

## WELCOME SCHOLARS!

### PSTD 1010.10: Introduction to Peace Studies and Conflict Transformation

#### Contact Information:

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Class Session: MW 12:45-2pm  
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Classroom: Rome 205  
Spring 2019

**Prerequisite:** None. \*\*PSTD 1010 is required for students who intend to major and minor in Peace Studies, and for those wishing to complete a Peace Studies Project (PSTD 3190).

#### Course Description:

This course will introduce fundamental issues within the broad realm of Peace Studies. What are better ways of understanding the concepts and core practices of peace and justice? What are the movements and structures that contribute to a just peace? What are the obstacles? And what can societies and persons do to make this a more just and peaceful world? Core issues include conflict analysis, nonviolent action, violence prevention, militarism, restorative justice, conflict transformation, environmental justice, and peacebuilding. These are some of the questions and issues we will examine through readings, discussions, and written assignments.

#### Course Objectives:

##### Content

- To synthesize the basic themes in peace studies, such as ethics, conflict, violence, nonviolence, restorative justice, and conflict transformation;
- To analyze conflict dynamics in select international cases and global implications, and then apply analysis tools of macro violence to personal conflicts, likely on a micro scale;
- To explore economic, social, political, and environmental dimensions of peace
- To identify, compare, and critique the assumptions, benefits, and limitations of different individuals' and societies' approaches to peace and conflict, including our own;
- To explore key inter/trans-national and local actors & institutions in pursuit or destruction of peace;

##### Skills/Habits

- To enhance effective communication and broaden comprehension of cultural diversity;
- To deepen skills in conflict analysis and problem solving;
- To foster international perspective to become a global citizen;
- To embrace one's own agency in the world which should empower us for the future;
- To broaden our imagination to transform a personal conflict, to envision the world we want to live in, and work to bring it into existence
- To improve critical/analytical thinking, dialogue, collaboration, and writing skills;
- To develop skills of synthesis – to see the parts in the context of the whole, to relate one author's ideas to another's, and to draw on different authors' contributions;
- To become wiser, more loving, and more committed to the practices of justice and peace

#### Required Texts and Documentary:

Wood, Houston, Invitation to Peace Studies, 2016  
Lederach, John Paul, The Little Book of Conflict Transformation, 2003  
Zehr, Howard, The Little Book of Restorative Justice, 2002  
McCarthy, Eli, Becoming Nonviolent Peacemakers, 2012  
Nagler, Michael, Hope or Terror? The Other 9/11, 2006 and *Gandhi*, 1982. Documentary film.

## **Class Format:**

The class format will be a mixture of readings, reflections, questions, and discussion. Students are expected to be dialogue partners in the learning process. Students should be prepared to respond to questions during a lecture and to raise their own questions. Students will frequently be called upon to summarize the content of an article or chapter, as well as give a summation of the class discussion for that day. Since there will not be nearly enough time in class to discuss all that we have read, be aware that you are responsible on tests and in papers for more than what we discuss in class. **University policy suggests that you can assume that the course may require up to five hours outside of class per week.**

## *Discernment Community*

Each student will become part of a small discernment community (DC) made up of 2-3 other students in the class. These DC's will gather regularly in class. The DC's will have 2 primary functions: 1) provide a more congenial space where we can practice thinking/feeling collaboratively through challenging justice and peace scenarios. The DC's will cultivate our skills of civil discourse and empathy. 2) The DC's will discuss readings, particular questions, and experiences to generate a sense of community and to potentially hear a diverse set of ideas.

## **Criteria for Assessment:**

Satisfactory achievement of the objectives as measured by:

1. Participation-attendance, artistic expression, facilitated discussion, self-evaluation. (25%)
2. Essay assignments- narrative, critical analysis, purchasing habits. (25%)
3. Exams: quiz and final (25%)
4. Conflict Transformation Project (25%)

## **Grading:**

A: 100-93%    A-: 92-90%    B+: 89-87%    B: 86-84%    B-: 83-80%...and so forth.

## **1. Participation Components**

### *Attendance:*

Each student is expected to attend class regularly and to be punctual in arrival. Attendance will be determined in the first few minutes of class. Each day of attendance is worth **one point**. Beginning with the third absence, one-third of a letter grade will be deducted from the student's final grade from the class, i.e., an "A-" will be lowered to a "B+," a "B" to a "B-," etc. An additional third will be taken off for the sixth absence. Any more than eight absences can result in failure for the semester regardless of academic performance on tests and papers.

Your unique circumstances can affect the impact of this component. Please communicate to me about why you are missing class. If you need to miss eight or more classes for medical reasons, you should consult the college's guidelines for medical withdrawal.

\*If you are late to class 3 times then you lose .5 of a day of attendance. After that, every 3 times you're late costs another .5 of a day of attendance. This policy is to practice respect for the teacher, the student who normally will be presenting at the beginning of class, and yourself in terms of the commitment you made to the class community. *Feel welcomed to check with me anytime on your point totals.*

### *Engaged Attentiveness:*

In order to be engaged in class, you must first prepare for class through critical reading and reflection. You are required to bring the required readings for that session with you to class. Being

attentive, listening to others, not talking when others are speaking, being clear and concise, not dominating the conversation, approaching controversial ideas in a way that encourages discussion, dialoging with your classmates not only the professor, preparing to be self-reflective about your own thoughts, and taking notes are all aspects of this component. Well-reasoned and respectful contributions to class discussions will value more than the sheer quantity of a student's interjections.

**Turn off cell phones/texting** and similar technological devices prior to class. If you choose to use a laptop for notes, be aware of the distraction you may cause to others and yourself. **Web surfing, chatting, Face-booking and other non-class technological activity during class is unhelpful and unacceptable.**

Each day you can earn **one point** for this component. In the event that a student's final grade falls within 1-2% of a higher grade, attendance, attentiveness, and discussion may justify rounding upward. In actual application, it probably means much more. A student who seems to struggle on tests but seems well-prepared in class, demonstrated by significant and thoughtful participation is certain to have her or his case reviewed closely. *Feel welcomed to check with me anytime on your point totals.*

#### *Artistic Expressions:*

Each student will share with the class a song, poem, short story, image, short video scene or other artistic expression, which they will analyze for 1) justice and peace insights 2) relation to their own justice and peace narrative. We want to hear part of your own story in this presentation. If you want to relate it to that day's reading, you may, but it is not required. You're encouraged to indicate any ethical growing edges (i.e. potential for abuse, alternative or mis-interpretations, or gaps in how justice and peace gets portrayed in the chosen art), or any questions/broader implications the chosen art raises about our lives. Please type up a brief paragraph answering at least these two parts above and email or hand to me the day of your AE. Deadlines for each student will be established early on in the semester.

**15 points**

#### *Facilitated Discussion:*

Students will select one class session to facilitate an 8-10 minute discussion. As a pair, students should identify *1 question* to discuss with a brief explanation to why you picked these questions and how they relate to the day's reading. **Send these to me the evening before the class.** As a facilitator, focus should be on regularly reflecting back what you hear from your peers, allowing people time to think without rushing onto the next question, asking for clarification or examples, and offering your own thoughts: **10 points.**

*Self-Evaluation:* Fill out the self-evaluation form in the assignment folder on BB to assess your overall contribution to the learning community over the semester: **5 pts.**

## **2. Essay Assignments:**

\*All headings to essay assignments should be single-spaced and no more than 2 lines\*

\*Read over your work: grammar and spelling do matter\*

*Standard guidelines apply:* typed, use standard 12 pt. font sizes, one-inch margins, and double-spaced. What is most crucial is that the work is your own, and when your ideas, let alone your words are not your own, proper citation needs to be given. Quotations 4 or more lines should be single-spaced and indented. They should be used sparingly. On this and all matters in class, the provisions of the Honor Code will be followed to the letter.

*Justice and Peace Narrative: 3 pages*

Students will critically reflect on their character development, with special attention to understandings and practices of justice and peace. Tell your story: What key experiences shaped the development of your character, that is a) worldview (general meaning/purpose of life, faith); b) core values- **include explicit understandings/definitions of “justice” and “peace,”** and how you think they do or do not relate; c) regular practices of justice and peace that shape your character and what you think "justice-making" and "peace-making" look like; d) hopes or personal aspirations relevant to justice and peace. *\*Be sure to note how any significant changes in a-d have occurred during your life. 60 pts.*

*Critical Analysis Paper: 2-3 pgs. 50 pts.*

Choose any issue, reading, or discussion that we’ve engaged during the UNIT on Nonviolent Theory and Practice. You are to analyze the issue by asking a focused question and/or making a clear argument and supporting that with evidence and examples. This is not a summary of a reading, nor a repeating of what we’ve already covered. I want to hear your voice, insight to affirm and extend or to challenge something we’ve engaged.

### **Rubric for Critical Analysis**

<b>Purpose:</b> you have a clearly defined question, problem or argument that provides the foundation for your essay, and you state this purpose clearly and specifically early on.	<b>/5 points</b>
<b>Clarity:</b> the reader can understand what you mean to say throughout the essay, you’ve checked your writing for errors, and you provide sufficient examples to illustrate your point.	<b>/5 points</b>
<b>Specificity:</b> you cite evidence from the reading, with examples that you describe using vivid, precise details or direct citations.	<b>/5 points</b>
<b>Logic:</b> your argument or thesis makes sense with the examples you’ve chosen, and you make direct connections from the evidence back to your point of view on the topic. Addresses one or more counter-arguments.	<b>/5 points</b>
<b>Concepts:</b> your essay reveals a clear understanding of the concepts behind the different elements you are discussing.	<b>/5 points</b>

*Purchasing Habits: 3-4 pages*

Students will critically analyze their own purchasing habits. Select an item, like shoes or gas, and the company that you regularly purchase from, using [www.betterworldshopper.com/rankings](http://www.betterworldshopper.com/rankings). See rubric on BB in Assignment folder. **Total Points: 70.**

### **3. Quiz and Final Exam**

There is one quiz and a final exam. The quiz and the final exam will cover the summary points given at the end of each of the previous class sessions. Some short, announced reading quizzes may occur during the semester. The final is cumulative and some students may be excused based on their performance during the semester. There may be occasional, announced short quizzes at the beginning of class to check on reading comprehension.

#### **4. Conflict Transformation Group Project**

Each student will work in a group focusing on the flow of a particular conflict transformation situation. Each group will engage the significance, context, present-day, and potential directions for nonviolent peacemaking regarding the chosen situation. The major product of this group collaboration is a 25 minute *presentation*, but each group should also focus on its own “peace-work” and processes of communication, dialogue, understanding, compromise, scheduling, and delegating. Students will fill out an evaluation form for each group’s *presentation, which will be anonymously shared with your peers. A 3 page minimum reflective essay will be required for each student. See deadlines below. Rubrics are on BB in Assignments folder.*

#### **UNIVERSITY INFORMATION**

**Academic Honesty:** Academic honesty is expected of all GWU students. Faculty are required to initiate the imposition of sanctions when they find violations of academic honesty, such as plagiarism, improper use of a student’s own work, cheating, and fabrication. Please review the complete texts of the University policy and procedures regarding GW’s Code of Academic Integrity (<http://www.gwu.edu/~ntegrity/code.html>): “Academic dishonesty is defined as cheating of any kind, including misrepresenting one’s own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information.”<sup>1</sup> Please see me if you have any concerns. **Please see the handout concerning plagiarism, which is posted on BB in the COURSE PACK.**

**Religious Holidays:** In accordance with University policy, students should notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance. For details and policy, see: [students.gwu.edu/accommodations-religious-holidays](http://students.gwu.edu/accommodations-religious-holidays).

**Accommodations for students with disabilities:** Any student who feels s/he may need an accommodation based on the impact of a disability should contact the Disability Support Services (202 994-8250) in the Marvin Center, Suit 242 to establish eligibility and to coordinate reasonable accommodations. For additional information please refer to the DSS web site: <http://gwired.gwu.edu/dss/>.

**The University Counseling Center (UCC)** offers 24/7 assistance and referral to address students’ personal, social, career, and study skills problems. Services for students include crisis and emergency mental health consultations as well as confidential assessment, counseling services (individual and small group), and referrals. See the UCC web site for further information: <http://gwired.gwu.edu/counsel/CounselingServices/AcademicSupportServices>.

**The University Writing Center** is also available for you as a resource. For more information please visit their web site: <http://www.gwu.edu/~gwriter/>.

**Emergencies:** In the case of an emergency, if at all possible, the class should shelter in place. If the building that the class is in is affected, follow the evacuation procedures for the building. After evacuation, seek shelter at a predetermined rendezvous location.

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<sup>1</sup><https://studentconduct.gwu.edu/sites/g/files/zaxdzs1151/f/downloads/160912%20Code%20of%20Academic%20Integrity%20-%20Final.pdf>

## **Class Sessions**

### **UNIT 1: Teaching Method, Social Context, Ethics, and Conceptual Framework**

#### **Mon. Jan. 14: Introduction**

Syllabus

"Maligned Wolf" 2 pgs. on BB

"Pedagogy of the Oppressed" by Paulo Freire, 7 pgs. (138-144) on BB

#### **Wed. Jan. 16: Peace Studies and Social Context**

Invitation to Peace Studies, p. 1-11, 33-36

"Why Peace Educ. and What is it anyway?" by B. Pieterneel (2007) *Cal Peace Power* Spring: 28-29. [www.calpeacepower.org/0301/pdf/education.pdf](http://www.calpeacepower.org/0301/pdf/education.pdf) 2 pgs. on BB

"Social, Political, and Cultural Influences on Peace Studies," by G. Lopez (2008) in *Peace, Justice, and Security Studies: A Curriculum Guide* 9 pgs. (1-7, 9-10) on BB

"American Ideology" by H. Zinn (2003): 8 pgs. (1-8) on BB

#### **Wed. Jan. 23: Concepts: Peace, Justice, and Freedom**

Invitation to Peace Studies, p. 15-25

"Some Justice and Peace Definitions" 1 pg. on BB

"Freedom" by P. Wadell: 5 pgs. (95-99) on BB

Global Peace Index on BB

U.S. Peace Index on BB

**\*Essay: Justice and Peace Narrative Due**

#### **Mon. Jan. 28: Ethical Methods**

"Virtue Ethics" by J. Keenan: 7 pgs. (84-90) on BB

Justpeace Ethics by J. Sawatsky (2008): 17 pgs. (1-17) on BB

"Human Rights" by D. Barash (2009) in Peace and Conflict Studies: 21 pgs. (374-94) on BB

UN Declaration of Human Rights (1948): [www.un.org/en/documents/udhr/](http://www.un.org/en/documents/udhr/) on BB

Recommended:

Justpeace Ethics by J. Sawatsky (2008): 5 pgs. (17-22) on BB

Narrative and the Moral Life by P. Wadell, 9 pgs. 135-144 on BB

#### **Wed. Jan. 30: Conflict Analysis and Transformation**

Conflict Analysis: U.S. Institute of Peace on BB, pp.1-16

*The Little Book of Conflict Transformation* by J. Lederach (2003): 44 pgs. (3-39, 61-67)

Search for Common Ground: "Setting the Stage for Peace: Participatory Theater for Conflict Transformation in the DRC" by L. Slachmuislder 5 pgs. (p. 226-230) in *Peace Movements Worldwide* vol. 3.

#### **Mon. Feb. 4: Concept of Violence**

"Cultural Violence" by J. Galtung (1990): 10 pgs. (*Sect.'s* 1-3, 4.2, 5-6; pgs. 291-296, 298-299, 302-303) on BB

UNESCO Seville Statement on Violence (1986) 2 pgs. on BB

Invitation to Peace Studies, "Sex and Gender-Based Violence," p. 71-77 or

"Ferguson and America's Structural Violence Epidemic" by D. Ragland

**\*Reading Quiz on Jan. 30<sup>th</sup> and Feb. 4<sup>th</sup> material**

### **Wed. Feb. 6: Restorative Justice**

The Little Book of Restorative Justice by H. Zehr (2002): 48 pgs. (3-28, 36-39, 42-69)

Read [Personal Stories](#) 2 pgs.

Watch 10 min. video: <https://www.youtube.com/watch?v=BVHVPE1xPJM>

"[We Choose Dignity](#)" by J. Stoltenberg (Norway's response: 2011)

Death Penalty Information [Fact Sheet](#)

### **Mon. Feb. 11: Religion and Reconciliation**

Invitation to Peace Studies, p. 155-168

"Nonviolence: A Style of Politics," Pope Francis (2017) 6 pgs.

"National Reconciliation" by D. Barash (2009): 10 pgs. (446-455) on BB

*No Future Without Forgiveness*, by D. Tutu: 5 pgs. (270-274) on BB

Recommended:

"Truth Commissions" USIP, click on "truth commissions digital collection" and scan; on BB

<http://www.usip.org/publications/truth-commission-digital-collection>

"Applying Restorative Justice to the Genocide in Rwanda" D. Van Ness: 5 pgs. on BB

### **Wed. Feb. 13: Religion, Social Change and Power:**

Buddhism, *World Religions*, p. 28-29, 36-37, 40-45 on BB

D. Hartsough, "Applying for Conscientious Objection Status" 2 pgs. on BB

[Peaceful Societies](#) 1 pg.

Social Change Wheel 1 pg. on BB

"[Types of Power](#)" by K. Boulding: 5 pgs. on BB

### **Mon. Feb. 18: NO CLASS**

\*Take Home Quiz Due

### **Wed. Feb. 20**

#### **UNIT 2: Nonviolence Theory and Practice**

##### ***Interpersonal Nonviolence***

Stories of NV: Ridd, Hartsough, Gorman 7 pgs. (41-43, 90-92, +1); Williams, 2 pgs. on BB

"[Tuff and Georgia School Gunman](#)" and "[Transformation at Gunpoint](#)" on BB

Nonviolent Communication: Intro. to NVC, Feelings/Needs handout; [www.cvnc.org](http://www.cvnc.org): homepage, about-what is NVC, and foundations of NVC

"[Mirror Neurons](#)" 1 pg. on BB

### **Mon. Feb. 25: Ethics of Nonviolence and Gandhi**

*Becoming Nonviolent Peacemakers*, "Rule-Based and Strategy-Based," by E. McCarthy, p. 11-42

Invitation to Peace Studies, p. 114-116

"[Hope or Terror](#): The Other 9/11" by M. Nagler: 38 pgs.

Gandhi Movie: Watch first hour

### **Wed. Feb. 27: Gandhi and Khan**

Finish Gandhi Movie 2 hrs.

*Becoming Nonviolent Peacemakers*, "Hindu and Muslim Contributions: Gandhi and Khan," by E. McCarthy, p. 96-121

#### **Mon. Mar. 4: Strategic Nonviolence and Otpor**

"Misconceptions," "Methods," "[Sources of Power](#)" (p. 5-6) of Nonviolence by G. Sharpe on BB  
Invitation to Peace Studies, p. 123-126, 137-151

\*In Class: watch Bringing Down a Dictator (56 min.'s)

#### **Wed. Mar. 6: Research on Nonviolence and Nazi's**

Chenoweth and Stephan, *Why Civilian Resistance Works*, 9 pgs. (220-228) on BB

"[How Freedom is Won](#): From Civic Resistance to Durable Democracy" (2005): 4 pgs. (6-9) on BB

*Search for a Nonviolent Future* by M. Nagler (2004): On Nonviolent Resistance to Hitler and

Law of Suffering: 13 pgs. (115-127) on BB

Denmark Resists Nazi's, 3 pgs.

<http://nvdatabase.swarthmore.edu/content/danish-citizens-resist-nazis-1940-1945>

Watch: "[Palestine and NV](#)" by Julia Bacha (10 min.) on BB

#### *Recommended*

*Norway Resists Nazi's* <http://nvdatabase.swarthmore.edu/content/norwegian-teachers-prevent-nazi-takeover-education-1942>

Video: "Pray the Devil Back to Hell" the story of Liberian women resistance. (72 min.'s)

Deats, R. "Global Spread of Active Nonviolence," in *Peace is the Way*, 2000, pp. 283-295

#### **SPRING BREAK**

#### **Mon. Mar. 18: Unarmed Civilian Protection, Policing, Public Health Approaches**

"[Why British Police Don't Have Guns](#)," 2012, 2 pgs.

Invitation to Peace Studies, p. 236-238

Cure Violence <https://www.youtube.com/watch?v=LYPOZ0EfaJo> (15 min.'s); [Basic Brochure](#):<sup>2</sup> 2pg.;

[Research](#):<sup>3</sup> 1 pg.; "Interrupters" trailer <https://www.youtube.com/watch?v=wS5Hjhy1RhM> (2 min.'s)

Nonviolent Peace Force: [Scan site](#)

Video: [Short Intro](#). to NP: (2 min.)

Video: "Unarmed Civilian Peacekeeping" Parts [one](#) and [two](#): (19 minutes) on BB<sup>4</sup>

Video: [S. Sudan story](#), 1pg. (14 min.'s)<sup>5</sup>

**\*Post on Blackboard Topics for Group Project by 10 pm**

#### *Recommended*

"DC Peace Team" scan [www.dcpeaceteam.com](http://www.dcpeaceteam.com)

"Moral Equivalent to War" by D. Cortright: 6 pgs. (310-315)

UNITAR Module 1: Section 4.2-6, pgs. 52-60 on BB

NP in S. Sudan: Case Studies, pgs. 1-4, 10-21 on BB

Video: [Intro. to NP](#) with Mel Duncan, (25 min.'s) on BB<sup>6</sup>

#### **Wed. Mar. 20: UNIT 3: Militarism and War**

"[Beyond Vietnam](#)" by MLK (1967): 10 pgs.<sup>7</sup>

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<sup>2</sup> [http://cureviolence.org/wp-content/uploads/2014/12/CV\\_Health-Model\\_v121.pdf](http://cureviolence.org/wp-content/uploads/2014/12/CV_Health-Model_v121.pdf)

<sup>3</sup> <http://cureviolence.org/results/scientific-evaluations/>

<sup>4</sup> [https://www.youtube.com/watch?v=ek5ZDua\\_kw8&index=2&list=PLF7F5628E46277716](https://www.youtube.com/watch?v=ek5ZDua_kw8&index=2&list=PLF7F5628E46277716) and <https://www.youtube.com/watch?v=xiD6t76oLZA&index=6&list=PLF7F5628E46277716>

<sup>5</sup> <http://mettacentor.org/shanti-sena/about-the-shanti-sena-network/>

<sup>6</sup> <https://drive.google.com/open?id=0B10JOPd-WzLzT2pQQ1lPYXg5cHc>

“Blowback: The Costs and Consequences of Empire” by C. Johnson (2004): 37 pgs. (Intro, 8-19, 22-27, 29; 216-218, 222-223, 228-229) on BB

*Recommended:* “JFK and the Unspeakable” by J. Douglas (2008): 7 pgs. (Intro) on BB

**\*Vote on Group Project ideas by emailing professor top 4 by 10 pm**

### **Mon. Mar. 25: Militarism: Spending and Culture**

[World Military Spending](#), (2013), 5 pgs. [SIPRI](#) (2018), 1 pg.<sup>8</sup>

Video: "[Revolving Door from Pentagon to Private Sector](#)" (4 min.'s)<sup>9</sup>

"Impact on Soldiers:" 4 pgs. on BB

Invitation to Peace Studies, p. 208-211

“Sexism and the War System” by B. Reardon (1985): 7 pgs. on BB

“Myth of Redemptive Violence” by W. Wink (2007): 3 pgs. on BB<sup>10</sup>

\*In Class Watch Soldier [Ethan McCord's Testimony](#) on the Wikileaks video on Iraq<sup>11</sup>

*Recommended:*

*Peace: A History of Movements and Ideas*, “Challenging the Merchants of Death” (98-100)

“Human Dignity: A Casualty of War” by Matt Southwarth (Iraq Vet), 2 pgs. on BB

Vietnam Veterans against War: <http://www.vvaw.org/>

Iraq Veterans against the War: <http://www.ivaw.org/>

Veterans for Peace: <http://www.veteransforpeace.org/>

### **Wed. Mar. 27: Just War? and Terrorism**

“Just and Unjust War” by H. Zinn: 33 pgs. (67-70, 76-105) on BB

“Terrorism vs. Counterterrorism” by D. Barash (2009): 14 pgs. (44-48, 55-57, 59-64) on BB

[“Religious Leaders Urge a JustPeace Response to ISIS”](#) by E. McCarthy (2 pgs.)

Maria Stephan, [“Defeating ISIS through Civil Resistance,”](#) July 11, 2016 (4 pgs.)

[Just Peace Norms](#), 2 pgs.

*Recommended*

Eli S. McCarthy, [“ISIS: Nonviolent Resistance?”](#) May 8, 2015

“Why the U.S. Let the Rwandan Tragedy Happen?” by S. Power (2001): 9 pgs. (Sections I, VI, IX on pgs. 1-3, 11-13, 18-20) on BB

### **Mon. Apr. 1:**

#### **UNIT 4: Economic Justice, Racial Justice, and Environmental Justice**

##### **Economic Justice and Peace**

“Working Poor: Invisible in America” by D. Shieler (2004): 26 pgs. (3-12, 39-45+, 290-300) on BB

“Homelessness and Poverty in DC” by Washington Legal Clinic (2018): 1 pg. on BB

“Bringing the Corporate Role in Global Violence to Daylight,” by G. Pellegrini 13 pgs. (pgs. 63-76) in *Peace Movements Worldwide* vol. 2.

*Recommended:*

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<sup>7</sup> <http://www.hartford-hwp.com/archives/45a/058.html>

<sup>8</sup> <http://www.globalissues.org/article/75/world-military-spending>

<sup>9</sup> <https://www.youtube.com/watch?v=jv4CQJuANYM>

<sup>10</sup> [http://www.ekklesia.co.uk/content/cpt/article\\_060823wink.shtml](http://www.ekklesia.co.uk/content/cpt/article_060823wink.shtml)

<sup>11</sup> <https://www.youtube.com/watch?v=kelmEZe8whI>

[Global Village](#): 1 pg.

"[Investing in Transparency](#): The Ethics of Georgetown's Portfolio" 2012

"[Factory Fire in Bangladesh](#)" (Wal-Mart supplier)

### **Wed. Apr. 3: NO CLASS**

#### **Groups meet to work on Final Project**

**\*Critical Analysis Paper Due by 11pm-** Any topic from Feb. 20-Mar. 27; see rubric above

### **Mon. Apr. 8 Global Economic Justice**

*Peace: A History of Movements and Ideas*, "Development" by D. Cortright (2008): 6 pgs. (273-278)

Global Poverty Stats, [here](#) and Sustainable Development Goals [here](#): 3 pgs.<sup>12</sup>

"Sweatshops" <https://www.greenamerica.org/green-living/sweatshop-free-clothing>  
and <https://www.greenamerica.org/node/5769>

"[Student-Athletes cover up Nike Logo](#)," 1 pg.

"Mondragon Cooperatives," and in *Moral Measure* p. 150-151 on BB <sup>13</sup>

IN CLASS Video: "[Behind the Swoosh](#)" (20 min.'s)

*Recommended:*

[Georgetown President Supports Students Action](#), Apr. 21, 2016.

### **Wed. Apr. 10:**

#### **White Privilege and Racial Justice**

"[White Privilege](#): Unpacking the Invisible Knapsack" by P. McIntosh<sup>14</sup>

"[Understanding White Privilege](#)" by F. Kendall<sup>15</sup>

*New Jim Crow* by M. Alexander, p. 1-19, 178-200 on BB

"[Platform and Demands](#)" by Movement for Black Lives

### **Mon. Apr. 15**

**\*Purchasing Habits Paper Due via email by 11 pm**

### **Wed. Apr. 17**

#### **Environmental Justice and Peace**

**\*[Ecological Footprint](#): fill out your footprint, email final results to professor or bring in hard copy**

"Ecological Well-Being" by D. Barash (2009): 20 pgs. (398-418) on BB

[Science of Global Climate Change](#) 2 pgs.

Environmental Justice Activism: scan <http://350.org/> and [Fossil Fuel Divestment Commitments](#)

*Peace: A History of Movements and Ideas*, "Nuclear Weapons:" 13 pgs. (321-333)

**\*Group readings and annotated bibliographies due the class before your presentation**

*Recommended:* [Dept. of Defense and Environment](#)

Pope Francis, [Laudato Si](#)

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<sup>12</sup> <http://www.globalissues.org/article/26/poverty-facts-and-stats>;

<http://www.un.org/sustainabledevelopment/poverty/>

<sup>13</sup> <http://www.mondragon-corporation.com/eng/>

<sup>14</sup> <https://www.deanza.edu/faculty/lewisjulie/White%20Priviledge%20Unpacking%20the%20Invisible%20Knapsack.pdf>

<sup>15</sup> <http://www.cpt.org/files/Undoing%20Racism%20-%20Understanding%20White%20Privilege%20-%20Kendall.pdf>

[Fracking and Human Rights](#)

["America's First All-Renewable Energy City"](#)

["How to Win the Climate Argument"](#)

**April 22, 24, 29: Conflict Transformation Group Project Presentations**

***\*Group readings and annotated bibliographies due the class before your presentation***

**Wed. May 1 Just Peace Imagination**

"A Journey into the Future: Imagining a Nonviolent World" by E. Boulding (2002): 4 pgs. (298-301) on BB

"The Future of Hope Conference" by V. Havel (1995): 3 pgs. on BB

"Know Yourself, Change Your World" by P. Palmer (2009): 4 pgs. on BB

**\*Self-Evaluation Form Due**

**Friday May 3: \*Group Project Reflection Paper Due by 11 pm**

**Exam Period May 6-14: \*Final Exam TBA**