



PEAC 325 & PEAC 525: Peace, Justice & Conflict Transformation Fundamentals

"Education is quite simply, peacebuilding by another name." Kofi Annan, UN General Secretary

"These [Peace Studies] courses should be made mandatory for every degree, major, minor, and even xamandated as a general requirement within colleges and universities, across this nation."

--BreAnna Martin, 2017 UofL graduate

PEAC 325 is required for the undergraduate certificate in Peace, Justice & Conflict Transformation.

Office Hours:

(We love to meet students so do not hesitate. However, it is best to confirm in advance via appointment or email so you aren't left waiting! Depending on your need or question, consider writing an email.)

Tamara Russell: Thursday 2:00pm – 4:00pm via Microsoft Teams and by appointment
tamara.russell@louisville.edu

Some Reasons UofL Students Might Want to Take PEAC 325 & PEAC 525

- You want to make a difference in the world by contributing to social justice.
- You want to learn about yourself and your country, including what you may not know already.
- You appreciate classes with a wide variety of students and learning by listening to them carefully.
- You want to understand how to "give peace a chance."
- You want to earn the certificate in Peace, Justice & Conflict Transformation and perceive that adding it to your transcript will enhance your job or grad school opportunities.

Course Objectives

- Students will understand fundamental issues within the broad realm of Peace Studies including: non-violent action, violence prevention, warism, and peacebuilding.
- Students will deepen skills in critical thinking and problem solving related to peace, justice, and conflict transformation.
- Students will gain a broader international perspective to become global citizens.

- Students will embrace their own agency by gaining a broader practical and theoretical perspective from scholars and experienced practitioners, which will empower them for future success.

Topics Covered:

- Peace Studies fundamentals like positive peace and negative peace
- The three kinds of violence
- Lynching in America
- Warism and What Every Person Should Know about War
- Restorative Justice (as distinct from Retributive Justice)
- Dr. King's seldom-taught speech about Vietnam
- Thoreau's article that inspired nonviolent civil disobedience around the world
- Films on pursuing social justice in the US and overseas through nonviolence
- Inner Violence and Inner Peace

Required Readings:

- Blackboard articles posted in Course Documents folder. (Print them out for class or bring a means to refer to them in class when directed.)

Required Films:

- *A Force More Powerful* (Ekstrom Library Reserve)
- Other films and clips in syllabus *will* be on-line.

Information in this syllabus is crucial. As you read, use critical thinking to consider what is ahead. If you don't read the syllabus carefully, you won't know what to expect or what is expected of you. If it is too long, consider enrolling in another class. Readings ahead total less than 15 pages/week on average.

Blackboard and email:

Assignments, handouts, and information will be posted regularly, so check regularly. Posted documents are important. Breaking news and announcements will be sent frequently via Blackboard roster of emails. Expect updates and information via Blackboard regularly, so check your UofL email account regularly.

Work Load: Assume the course will require two hours outside of class per week for every hour of credit: 2hrs outside class x 3 credits= 6 hours/week, on average.

Electronics: Please do not use electronics (cell phones/lap tops/tablets) during class until invited to open yours during discussions of assigned readings.

Attendance and Participation:

This class provides opportunities to learn in a variety of ways. To maximize your education and value of your tuition: attend class prepared, then participate. If you do not attend, you cannot

participate. A portion of your grade is based on participation. This includes having done the reading and assignments in advance so you can participate verbally, nonverbally, and learn from doing so. Your contributions will increase understanding and retention *for you and your classmates*. Attendance is not the same as participation.

Announcements and Other Class Information:

You are responsible for everything communicated in class or via email, including changes in due dates, schedule, or readings. If you miss class, you are responsible for obtaining notes from a classmate.

Writing:

- This is not a WR course, but **quality, clarity, specificity, and logic of every written assignment matters**. (Clarity of expression also matters in oral presentations.) For help, see "Dilg/Cronin Writing Tips" posted in Blackboard's "Assignments" folder. If you need writing help, visit the Writing Center, 312 Ekstrom Library, or call 502-852-2173, or writing@louisville.edu. It offers face-to-face consultation, online meetings, and email exchange.

- If English is not your native language, please inform us.

- For papers: staple or clip pages together, proofread, always number pages. You are ALWAYS welcome to print out on both sides of page for written work submitted in class.

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. **All assignments can be submitted on blackboard.**

Criteria for Assessment:

Satisfactory achievement of the objectives as measured by:

1. Participation- attendance (90 points) and artistic expression (10 points): 100 points
2. Essay assignments- narrative (40 points) and critical analysis (40 points): 80 points
3. Quizzes- quizzes (20 points each x 6 quizzes): 120 points
4. Conflict Transformation Project: 200 points

Total points = 500

Grading:

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

1. Participation Components

Artistic Expressions:

Each student will create a video of themselves sharing 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. We should be able to see you in the video. 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. Upload the video via google drive or just share

a link with me. No videos will be shared outside of the classroom without the permission of the student. The video should be **about 5 min.'s or so**, which includes the art. **This is due Sept. 2nd. 10 points**

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

If you would like help with you writing, contact the Writing Center, 312 Ekstrom Library at [502-852-2173](tel:502-852-2173) or writing@louisville.edu. The Writing Center offers face-to-face consultation, online meetings, and email exchange."

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: PEAC 325 3 pages minimum; PEAC 524 4 pages minimum; 40 pts. due September 16th.

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. 40 pts.*

Critical Analysis Paper: PEAC 325 3 page minimum; PEAC 525 5 pages minimum 40 pts due October 21st.

Choose any issue, reading, or discussion that we've engaged during the units on Restorative Justice and Restorative Practice or No Justice, No Peace or Warism. 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, your insight to affirm and extend or to challenge something we've engaged.

3. Quizzes

Quizzes will cover the summary points given at the end of each class session across the allotted days for the specific quiz. Summary points are located on the power points. Quizzes will cover the summary of a topic area (using class lectures and course readings) and either a current event or article/blog/video/movie/documentary/book chapter/other class course readings or lecture key points that connects to that topic. Example: *No Peace, No Justice and Current Events – Quiz 1.*

For this quiz, student A submits an essay discussing the summer of social unrest in Louisville and connects this event to key points covered in the course readings. **PEAC 325** quiz expectations are that students will prepare a short 2-3 page essay regarding the class topic discussed and one of the examples previously noted. **PEAC 525** quiz expectations are that students will prepare a short 3-4 page essay regarding the class topic discussed and one of the examples previously noted. There are seven quizzes (noted in the detailed course schedule below). Only six quizzes will be for your grade. Students will have two options at the end of the semester – option 1) drop the lowest quiz or option 2) use the one quiz for extra credit. **Each quiz is worth 20 points.**

4. Conflict Transformation Project dates noted below on syllabus (random assigned presentation dates)

Each student will have the option to work in a group or as an individual focusing on a conflict situation. Each presentation will engage the significance, context, present-day, and potential directions for nonviolent peacemaking regarding the chosen situation. The major product of this is a 15-20-minute video presentation. **Students will fill out an evaluation form for each presentation, which will be anonymously shared with your peers.** Email them to professor by due date. **PEAC 325 - A 3 page reflective essay will be required for each student. See deadlines below. Rubrics are on BB in Assignment folder. PEAC 525 A 5 page reflective essay will be required for each student. See deadlines below. Rubrics are on BB in Assignment folder.**

SafeAssign: Most written assignments will be submitted through this anti-plagiarism software following policy described in undergraduate catalog, including: " Comparisons of student works may require submitting a copy of the original work to the plagiarism-prevention service."

Extra Credit:

- Up to 25 points: Short papers of at least two pages that connect a specific event to a class topic.
- In addition: We will connect class material with news from around the world. Students may earn up to an additional 10 Extra Credit points once by doing the same. Select a newspaper article, essay, web story, or link to a radio or TV report and explain succinctly in one minute at the start of class its relevance to Peace Studies and material we are studying. Submit a copy of your source.

Students with Disabilities:

UofL is committed to providing access to programs and services for students qualified with disabilities. If you require accommodation, contact the Disability Resource Center (Stevenson Hall, 852-6938) for verification of eligibility and determination of specific accommodations.

Title IX/Clery Act Notification:

Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain confidential support from the PEACC Program (852-2663), Counseling Center (852-6585), and Campus Health Services (852-6479). To report

sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).

Disclosure to University faculty or instructors of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is not confidential under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer. For more information, see the Sexual Misconduct Resource Guide (<http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure>)

Dates of readings and assignments estimated at the beginning of the semester are subject to change with notice via Blackboard. Abbreviation BB below=Blackboard, see Course Documents folder there.

COURSE SCHEDULE

1. Aug. 22 Introductions/ Expectations/ Syllabus Review

- a. What Is Peace Studies? Peace Studies Primer

Unit One

Introduction to Peace, Justice, & Conflict Transformation

2. Aug. 24 Are Peace, Justice, and Conflict Transformation Interrelated?

- a. Watch in Class (excerpt) Julia Bacha: "[How women wage conflict without violence](#)"
- b. Read
 - i. "What is Peace Studies?"
 - ii. Krugman et. al, "Who Loves America," BB
- c. Lecture
 - i. Hughes, "Let America Be America Again"

Aug. 26 (last day to drop with 100% financial credit).

3. Aug 26 Core Peace Studies Concepts

- a. Read
 - i. Cady, "Positive Peace" chapter *From Warism to Pacifism*, BB
- b. Read and Study Carefully
 - i. "Peace Terms" posted on BB with special attention to: "justice," "peace," "peace (and conflict) studies," "positive peace" and "negative peace." BB
- c. Lecture
 - i. Peace Terms

4. Aug. 29 Peace Studies and Social Context

- a. Read

- i. "Why Peace Educ. and What is it anyway?" by B. Pieterneel (2007) Cal Peace Power Spring: 28-29. BB
- ii. "American Ideology" by H. Zinn (2003): 8 pgs. (1-8) on BB

5. Aug. 31 No Peace, No Justice; No Justice, No Peace

- a. Read
 - i. "Structural/Cultural/Direct Violence" and James Gilligan, "Structural Violence," BB
- b. Potter, "Violence definitions and chart," BB
- c. Resisting Racism and War or, "What Will It Take to Move Forward?," BB
 - i. Lecture
 1. Cultural and Structural Violence
 2. Nancy Potter summary on violence

6. Sept. 2 Justice continued . . .

- a. Watch before reading Equal Justice reading – [About the Equal Justice Initiative](#)
- b. Read
 - i. Equal Justice Initiative, *Lynching in America: Confronting the Legacy of Racial Terror*
- c. In class (Lecture):
 - i. Chattel Slavery and Lynching in America
 - ii. *Lynching: Reparations as Restorative Justice Conference*
 - iii. **Submit Artistic Expressions via Blackboard**

Sept. 5 *LABOR DAY*****

7. Sept. 7 Justice continued...

- a. Watch before class, *Lynching: Reparations as Restorative Justice Conference*
- b. Read
 - i. THE CASE FOR REPARATIONS IN TULSA, OKLAHOMA A Human Rights Argument
- c. In class (Lecture)
 - i. THE CASE FOR REPARATIONS IN TULSA, OKLAHOMA A Human Rights Argument
 - ii. Lynching: Reparations as Restorative Justice Conference

8. Sept. 9 No Peace, No Justice and Current Events – Quiz 1

9. Sept. 12 Restorative Justice

- a. Read
 - i. Mennonite Conciliation Service, "Restorative Justice," BB
 - ii. Can Forgiveness Play a Role in Criminal Justice, BB
 - iii. The neuroscience of restorative justice | Dan Reisel, BB
- b. In class

- i. Walker, "RJ Definition and Purpose", (2013) (provided in class)
- ii. RJ Definitions

10. Sept. 14 Restorative Justice

a. Read

- i. Johnston, "The Teaching of RJ" (2014), BB
- ii. [Rwanda 'gacaca' genocide courts finish work](#)

b. In class

- i. (Video): "Gunman's Mother Talks of [Forgiveness](#)"
- ii. Lecture: Rwanda

11. Sept. 16 Restorative Justice

a. Read

- i. Are Pacifists Willing to Be Negroes? A 1950s Dialogue on Fighting Racism and Militarism, Using Nonviolence and Armed Struggle, BB
- ii. The Case for a Racially-Conscious, Culturally Competent Restorative Movement, Mikhail Lyubansky, BB

b. In class

- i. My Everafter Video – Opt

c. Submit Justice and Peace Narrative via Blackboard

12. Sept. 19 – Restorative Justice and Current Events – Quiz 2

Unit Two:

Warism

("Warism is the view that war is both morally justifiable in principle and often morally justified in fact." Duane Cady)

13. Sept. 21 Warism #1, Fundamental concepts

a. Read

- i. Duane Cady, "Eradicating Warism, Our Most Dangerous Disease" [otago656067.pdf](#)
- ii. [Heritage Foundation, "Defending Defense,"](#)

b. In class (Watch):

- i. (Ike) <https://www.youtube.com/watch?v=r99iHelKAFc> (3:35)

14. Sept. 23 Warism #2, In the Flesh

a. Read

- i. ['What Every Person Should Know About War'.docx](#)

b. In class

- i. (Watch) excerpt [The Fog of War](#)

15. Sept. 26 Warism #3, Examples from Vietnam and Beyond

- a. Read
 - i. Martin Luther King, "Beyond Vietnam," BB
 - ii. Bayard Rustin, "Revolutionary Democracy: A Speech Against the Vietnam War," BB
- b. In Class
 - i. – Sam Keene, *Faces of the Enemy*

16. Sept. 28 Warism #4, Some Recent Updates

- a. Read
 - i. Rowan, "A Less than Honorable Policy," BB
 - ii. Pinker, "Violence Vanished," BB
- b. In Class, Final discussion on Warism
- c. Discuss Final Project (past examples are posted on BB)

17. Sept. 30 Warism and Current Events – Quiz 3

*****FALL BREAK***
October 3rd – 4th**

18. Oct. 5 Guest Speaker

**Unit Three:
Non-Violence in America and Beyond**

19. Oct. 7 Introducing Non-Violence #1

- a. Read
 - i. Kaag and Martin, "Thoreau's 'Invisible' Neighbors at Walden,"
- b. In class
 - 1. Michael True, "The [American Tradition of Nonviolence](#) (18:00)
 - 2. *Force More Powerful*, trailer/prologue

20. Oct. 10 Non-Violence #2 Introduction to Civil Disobedience, Non-Violence

- a. Read
 - i. Thoreau, "On the Duty of Civil Disobedience" (1849), Parts I & II
 - ii. b. In class
 - i. *Force More Powerful*, trailer/prologue
 - iii. Introduction to Gandhi's principles and *India: Defying the Crown*
 - iv. WBUR's Lisa Mullins Interviews Ruaridh Arrow about Sharp

21. Oct. 12 Non-Violence #3 Continued Introduction to Kentucky Civil Disobedience, Non-Violence

- a. Read
 - i. Civil Rights in the Gateway to the South: Louisville, Kentucky, 1945-1980 1945-1980 Chapter 6
- b. In class
 - i. [Freedom's Main Line: Louisville, Kentucky 1870-1871](#)

22. Oct. 14 Non-Violence #4, From Thoreau through Gandhi to Sharp

Final peacebuilding projects approved on or before this date

- a. Read
 - i. "Who's Her Boss? Gandhi,"
 - ii. Sharp, "The Technique of Nonviolent Action," "The Methods of Nonviolent Action," and "198 Methods of Nonviolent Direct Action," BB
 - iii. Greenleaf, "Is it Ok to Punch a Nazi?" BB
- b. In class
 - i. *How to Start a Revolution* (excerpt)
 - ii. Chenoweth/Stephan - *Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict*

23. Oct. 17 Non-Violence #5, International Practice and Presentations

- a. View at home
 - i. Two documentary films on nonviolent resistance.
 - ii. You will also answer two questions about the films to be completed on-line and submitted via SafeAssign **before class!**
- b. Read
 - i. Alexander, "Time to Break the Silence on Palestine"
 - ii. Velasquez-Manof, "How to Make Fun of a Nazi," BB
- c. In class
 - i. [Budrus](#) (excerpt)

24. Oct. 19 Non-Violence and Current Events – Quiz 4

Final peacebuilding projects approved on or before this date

Unit Four: (Inner) Peacebuilding and Contemplative Practices

25. Oct. 21 Inner Violence Critical Analysis Paper Due

- a. Read
 - i. Milgrim, "Behavioral Study of Obedience" and Wien, "The Milgrim Experiment: A Lesson in Depravity, Peer Pressure, and the Power of Authority"
- b. In class
 - i. Inner Violence discussion
- c. **Submit Critical Analysis Paper via Blackboard**

26. Oct. 24 Inner Peacebuilding and Transformation #1, TheoryT

- a. Read
 - i. Badger, "As a Child Did You Ever See Someone Get Killed?," BB
- b. In class
 - i. *Peace is Every Step: Meditation in Action* , this is a video clip on Thich Nhat Hahn before they read him.

27. Oct. 26 Inner Peacebuilding and Transformation #2, Exemplars and Practice

- a. Read
 - i. Bible, "The Sermon on the Mount," BB
 - ii. Hanh, "What Is True Peace" from *Creating True Peace: Ending Violence in Yourself, Your Family, Your Community, and Your World*, BB

28. Oct. 28 Inner Peacebuilding and Transformation #3, Transformative Justice

29. Oct. 31 Inner Peacebuilding and Transformation #4, Continued Transformative Justice

30. Nov. 2 Inner Peacebuilding and Transformation and Current Events – Quiz 5

**Unit Five:
Conflict Transformation**

31. Nov. 4 Conflict Transformation #1, Theory

- a. View at home
 - i. Lederach background ([video interview](#)) (23:40)
- b. Read Lederach, *The Little Book of Conflict Transformation*, pp. 3-33; 61-71;
- c. In class
 - i. "[Participatory Theatre in the Congo](#)" (4:20)

32. Nov. 7 Conflict Transformation #2, Practice

- a. Read
 - i. Mary Anderson, "Can My Good Intentions Make Things Worse?" BB
- b. In Class:
 - i. Women and the Nobel Prize: *Pray the Devil Back to Hell*

33. Nov. 9 Conflict Transformation #3, Community Based

- a. Read
 - i. Brooks, "Kindness Is a Skill," BB
- b. In class:
 - i. Peace Education guest
 - ii. Consulting on Peace Projects with Tamara Russell

34. Nov. 11 Conflict Transformation #4 , College Campus

- a. In class
 - i. Restorative Justice on College Campuses
 - ii. (use extra home time to work on Final Projects!)

35. Nov. 14 Conflict Transformation and Current Event – Quiz 6

**Unit Six:
Conclusions and Final Projects**

36. Nov. 16 Janus: Looking Backward, Looking Forward

- a. Read
 - i. Zinn, “Failure to Quit,” BB
 - ii. Pinker, TBA from "Enlightenment Now"
- b. In class
 - i. What is *Your* Generations Concerns, Anxieties, and Hopes

37. Nov. 18 final class: Success Stories, Future Options, and Wrap Up Readings:

- a. Read
 - i. Boulding, “Practice Love and Sustain Hope,” BB
 - ii. Lederach, Jenner, “So What Have We Learned?” BB
- b. In class
 - i. "Resources for the Future, "(hand out)
 - ii. "'Stand by Me' around the World" (in-class)
 - iii. The Cherokee Grandfather Story

38. Nov. 21 Looking Backward, Looking Forward and Current Events – Quiz 7

*****THANKSGIVING BREAK***
November 23rd – 25th**

39. Nov. 28 Peace Project Presentation final discussion

40. Nov. 30 Peace Project Presentations #1

41. Dec. 2 Peace Project Presentation #2

42. Dec. 5 Peace Project Presentations #3

Undergraduate Certificate in Peace Studies:

Is available to all students in all majors and colleges. PEAC 325 is one of only three courses required to add this credential to your transcript upon graduation.

Students wishing to pursue the certificate should register by expressing their intention in an email to PJCT advisor, Matthew Church: matthew.church@louisville.edu so that your department's advisor knows your intention and can monitor your progress. Should you change your mind later, it is easy to drop.

Graduating students will find "How to Apply to Graduate with a Peace, Justice & Conflict Transformation Certificate" on Blackboard in the "Course Documents" folder.

**UNIVERSITY OF
LOUISVILLE**



Peace, Justice
& Conflict Transformation

Undergraduate Certificate in Peace, Justice & Conflict Transformation

Program Objectives

The undergraduate certificate in Peace, Justice & Conflict Transformation is housed in the College of Arts and Sciences and extend to all colleges. It is intended for students who wish to retain their planned major and minor, yet enrich their undergraduate education in a coherent manner that enhances their lives as global citizens and better prepares them for prospective employers or graduate school. It adds value to what currently exists at the university by drawing connections across disciplinary boundaries.

The certificate encourages students to learn about issues like conflict, violence, and justice, which they may encounter professionally and personally for the rest of their lives. It also provides them with concrete skills that have been used to engage and address these fundamental dynamics.

Employment prospects for students

The certificate augments rather than replaces the primary academic focus of undergraduates and should enhance their career preparation by:

- Developing their critical thinking abilities across the boundaries of any single discipline;
- Enhancing their skills in listening and cross-cultural communication through the required course in mediation;
- Expanding their first-hand experience of the service sector of the economy by familiarizing them with the work of a range of local 501 (c) 3 organizations and international NGOs;
- Giving them "real world" experience through service learning.

Curriculum

The certificate includes a core of three required courses augmented by one elective. The core courses: provide an overview of central principles; provide knowledge and skills in using mediation to transform conflict; and provide a service learning opportunity in peacebuilding. These courses may meet other degree requirements. Total of 12 hours from:

Required Courses:

- 1) Peace, Justice, and Conflict Transformation Fundamentals (3 credits, PEAC 325).
 - 2) Mediation (3 credits, PEAC 350).
- After these courses providing core knowledge, students may enroll in the final required course.
- 3) Capstone: Service Learning in Peacebuilding with an approved local, national, or international organization (3 credits, PEAC 550).

Elective:

- 4) One from roster below of courses previously approved by listed units:

The PJCT program and certificate draw connections among a wide range of disciplines, courses, and faculty already integral to the university. This encourages the possibility of collaborate research and creative activity. Disciplines currently represented include:

Anthropology	Philosophy
Art	Psychological and Brain Sciences
Chinese Studies	Political Science
Communication	Social Change
Comparative Humanities	Social Work
Criminal Justice	Sociology
English	Sport Administration
Geography and Geoscience	Sustainability
History	Theatre Arts
Latin American and Latino Studies	Women's and Gender Studies
Pan-African Studies	

Specific learning objectives for students:

Demonstrate knowledge and understanding broader than that generally provided within a single department or discipline;

Demonstrate extended, deepened, and refined skills in critical thinking, research, and writing;

Demonstrate knowledge among different contexts to underscore the interdependence of thought;

Demonstrate comprehension of the cross-connections among violence and justice on the micro, meso, and macro levels and to understand tools to increase justice and decrease violence;

Demonstrate critical thinking elements and standards such as relevance, assumptions, and accuracy;

Demonstrate ability to undertake a culminating peacebuilding experience that focuses on *praxis*, the application of theories and examples learned in class. Students will volunteer with an off-campus organization whose mission addresses at least one of aspect of peace, justice, or conflict transformation (e.g. conflict, bullying, violence, social justice);

Demonstrate strong engagement as human beings and global citizens responsible for the world around them, present and future;

Demonstrate initial understanding of a vast topic that can be a locus for lifelong learning.