

The Lifewalk of Justice: An Introduction to Peace and Justice Studies

IDIS/REL/SOC 191, Spring 2012 (Fulfills LinC M3 Requirement)

Fridays, 11:45-2:00; HILL 310

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Joint Office Hours at *Wired Café* on Main Street, Bethlehem: Fridays at 2:30 pm

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. During this course, students will develop individual responses to (in)justice through projects that reflect each student's passions and strengths.

Course Goals: Through this course, students will

- Create time and space to ask questions, think freely, look around
- Model practices 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. Students will also be expected to meet outside of class time with professors during office hours at least one time during the semester. This will be included in the participation portion of your final grade.

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. Course communication will take place through blackboard and Moravian email. Students are expected to check blackboard and their Moravian email account regularly. When communicating by email with the professors, be sure to include both email addresses and a subject heading to your email.

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: Assessment will be based upon (1) written work; (2) active participation in the collective work of the class; and (3) a cumulative portfolio that documents each student's progress towards meeting the course goals. 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 related to peace and justice.

Grades: Weekly written work will account for 50% of final grades. Student portfolios (including memoirs) will account for 25% of final grades. The remaining 25% will be awarded based upon active participation in an egalitarian and collaborative learning environment. 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 in addition to our time in class.

Required Resources: In this course, we will engage a number of written texts individually and collectively. All materials are easily accessible. The majority of our collective readings will be available through blackboard and/or Reeves Library reserves. Students are responsible for printing copies of texts to bring with them to class. There may be other costs associated with this course (e.g. transportation, entrance fees) that students will be required to meet.

Course Schedule: Our course 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 schedule below is merely a guide, **changes will be made**. Updated versions of the course schedule will be posted to Blackboard.
- The first part of the course is outlined in detail below. The details for the later part of the course will be developed collaboratively by course participants.
- Unless noted otherwise, all readings are available in the Course Documents section of the course Blackboard site.
- **Nota Bene:** Unless otherwise noted, all written work is due on the Wednesday **before** the class meeting. All written assignments should be submitted via email attachment to **both** professors by 12:00 noon.

Part One: Orienting ourselves to peace and justice

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

During the first part 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.

Week 1 (January 20th): An Introduction to this course: How do we look for peace and justice? What are contemplative practices? What is a collaborative learning environment? How should we go about discussing these issues?

In class reading: 'Peonies' by Mary Oliver

"Gandhi Goes to Wall street," Susan Brooks Thistlewaite

In class: We welcome guest Dr. Paul Peucker

Week 2 (January 27th): How do we begin thinking about peace and justice? How do we think of contemplation? How do we reflect upon our self?

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".

Thich Nhat Hanh, "To Veterans", *Love in Action : Writings on Nonviolent Social Change*

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

Week 3 (February 3rd): 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.

Daniel C. Maguire, "Theories of Justice" from *Ethics* (Fortress Press, 2010).

Week 4 (February 10th): What are trying to achieve? How do we think about Peace and Justice in other parts of the world? What is the difference between "charity" and justice?

Read: Gene Sharp, *There are Realistic Alternatives*.

In Class: Leadership Center Katie Dantsin, "Justice, Charity, and Patterns of Moravian College Students"

Week 5 (February 17th) How have others come to work for peace and justice? What strategies have others used to work for peace and justice? What have college students done to work for peace and justice?

Read: "Do Not Bend, Fold, Mutilate, or Spindle". Anonymous, *FSM* [Free Speech Movement] *Newsletter*.

"SNCC Statement of Purpose" by James Lawson, Jr. (1960).

10 Point Program of the Black Panther Party (October, 1966).
13 Point Program of the Young Lords Party.
“The Politics of Responsibility,” Vaclav Havel *Approaches to Peace*, Barash
Judith Barrington, *Writing the Memoir: From Truth to Art*, ch. 10.
New York Students Alliance, ‘Statement of the Occupation’

Week 6 (February 24th) How can we creatively advance the causes of peace and justice?

Read: David Jackson Cook, “Every teacher a peace teacher” *Yes! Magazine* 29 June 2010.

Paul Rogat Loeb, “‘Soul Of A Citizen’: Make A Difference, Knowing The Outcome Won't Be Perfect”

Selection from John Lewis, *Walking with the Wind: A Memoir of the Movement* Chapters 5, “Soul Force” 7, “This is the Students” and 8, “Last Supper”

Week 7 (March 2nd): Economic Justice & Economic Inequality: Evaluating the Occupy Movement.

Read: *The Occupy Gazette*, published by n+1

Week 8 (March 9th): No Class - Spring Break

Panels/Case Studies about Peace and Justice Questions/Themes

Week 9 (March 17th):

Week 10 (March 23rd):

Week 11 (March 30th)

Week 12 (April 6th) No Class – Easter Break

Week 13 (April 13th):

Week 14 (April 20th):

Week 15 (April 27th) Final Class Meeting Where did we start? Where have we arrived? Was this course worth it? Class reflection/discussion circle.

Due: Final Portfolio including Memoir

Scheduled Final Exam Time: May 2nd @ 1:30 pm.