

**The Lifewalk of Justice: An Introduction to Peace and Justice Studies**  
IDIS/REL/SOC 165, Spring 2014 (Fulfills LinC M3 Requirement)  
Tuesdays and Thursday, 1:10-2:20; Comenius 309

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*Joint Office Hours: To be scheduled and posted on Blackboard*

**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.

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 to be submitted via Blackboard, and is due on Sunday at 10:00 pm.

**Course Schedule:** (Please note that only the first half of this schedule is currently outlined. We will work collaboratively to outline the second half of the course.)

### **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* (January 14th & 16th) 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?

*Tuesday:* Familiarize yourself with this course syllabus, the Blackboard site for this course, the course assignments/expectations, and the academic honesty policy included in the student handbook. We will **read** “Peonies” in class.

*Thursday:* Introducing themes of this course. Before coming to class on Thursday, be sure to closely **Read:** Henry Giroux, “Critical Pedagogy in Dark Times”; Martin Luther King, “Love, Law and Civil Disobedience”; and Thich Nat Hahn, “The Long Road Turns to Joy”

**First Essay Assignment Due: Jan. 19, Sunday, 10 pm**

*Week 2* (January 21st & 23rd) How do we begin thinking about peace and justice? How do we think of contemplation? How do we reflect upon our self?

*Tuesday:* Together, we will go for a walk today--please wear comfortable shoes and dress appropriately for the weather. Before coming to class, closely **read:** Thich Nhat Hanh “The Miracle of Mindfulness: An Introduction to the practice of Meditation” and Thich Nhat Hanh, “To Veterans”, *Love in Action : Writings on Nonviolent Social Change*; and Pierce K. Lewis, “Axioms for Reading the Landscape”.

*Thursday:* We will reflect upon our walk. To prepare for this reflection, closely **Read:** Stephen Smith, “Walking Meditation”; David Jackson Cook, “Every teacher a peace teacher” *Yes! Magazine* 29 June 2010 and Targ’s essay “Rethinking the University in an age of Educational Crisis”.

*Week 3* (January 28th & 30th)

*Tuesday:* Our focus today will be on memoir. Closely **read** the chapters by Judith Barrington on *Writing the Memoir* and Katie Faull on *Moravian Women’s Memoirs*.

*Thursday:* What is Justice? Closely **read** Daniel C. Maguire, “Theories of Justice” from *Ethics* (Fortress Press, 2010). (While many of the readings thus far have been complex and multi-layered, this one is particularly so. You should plan on reading the text multiple times, and you are encouraged to prepare a detailed outline of the text.)

**Second assignment due on February 2nd at 10:00 pm.**

*Week 4* (February 4th & 6th) How do we speak about peace and justice?

*Tuesday:* Closely **Read:** Stassen and Westmoreland-White, “Defining Violence and Nonviolence” from *Teaching Peace* and Marc Pilisuk with Jennifer Achord Rountree, “The Structure of Violence,” *Who Benefits from Global Violence and War*, 2010

*Thursday:* Closely **Read:** Lorealeigh 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. and 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.

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

*Week 5* (February 11th & 13th) 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?

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

*Thursday:* Closely **Read:** Beth Kraig, “The Activism of Little Interactions”

**Third assignment due on February 16th, Sunday, 10 pm via BB**

*Week 6* (February 18th & 20th) Refining our interventions and keeping each other accountable.

*Tuesday:* Katie Dantsin of the Center for Leadership and Service will join us today.

*Thursday:* Session on Working collaboratively, accountability and support. Before class, be sure to complete Peer Review activity on Blackboard.

*Week 7* (February 25th & 27th) Thinking about cultures of violence; cultures of peace

*Tuesday*: 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).

**Tuesday, February 25th @ 7pm, Tim Wise will be speaking in Prosser Auditorium. Students are required to attend.**

*Thursday*: Closely **read** Matt Meyer and Elavie Ndura, *Exploring the Power of Nonviolence*.

*Week 8* (March 4th & 6th)

No Classes for Spring Break

*Week 9* (March 11th & 13th) TBD

*Tuesday*:

*Thursday*:

**Fourth Essay Due March 16th, Sunday 10 pm**

*Week 10* (March 18th & 20th) Peace and Conflict

*Tuesday*: Closely **read** Joseph de Rivera, “Assessing the Basis for a Culture of Peace in Contemporary Societies” *Journal of Peace Research*, Vol 41, No. 5 (Set., 2004), pp. 531-48.

*Thursday*: TBD

*Week 11* (March 25th & 27th) TBD

*Tuesday*:

*Thursday*:

*Week 12* (April 1st & 3rd) TBD

*Tuesday*:

*Thursday*:

*Week 13* (April 8th & 10th) TBD

*Tuesday*:

*Thursday*:

*Week 14* (April 15th & 17th) TBD

*Tuesday*:

*Thursday*:

*Week 15* (April 22nd & 24th) TBD

*Tuesday:*

*Thursday:*

Scheduled Final Exam: Wednesday April 30<sup>th</sup> 8:30 - 11:30 am

Please note this is a scheduled, and required, meeting time for this course. All students must attend, portfolios are due, and will be shared.