

# Peace & Justice 1100: Introduction to Peace and Justice

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**Subject/Discipline:** Peace and Justice

**School:** [Villanova University](#)

**Project Area:**

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This course fulfills Diversity 1 and Diversity 2 requirements.

This course is writing enriched and has a required service-learning component.

## Course Description

This course is an introduction to basic concepts and contemporary issues in peace and justice studies such as poverty, human rights, militarism, the nature of justice and injustice, status and resources in society, discrimination, racism, sexism, and distribution of power. In light of Catholic Social Thought, these critical social problems will be examined; various strategies and techniques for addressing and eliminating injustice will be explored.

The academic components of the course include: 1) an exploration of the rudiments of Catholic Social Principles; 2) a global perspective on the unequal distribution of power, goods and services; 3) a study of capital punishment in light of social justice teachings on human rights and dignity; and 4) developing personal and group techniques and strategies for realizing justice and peace in the world.

This course is writing enriched (a minimum of 10 pages of writing assignments) and will have a Service-Learning experience of a minimum of 2 hours per week.

## Course Goal

The overall goal of this course is to provide students with structured opportunities not only to acquire important content knowledge, but also to see, think and act as informed socially responsible citizens. Therefore, The course includes cognitive, skill, attitudinal and service objectives.

## Course Objectives

### **A. Cognitive Objectives**

1. Develop a critical awareness of one's self and the world from the perspective of social justice
2. Expand an understanding of the differences that exist among people and the various ways in which those differences are generated and maintained
3. Foster a sense of the world as an interactive and interdependent global community
4. Understand the concept of service-learning
5. Familiarity with concepts, terminology, and principles related to social justice
6. Develop an understanding of the elements and theory of social justice, solidarity, human rights, "preferential option for the poor", "inter-being" and a "community of the beloved."

### **B. Skill Objectives**

1. Ability to work effectively with others of diverse ethnic, gender and socio-economic backgrounds to accomplish cooperative goals
2. Ability to interact with appropriate socio-cultural etiquette in both formal and informal contexts within the service activities.
3. Ability to seek out and secure the necessary resources both material and human to complete the project.

### **C. Attitude Objectives**

1. Ability to consciously and critically reflect on what one has learned in relation to course material, readings, presentations, speakers, in relation to one's personal values and in relation to the world.
2. A demonstrated willingness to consider new perspectives in thinking, interacting and grappling with alternative ways of perceiving, valuing, and living in the world.
3. A demonstrated willingness to interact with community residents and to empathetically understand the people, processes, and issues that effect the community.
4. Understand ways of dealing with and managing or resolving social problems

### **D. Service Objectives**

1. Ability to plan and execute the service project
2. To provide service at selected agency
3. To learn about the function and mission of social service agencies
4. Encounter a particular social problem by a personal involvement in a Service-Learning experience.

- **Reading List**

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- Collins, Chuck and Holly Sklar, *Shifting Fortunes*. United for a Fair Economy. 1999

- Collins, Chuck and Felice Yeskel. *Economic Apartheid in America*. The New Press. 2000
- Kozol, Jonathan. *Ordinary Resurrections*. Crown. 2000
- Hahn, Thich Nat. *Love in Action*. Parallax Press. 1993
- Prejean, Helen. *Dead Man Walking*. Vintage Books. 1993
- Thompson, J.Milburn. *Justice and Peace: A Christian Primer*. Orbis Books. 1997
- Johnson, Allan. *Privilege, Power and Difference*. Mayfield Pub.Co.2001

### Optional Reading List

Freire, Paulo. *Pedagogy of the Oppressed*. Herder and Herder.  
 Wallis, Jim *The Soul of Politics: A Practical and Prophetic Vision for Change*.  
 New Press.

### Supplemental Readings/Handouts

Hahn, Thich Nat. (2000, May). *Man Is Not Our Enemy*. Available at  
[www.plumvillage.org](http://www.plumvillage.org)

Washington, James M. (Ed.). (1986). *The Essential Writing of Martin Luther King, Jr.* Chapter 3: "The Power of Nonviolence" & Chapter 4: "An Experiment of Love"

### Evaluation

Class Participation and Class Journal 25%  
 Papers (3 reflection papers) 25%  
 Service-Learning Paper and Journal 25%  
 Exams (mid-term & Final) 25%

### Academic Expectations

All students are subject to the University's official Academic Expectations policy statement, which will be strictly enforced: "Any form of plagiarism, unauthorized collaboration or dishonesty during the completion of any assignment, test or examination is punishable by the grade of F and is reported, through the Dean, to the Vice President for Academic Affairs." (Student Handbook, p.27.)

### Journals

The purpose of the journals is for you to engage with the course material, your ideas, questions and your experiences in writing and to provide a way for you to communicate with the instructor. It is a vehicle for you to draw connections and raise awareness of social justice issues.

Norman Maclean, the author of *The River Runs Through It* has this to say about thinking: "All there is to thinking is learning to see the noticeable, which enables you to see the unnoticeable, which enables you to see the invisible." This course

is about thinking, seeing and learning. Hopefully your journal will assist you in the endeavor.

#### Class Journal

Journal entries are to be made following each class. This will allow you to analyze the readings, activities and material of each class and to articulate what you learned from class.

A large part of the content of your journal should consist of your engaging in honest conversation with yourself about course material and/or presentations and discussions.

Journals will be collected on a weekly basis for feedback and review.

#### Service Journal

Keep a journal reflecting on and analyzing your service experiences. You should have an entry for each time you work on your service experience. The journal should include the follow:

1. the time spent and what you did on this day.
2. How the experience contributes to your learning and personal growth: What did you learn-about the organization, the clients, the social issue? What did you learn about yourself? What was the value of the experience for you?
3. Any connections made between course material, discussions and your service experience.

NOTE: The journal entries can be done on an informal style of writing. If you do a good job on your journal it will serve as a good resource for your final presentation and paper.

#### Service-Learning Options

Each Student is required to make a weekly commitment to a service-learning experience at any one of these agencies.

Approval from professor is needed for any other choice of a service site.

Contact Campus Ministry (94086) or Project Sunshine (94079) for additional information and to sign up for a service placement.

#### Urban Bridges

GED/Math instructions for adults Thurs. 6-9

Computer/Journalism Club 5-8th graders Thurs. 3-6

#### Project H.O.M.E.

Diamond Street/On-on-one tutoring/ homework help

Elementary age children Thurs. 3-6

Activities Day Elementary age children Fri. 3-6

St. Elizabeth's After School Program  
Elementary age children Mon. Tues. Wed. Thurs. 3-6

Philadelphia Homework Club (Catholic Worker)  
Elementary age children Mon. Tues. Thurs. 3-6

St. Agatha's Soup Kitchen  
Tues. 5-8

St. Francis Inn Soup Kitchen  
Sat. 10-2

Calcutta House  
Aids Hospice for formally homeless men Sunday nights

Sleighton School  
At-risk adolescents residential program  
Tutoring Tues. & Thurs 4 5:30

Streets Outreach - Philadelphia Committee for the Homelessness  
Nights (will know day and times next week)

S.E.R.V.E. Freshman only  
St. John's Hospice  
Soup Kitchen for men Thurs. 5-8

### Reflection Papers

Write a three page (minimum) paper per event attended responding to the following questions:

- \* What was the major theme/thesis/thrust of the presentation? (Be sure to use quotes.)
- \* Analyze the presentation in relationship to Catholic Social Teaching? (You will need to do some research on this.)
- \* Describe your position on the issue and how you arrived at your conclusion?
- \* How does this talk relate to the class material? What connection/s did you make? Eg. Does Thich Nhat Hanh, MLK, Catholic Social Teaching, etc. say anything that relates to this topic?
- \* Personal reaction to the presentation

**PAPERS ARE DUE FIVE DAYS FOLLOWING THE EVENT.**

You are required to attend any TWO of the following presentations

October 23, @ 7:30 pm Villanova Room Bishop Gumbleton: Military Spending

October 24 @ 7 pm U of Penn Jonathon Koziel: Ordinary Resurrections  
Meyerson Hall:Room B-1 Children in the Years of Hope  
210 S. 34th Street

October 26 @ 7 pm 215 Tolentine Faithful Citizenship and the Elections  
Panel on 2001 Elections & Social Justice

November 6 @ 7:00 pm Villanova Room Barry Scheck  
DNA & the Death Penalty

November 14 @ 5:30 pm Villanova Room Hunger Banquet  
Speakers: Latin American Coffee Grower & Fair Trade Coffee Association

November 15 @ 7:30pm St. Rita Chapel National Coalition for the Homeless  
Faces of Homelessness Slide & Panel Presentation

Service Project Paper

Step I: What did you observe?

Describe the experience, focusing on such issues as:

- \* What did I observe in this experience?
- \* What were the key events and features of this experience?
- \* What did I observe about my behavior and actions? Those of others?

Step II: How do you feel about the experience?

Reflect on a more personal level to the experience. Focusing on such issues as:

- \* How does this situation touch upon my own values?
- \* How does this situation relate to the Augustinian values of truth, unity, love, and respect for all creation, and service to others?
- \* How does it relate to my personal history?
- \* What emotions and thoughts does this experience trigger in me?
- \* What assumptions am I making about this situation, about the people involved in this experience, including myself?
- \* What does this experience point out to me about my own attitudes, biases, or preferences?
- \* What conflicting feelings do I have about this experience?

Step III: What do you think about this experience?

Examine more closely points of discomfort, disagreement, or inconsistency in the experience. At the same time, explore ways in which this dissonance might be reconciled. Learning to live with ambiguity, conflicting tensions, and paradox is sometimes required. Focus on such issues as:

- \* What, if anything, do I feel uncomfortable about in this situation?
- \* What conflicting information do I have?
- \* How does this experience contradict my previous assumptions or learning?
- \* What disagreement is there between what I think I "should" think or feel and what I do think or feel?
- \* How do I evaluate my effectiveness in this experience?
- \* What conflicting thoughts do I have about this experience?

Step IV: What have you learned from this experience?

- \* What behaviors (both verbal and non-verbal) enhanced or diminished my effectiveness?
- \* What are the major lessons I learned from this experience?
- \* What did I learn about myself? About others? About the world around me?

Step V: So, what will you do now?

Consider the question, "Where do I go from here?" This line of thought calls upon you to respond to such a question as:

- \* What gaps do I recognize in my knowledge and/or skills related to this experience?
- \* How will I fill those gaps? How should I proceed in my own learning?
- \* How might I modify my own approach, methods, or behavior as I encounter similar experience in the future?

## Weekly Schedule

Week 1 Course introduction, Survivor Monopoly Game \*(see below for instructions)

Reading: Thompson, Justice & Peace. p.1-28

The Big Picture How did we get here?

Understanding historical megatrends that effect current economic, political and environmental situations of the post-Cold War world.

Week 2 How does one respond to the injustice?

Articles: "Man Is Not Our Enemy" Thich Nat Hahn

"The Power of Nonviolence" & "An Experiment of Love" Martin Luther King

Week 3 What is the relationship between faith and justice?

Thompson - Chapter 8

Principles of Catholic Social Thought

Week 4 A Buddhist response to injustice: How can we bring about peace in the world?

Video - Peace In Every Step Thich Nat Hahn

Love in Action, Thich Nat Hahn Chapters 1-8

Week 5 Love in Action, Thich Nat Hahn Chapters 9-16

Reading -Handout : "Five Faces of Oppression " Iris Marion Young

Week 6 Video: Sr. Helen Prejean -A voice for the Christian imperative of love

Dead Man Walking p. 1 -96

Week 7 Coming face to face with the harsh reality of life

Field Trip to Graterford Prison to meet with a group of inmates

Mid term exam

Fall Break

Week 8 What should our response be to Capital Punishment? An exploration of current trends and thought on the death penalty.

Capital Punishment/ Dead Man Walking p. 118 245

Week 9 A look at our increasingly unequal economy, the recent changes in income and wealth and the policies and power shifts that have fueled this growing divide in America.

Shifting Fortunes

Economic Apartheid in America

Week 10 Global Issues: Poverty and Development Thompson, Chapter 2

Environmental Issues Thompson, Chapter 3

Week 11 Global Issues: Human Rights Thompson, Chapter 4

Ethno-Nationalist Conflict Thompson, Chapter 4

Week 12

Thanksgiving Break

Week 13 Weapons and Disarmament Thompson Chapter 6-7



Week 14 Children are our future: What about inner-city children's future?  
"Despair and bitterness are not words that ordinarily come to mind when you spend time with children here (South Bronx)." (J. Kozol)  
Ordinary Resurrections Part 1 (Keep a list in your journal of all statistics given)  
Ordinary Resurrections Part 11 (Keep a list in your journal of all statistics given)

Week 15 Student presentations on Service-Learning experience

Final Exam

#### \*Survivor Monopoly Game

Each player is given an envelope with a different amount of money, property and houses in it. Therefore, ensuring that each player begin the game with varying amounts of money and assets. Just like in the real world. Configure the envelopes so that some players are rich, middle class and poor.

For Example: One player may have \$5,000 and several properties with houses on them, while another player may only have \$500 and one low rent property but no house, etc.

Let the game go on for about 20 minutes to a half-hour and then let participants discuss their reaction to the game. Some suggested question for discussion could be: How did you feel when you compared your resources to the other players? What did you think/feel when you realized the playing field was not even for all? How does this exercise relate to the real world we live in? Did the game make you feel uncomfortable? Why? How did your group treat a player who had lots of money or one who had little or no money? Etc.

#### Internet Resources

Hunger/Poverty Sites

[www.jcpr.org](http://www.jcpr.org)

Joint Center for Poverty Research (JCPR) established by Northwestern University in conjunction with the University of Chicago offers a wide array of information, including databases, lists of policy centers, publications and links to other poverty web sites.

[www.secondharvest.org](http://www.secondharvest.org)

A national organization that distribute food to the poor and hungry. They conduct research on hunger related issues.

[www.brown.edu/Departments/World\\_Hunger\\_Program](http://www.brown.edu/Departments/World_Hunger_Program)

Holds an extensive listing of both national and international organizations associated with hunger and hunger research. Also offers information on advocacy and policy, education and training and fieldwork.

[www.frac.org](http://www.frac.org)

The Food and Research Action Center offers statistics on national hunger. Concentrating on childhood hunger. Offers publication and campaign information.

[www.idealists.org/hunger.htm](http://www.idealists.org/hunger.htm)

Offers a list of Web sites dealing with international hunger issues. Click on "datazone" which provides data regarding income, wealth and employment data by state.

[www.bread.org](http://www.bread.org)

Bread for the World is a nationwide Christian citizens movement seeking justice by addressing hunger and food security issues on a global scale.

[www.oxfam.org/](http://www.oxfam.org/)

Non-profit organization dedicated to working for an end to injustice of poverty, both in long term development work and urgent humanitarian needs.

[www.thehungersite.org](http://www.thehungersite.org)

You can donate food just by visiting this site and learn about world hunger.

Justice Sites

[www.justicenet.org](http://www.justicenet.org)

An electronic community of justice and peace, who engage, study, reflect and act at all levels on what causes injustice. Offers good Justice links.

[www.coc.org](http://www.coc.org)

Center for Concern, rooted in Judeo-Christian values and Catholic Social Teaching, responds to current world situations with a faith vision and commitment to justice.

[www.osjspm.org](http://www.osjspm.org)

Office of Social Justice Archdiocese of St. Paul and Minneapolis web site is a helpful site to explore Catholic Social Teaching in relationship to parish and educational needs.

[www.peacejam](http://www.peacejam)

An international educational program built around Nobel Peace Laureates. Its

goal is to inspire a new generation of peacemakers who will transform their local communities, themselves and the world.

#### Human Right Sites

[www.unac.org/links/human\\_rights.html](http://www.unac.org/links/human_rights.html).

A great resource and connection to other site on human rights issues.

#### Election Sites

[www.vote-smart.org](http://www.vote-smart.org)

Who to vote for made easy! Learn about candidates, issues and more. Excellent site.

[www.campaignline.com](http://www.campaignline.com) Campaign and election news

#### Political Sites

[www.un.org/](http://www.un.org/) United Nations

[www.ifas.org](http://www.ifas.org) The Electronic Activist - database of contact info for U.S. Senators, Rep, Gov., etc.

[www.census.gov](http://www.census.gov) The Census Bureau