

**The Lifewalk of Justice: An Introduction to Peace and Justice Studies**  
IDIS/REL/SOC 165, Fall 2012 (Fulfills LinC M3 Requirement)  
Fridays, 11:45-2:20; HILL 310

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Joint Office Hours at *the Root Cellar*: 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
- Become familiar with contemplative practices
- Participate in Critical Pedagogy
- 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 send your message to both professors and include a subject heading to your email.

Students who wish to request accommodations in this class for a disability should contact Elaine Mara, assistant director of learning services for academic and disability support at 1307 Main Street, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center.

**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 bringing to class their notes on the readings. Students are highly encouraged to print copies of all course texts so that they can write their own notations on the texts. . There may be other costs associated with this course (e.g. transportation, entrance fees) that students will be required to meet.

**Course Schedule: Four linked components comprise our study, learning and work: 1) memoir, or *lebenslaufe* ("lifewalk"); 2) critical pedagogy; 3) mindfulness practice; 4) an introduction to the discipline of peace and justice studies.** We will draw on contemplative practices to create the space to see more creatively and deeply. Along the way this focus will assist us to develop a cartography of the self and reflect on the significance of social and physical location of the self. In addition, we will draw on poetry, embodied experience and sustained reflection upon our collective goals in peace and justice, individually, as a class, and as we participate in larger collectives.

- 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 I: 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.

We will begin to study the key components of the course, and their inter-relatedness to one another:

- a) the significance of mindfulness for seeing deeply, listening profoundly, and understanding and analyzing self and world;
- b) “place” – analysis and contemplation of the spaces we inhabit;
- c) an introductory level of theoretical understanding in peace and justice studies;
- d) what it means to actually “intervene” to try to address injustice, and bring about greater peace and justice in the world, in oneself, in one’s communities, in the places one inhabits.

*Week 1* (August 31<sup>st</sup>): 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?

**Read before class:** Your summer memoir selection

**In class reading:** ‘Peonies’ by Mary Oliver

**Small Group Readings (in class):** “Critical Pedagogy in Dark Times,” Henry A. Giroux  
*The Long Road Turns to Joy*, selection, Thich Nhat Hanh  
 “Love, Law and Civil Disobedience,” Martin Luther King Jr.  
 “Gandhi Goes to Wall Street,” Susan Brooks Thistlewaite

*Week 2* (September 7<sup>th</sup>): How do we begin thinking about peace and justice? How do we think of contemplation? How do we reflect upon our self?

**Review before class:** Small Group Readings from previous week

**Read:** 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*

Pierce K. Lewis, “Axioms for Reading the Landscape”.

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

In class: We welcome guest Dr. Paul Peucker, Director of the Moravian Archives

Essay #1, Peace, Justice and Our Lives Essay due this week—email to Drs. Denton-Borhaug & Jasper before 12:00 noon on Wednesday September 5<sup>th</sup>.

*Week 3* (September 14<sup>th</sup>): How do we speak about peace and justice?

**On Thursday, September 13<sup>th</sup>, Winona La Duke will present the Fall Convocation. All students enrolled in this class are expected to attend this event.**

**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.

Marc Pilisuk with Jennifer Achord Rountree, “The Structure of Violence,” *Who Benefits from Global Violence and War*, 2010

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.

Essay #2, Contemplative Practice and Peace/Justice Essay due this week—email to Drs. Denton-Borhaug & Jasper before 12:00 noon on Wednesday September 12<sup>th</sup>.

## **Part II: Learning Plans and Actions for Peace, Justice and Our Lives**

*Week 4* (September 21<sup>st</sup>): What are we 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*.

Beth Kraig, “Small Interactions”

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

In Class: We welcome Katie Dantsin, Director of the Leadership Center. “Justice, Charity, and Patterns of Moravian College Students”

*Week 5* (September 28<sup>th</sup>): Questioning deeply.

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

David Leonard, “Unsettling the Military Entertainment Complex: Video Games and a Pedagogy of Peace” *Studies in Media and Information Literacy Education*, Vol. 4, Issue 4 (November 2004).

Essay # 3, Learning Contract due this week—email to Drs. Denton-Borhaug & Jasper before 12:00 noon on Wednesday, September 26<sup>th</sup>.

*Week 6* (October 5<sup>th</sup>) 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 R. Carr, ‘ “But What Can I Do?” Fifteen Things Education Students Can Do to Transform Themselves In/Through/With Education’ *International Journal of Critical Pedagogy*, Vol. 1 (2), Summer 2008.

John Lewis, *Walking with the Wind: A Memoir of the Movement*, Chs. 5, 7, 8

**Re-read:** Gene Sharpe and Beth Kraig, **develop** a list of 10 potential actions to take with regard to the issue you have outlined you will take on in your learning contract. Bring this list to class, we will use it in a small group activity.

*Week 7* (October 12<sup>th</sup>): Making Progress

**Read:** TBD

*In class: professors to meet individually with students regarding their learning contracts and potential actions*

### **Part III: Peace, Justice, and our Lifewalks in this Collaborative Learning Community**

*Week 8* (October 19<sup>th</sup>):

**Read:** TBD

Essay #4, Summer Memoir analysis due this week—email to Drs. Denton-Borhaug & Jasper before 12:00 noon on Wednesday, October 17<sup>th</sup>. *Week 9* (October 26<sup>th</sup>):

*Week 10* (November 2<sup>nd</sup>):

**Read:** TBD

Essay #5, Memoir Outline Project due this week—email to Drs. Denton-Borhaug & Jasper before 12:00 noon on Wednesday, October 31<sup>st</sup>.

*Week 11* (November 9<sup>th</sup>)

**Read:** TBD

*Week 12* (November 16<sup>th</sup>)

**Read:** TBD

Essay #6, Vocation Essay due this week—email to Drs. Denton-Borhaug & Jasper before 12:00 noon on Wednesday, November 14<sup>th</sup>.

Prof. Denton-Borhaug will be away this day for a conference

*Week 13* (November 23<sup>rd</sup>): No Class – Thanksgiving Break

*Week 14* (November 30<sup>th</sup>):

**Read:** TBD

*Week 15* (December 7<sup>th</sup>) Final Class Meeting Where did we start? Where have we arrived? Was this course worth it? Class reflection/discussion circle.

Scheduled Final Exam Time: Thursday, December 13<sup>th</sup> 8:30 – 11:30. This is a scheduled meeting time for this class, students are required to be here for the entire time period. Students will submit their Final Portfolios, including Memoirs, during this class meeting.