

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

IDIS/REL/SOC 165, Spring 2015 (Fulfills LinC M3 Requirement)

Tuesdays and Thursday, 1:10-2:20; Comenius 114

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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. We will make special efforts to create opportunities to participate and take leadership roles in this year's Infocus: War, Peacebuilding and the Just Society, as this theme intersects with our course content.

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: this will include dedicating energy to creating and maintaining a collaborative/egalitarian learning environment (including both professors and students), and modeling practices of small scale democracy in our learning.
- 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)
- Practice taking more control of their own learning (this will not be comfortable at times)

Special Note: All students will be required to participate in the InFocus conference on Friday, Mar. 27: "From War to Peace: Building on Narrative and Dialogue to Build a More Just Society in the Lehigh Valley." Please put this date into your calendars now, and plan to be present that day from 8:30 am to 4 pm.

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.

A note on Accommodations: Students who wish to request accommodations in this class for a disability must contact Ms. Elaine Mara, assistant director of academic support services for academic and disability support, at the lower level of Monocacy Hall, or by calling [610-861-1401](tel:610-861-1401). 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 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, January 20th 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” by Mary Oliver in class.

--Thursday, January 22nd 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"

Week 2 What are some contemporary PJ issues that affect us? How might *InFocus: War, Peacebuilding and the Just Society* be a resource for us to help understand interventions. How might we think structurally about these?

--Tuesday, January 27th

Read: Micah White, "Notes Towards a Future of Activism" *Reconstruction* 10:3 (2010).

Read: Description of InFocus, Center of Investigation (this may be found on the college InFocus website).

Wednesday, January 28th: Michelle Alexander Lecture at Lehigh

--Thursday, January 29th InFocus and Contemporary Events

Read and Watch resources on: The torture report and on drones.

Please read: Matt Taibi: "Ten Craziest Things in the Torture Report"

<http://www.rollingstone.com/politics/news/10-craziest-things-in-the-senate-report-on-torture-20141210>

Please view: Edward Snowden, Interview with French Amnesty International, on human security, "Data retention programs" "Surveillance authority of governments" "Mass Surveillance/Bulk Collection of Data" and release of Senate torture report

<https://www.youtube.com/watch?v=HQ6w2Wn5rfg>

First Essay Assignment Due: February 1, Sunday, 10 pm

Week 3 Thinking mindfully about individual lives and PJ issues.

-- Tuesday, February 3rd

Before coming to class, closely **read**: Thich Nhat Hanh "The Miracle of Mindfulness: An Introduction to the practice of Meditation" and closely **read** the chapters by Judith Barrington on *Writing the Memoir* and Katie Faull on *Moravian Women's Memoirs*.

-- Thursday, February 5th

Bob Smith, Facilitator of Brandywine Peace Community: Case Study on PJ Interventions/ the Horsham Drone Command Center

Second Essay Assignment Due: Sunday, February 8th, 10 pm

Note: This assignment requires you to engage in mindful walking with classmates, a post-walk discussion, and mindfully reading a number of written pieces in advance.

Week 4 What do we mean by 'interventions'?

-- Tuesday, February 10th

Closely **Read**: Gene Sharp, *There are Realistic Alternatives* and Beth Kraig, “The Activism of Little Interactions”

-- Thursday, February 12th Workshop day, no assigned readings.

Third Essay Assignment: Your Group Learning/Intervention Contract

Due: Sunday February 15th, 10 pm.

Week 5 *How do we speak about Peace and Justice?*

-- Tuesday, February 17th

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.)

-- Thursday, February 19th

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

Week 6

-- Tuesday, February 24th Discerning the difference between charity and justice

Katie Dantsin, Executive Director of the Women’s Leadership Institute at Cedar Crest College will be joining us today.

-- Thursday, February 26th: Workshop Day -- Charity, Social Justice and Memoir

In the evening, students are required to attend Eric Michael Dyson Lecture at Moravian

Fourth Essay Assignment Due: March 1st at 10:00 pm

Week 7 Workshop Week - No shared readings assigned

-- Tuesday, March 3rd:

-- Thursday, March 5th

Week 8 No Class Meetings - Spring Break

-- Tuesday, March 10th:

-- Thursday, March 12th:

Part II: Working for Peace and Justice

During the second half of the course, we will focus on developing our own Learning and Actions for Peace and Justice and reflect upon how this shapes Our Lives.

Week 9 Thinking about Memoir

- Tuesday, March 17th
- Thursday, March 19th

Fifth Essay 5 Due: Memoir Outline Sunday March 22nd at 10:00pm

Week 10 Workshop Week - No shared readings assigned.

- Tuesday, March 24th
- Thursday, March 26th

FRIDAY, MARCH 27: ALL-DAY CONFERENCE AT MORAVIAN: "FROM WAR TO PEACE: DRAWING ON THE POWER OF NARRATIVE AND DIALOGUE TO BUILD A MORE JUST SOCIETY IN THE LEHIGH VALLEY" (*ALL STUDENTS REQUIRED TO ATTEND AND PARTICIPATE; please ask any professors for leave from class this day in order to fully participate, and let us know if you have any trouble doing so.*)

Week 11 Thinking about cultures of violence; cultures of peace

- Tuesday, March 31st:

Read: 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).

- Thursday, April 2nd

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

Week 12 Vocation

- Tuesday, April 7th:
- Thursday, April 9th:

Sixth Essay Due: April 12, Sunday, at 10:00 pm

Week 13 Putting this into a global context

- Tuesday, April 14th: UNESCO and Culture of Peace
- Thursday, April 16th: UN Global Development Goals

Week 14

- Tuesday, April 21st

Peacebuilding workshop with Rev. Dr. James Lawson
Wed., April 22, 4:00 -- 5:15

- Thursday, April 23rd: Lecture by James Lawson

Rev. Dr. James Lawson will be joining us this week: All students will attend his evening lecture

Week 15

- Tuesday, April 28th
- Thursday, April 30th

Week 16 Exam Week

Final Exam Scheduled for: Tuesday, May 5th 8:30-11:30.

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