are expected to participate in these practices throughout the course of the semester. This includes attending all class sessions prepared to engage in the collective work of the class. We will set time aside to practice self-reflection as a class, but it is expected that we will also practice individually.

This course is designed to be a collaborative and democratic learning environment. It is expected that all participants will play a role in determining and defining the intellectual focus of the course. This will take place primarily through the preparation of collective case studies, individual responses to important issues, and the preparation of memoirs as shared documents of the self. Students will be expected to be self-directed and able to structure their weekly work in a way so that they make continuous progress towards these goals.

Students must abide by the conventions of scholarly work, most importantly, the conventions of citation. All students should read and be familiar with the college policy on Academic Honesty included in the student handbook. All written work must include full and

proper citations. There are no exceptions, including ignorance. Cheating and plagiarism will result in failing this course.

There is a blackboard site for this course. Assignment guidelines, readings, and course announcements will be posted to the site. Students are expected to check the site regularly.

Students who wish to request accommodations in this class for a disability should contact Mr. Joe Kempfer, Assistant Director of Learning Services for Disability Support, 1307 Main Street (extension 1510). Accommodations cannot be provided until authorization is received from the office of Learning Services.

Student Assessment: During the course of the semester, students will assemble a portfolio that documents their progress towards meeting the course goals. These documents may include: assignments, personal writing and artwork, research materials, field notes, and other relevant materials. As part of their portfolio, each student will prepare a memoir, a text that explores one's life context as it intersects with important and relevant questions. Students will also be assessed through assignments (both individual and collective), in-class writing, and active participation.

Grades: Final grades will be determined based upon student portfolios and memoirs (25%), participation (25%), and assignments and essays (50%). We will discuss how participation will be evaluated during the first weeks of class. All assignment and essay guidelines will be posted to the course blackboard site. It is within the purview of the instructors to apply qualitative judgment in determining grades for an assignment and for the course.

Students should expect to spend a minimum of 10 hours per week on this course.

Required Resources: Participation in this class does not require the purchase of any course books. Most assigned texts will be available through the course blackboard site – you will be responsible for printing some of these. You will also be required to cover the cost of transportation. Texts available on the blackboard site are identified with an asterisk (*) in the course schedule.

Course Schedule: We have organized this course into cycles. Each cycle is self contained, but as the semester progresses our cycles will build upon the earlier cycles. Each cycle is anchored by (1) contemplative practices to create the space to see, (2) a focus on developing the cartography of the self, (3) an awareness that the language of poetry helps us to see and reflect more deeply, (4) embodied experience, and (5) sustained reflection upon our collective goals. The details and structure for cycles two and three will be developed collaboratively.

Unless noted otherwise, all readings are available in the Course Documents section of the course Blackboard site.

Cycle One: Orienting ourselves to peace and justice

What is this course about? Why is it relevant? Why should I care?

During the first cycle of this course we will focus on identifying the skills, space, perspective, and temperament that will allow us to notice and analyze peace and (in)justice in the world.

September 1st: How do we look for peace and justice? An Introduction to this course.

In class reading: ‘Peonies’ by Mary Oliver

September 3rd: How do we begin thinking about peace and justice? How do we think of contemplation?

Read: Judith Plaskow, “Embodiment, Elimination and the Role of Toilets in Struggles for Social Justice,” *Crosscurrents* spring, 2008.

*Thich Nhat Hanh “The Miracle of Mindfulness: An Introduction to the practice of Meditation”.

*Judith Barrington, *Writing the Memoir: From Truth to Art*, ch. 1.

September 8th: How have others come to work for peace and justice? A class conversation with Alan Jennings

Watch: House of Cards: America’s housing needs gambled away, An Interview with Alan Jennings by Ron Ennis (<http://portal.caclv.org/pages/advocacy/executive-directors-corner.php>)

Read: *Abigail A. Fuller, “Economic Inequality and Justice”

September 10th: How do we speak about peace and justice?

Read: *Stassen and Westmoreland-White, “Defining Violence and Nonviolence” from *Teaching Peace*.

*Conrad G. Brunk, “Shaping a Vision: The Nature of Peace Studies,” *Patterns of Conflict: Paths to Justice*, Larry Fisk and John Schellenberg, eds. Broadview Press, 2000.

*Loraleigh Keashly and William C. Warters, “Working It Out: Conflict in Interpersonal Contexts,” *Patterns of Conflict: Paths to Justice*, Larry Fisk and John Schellenberg, eds. Broadview Press, 2000.

Additional reading TBA.

September 15th: What strategies have others used to work for peace and justice?

Read: * “The Politics of Responsibility,” Vaclav Havel *Approaches to Peace*, Barash

*Judith Barrington, *Writing the Memoir: From Truth to Art*, ch. 10.

Due: Strategies of Peace and Justice: Learning from Others..

September 17th: Where did we start? Where have we arrived?

Class reflection/discussion circle.

Due: Reflective Essay on Peace, Justice, and Memoir

September 22nd : What is my concern?

Due: Free writing assignment

Due: Group Walk Minutes

Cycle Two: Looking for roots and branches

Why do we so often fail to look deeply? How might we begin to look more deliberately, more thoroughly, and more reflectively? Can we make the invisible visible? Should we?

During this cycle, we will emphasize complexities—complexities of the self; complexities of the world in which we find ourselves; and complexities of seeking peace and justice in these worlds. We will focus on both personal and structural factors that shape these complexities. This cycle will be organized around ‘mini’ case studies of Moravian Bethlehem, the Garment Industry, and our families.

September 24th: Case Study planning day.

To be completed: A plan for learning, acting, and educating.

September 28th:

October 1st:

October 6th:

October 8th:

October 13th: **No Class, Fall Break**

October 15th:

October 16th: New York Walk (Tentative Date)

October 20th:

October 22nd:

Cycle 3: Case Studies

What issues concern me? What should I learn about this issue? What should I make sure that others know about this? What can I do about it?

The third cycle of this course will be directed primarily by the students in this course. During this cycle, we will work collaboratively to prepare case studies and (personal) action plans. We will employ the practices of small scale democracy to plan our activities, work, and interactions on the remaining dates of the semester. Activities might include consultations, workshops, presentations, discussions, walks, and other activities.

October 27th:

October 29th:

November 3rd

November 5th:

November 10th

November 12th:

November 17th

November 19th:

November 24th

November 26th: No Class for Thanksgiving

December 1st

December 3rd:

December 8th: Where did we start? Where have we arrived? Was this course worth it? Class reflection/discussion circle.

Due: Final Portfolio including Memoir