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| **Introduction to Justice and Peace Studies (JUPS123-130)** |

**Dates:** [June 6-July 29]

**Location:** Online

**Faculty: Professor Elham Atashi**

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| COURSE DESCRIPTION |

This online course provide students with an interdisciplinary study and research into the causes of war and the approaches to peace. Our class starts with theories and narratives that explore the roots of violence from multiple perspective and structural processes that lead to inequality, oppression and injustice. We examine the impact and diverse connections between global armed conflicts and issues such as resources and consumerism, militarization, incarceration, education, health and poverty. In the second half of the semester, we take a comparative approach into violent and non-violent movements and strategies among communities to bring about social and political change. Utilizing assigned readings, discussion board, research, case study analysis and presentations we critically examine as a community our own values and exchange ideas on transforming violence to arrive on our own definition of peace.

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| COURSE OBJECTIVES |

By the end of this course, students will be able to:

* Learn interdisciplinary theories that examine root causes of violence and explore historical, economic and geopolitical factors in the study of contemporary armed conflicts;
* Use conflict mapping models to identify stakeholders, parties, institutions and structures that impact the pursuit of justice and peace;
* Apply theory, models and frameworks to the analysis of local and global conflicts;
* Conduct quantitative and qualitative research by utilizing various methodological tools;
* Collaborate as a group to present and document a well-thought out, well-documented research project;
* Critically examine, exchange ideas and create alternatives that address inequality and injustice.

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| REQUIREMENTS |

**Textbook**

1. David Barash, *Approaches to Peace*, Third Edition, Oxford University Press, 2014.
2. Amy Chua, *World on Fire*, Anchor, 2004.
3. David Livingstone Smith, *The Most Dangerous Animal: Human Nature and the Origins of War*, St Martin’s Press, 2007.

**Articles and Chapters**

1. [Philippe Le Billon](http://www.sciencedirect.com/science/article/pii/S0962629801000154), “The Political Ecology of War: Natural Resources and Armed Conflicts, [*Political Geography*](http://www.sciencedirect.com/science/journal/09626298), [Vol. 20, Issue 5](http://www.sciencedirect.com/science/journal/09626298/20/5), (June 2001), 561-584.
2. Johan Galtung, “Cultural Violence”, *Journal of Peace Research*, Vol. 27.3 (Aug. 1990): 291-305.
3. Michael N. Barnett, “The UN Security Council, Indifference, and Genocide in Rwanda.” *Cultural Anthropology* 12.4 (1997): 551-578.

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| COURSE RESOURCES |

**Research Guide**

Justice and Peace Studies provides a detailed guide to research available at:

<http://guides.library.georgetown.edu/jups123>

Or you can contact Justice and Peace Studies specialist librarian

Sandra Hussey

Email: husseys@georgetown.edu

**Citation Style**

All written assignment must have your name on the left, title of your paper centered, page numbers at middle-bottom, double-spaced using MLA cited submissions. If you are not sure about the format of your papers (MLA) check out the research reference guide or contact the JUPS research help librarian. Late assignments without previous arrangements with me will automatically receive a full grade down. This is non-negotiable so please consider making the choice to turn in late papers. It is your responsibility to ensure assignments are handed in on time (this includes attaching or making sure they are emailed to the correct address). Plagiarism, intentional or otherwise, is an affront to the intellectual work of others and to the group process of this class. If you plagiarize, intentionally or otherwise, you will not pass this course and will be referred to Georgetown Academic Honor Code hearing. For more information please see: <http://gervaseprograms.georgetown.edu/honor/>

**Georgetown Library**

Students enrolled in online School of Continuing Studies SCS coursework have access to the University Library System’s e-Resources, including 500+ research databases, 1.5+ million ebooks, and thousands of periodicals and other multimedia files (films, webinars, music, and images). Students can access these resources through the [Library’s Homepage](http://library.georgetown.edu/scs) by using their University username (NetID) and password (this is the same login information used to access email). The Library does not mail physical items to students.

SCS students may make an appointment with a librarian to discuss a research topic, develop a search strategy, or examine resources for projects and papers. Librarians offer an overview of and in-depth assistance with important resources for senior or master's theses, dissertations, papers and other types of research. Appointments are conducted using Zoom video conferencing software. It is recommended that students request appointment at least one week in advance of their desired appointment time (appointments are generally accepted between noon and 7PM EST Monday through Thursday). This service is available to currently enrolled students who need assistance with Georgetown-assigned projects and papers. Please review the [Services & Resources Guide for Online Students](http://guides.library.georgetown.edu/scs/online) for additional information.

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| STUDENT EXPECTATIONS |

This course consists of 8 modules and an orientation. All modules are open and available to you at the start of the course for your planning purposes.  However, the modules and activities must be done sequentially and readings, certain activities, quizzes and assignments must be completed by certain dates.

You are expected to complete all the course material. Each modules includes various material such as readings, watching media, participation in discussion board, research, writing papers and a final presentation.

Participation in discussion board is essential to your success in this class. In distance education courses you are required to participate just as if you were in a face-to-face course. This means that in order to get full credit for participation, you will have to complete all of your module activities and assignments by the assigned dates.

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| TIME EXPECTATIONS |

Our online classes are designed to meet the same academic standards as our place-based (face-to-face) courses. Our accelerated modules truncate a 15-week class into 7.5 weeks while requiring the same level of participation, commitment, and academic rigor. Thus students should plan on spending 15-20 hours per week on the work for any online module.

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| COMMUNICATION STRATEGIES |

**Canvas**

Georgetown University School of Continuing Studies (SCS) uses Canvas as its Learning Management System. This course will be taught entirely through the Canvas platform. To learn more about Canvas, please go through the [Canvas Guide for Students](http://guides.instructure.com/m/4212).

**Email**

In this course we will use Canvas to send email for private messages. You can either check your messages in the Canvas system or set your notifications to your preferred method of contact. Please check your messages at least once per day. When submitting messages, please do the following:

* Put a subject in the subject box that describes the email content with your name and module.
* Do not send messages asking general information about the class, please post those in the NEED HELP? question forum.

**Questions**

In online courses, everyone will likely have many questions about things that relate to the course, such as clarification about assignments, course materials, or assessments. Please post these in the NEED HELP? question forum, which you can access by clicking the DISCUSSIONS button in the course navigation links. This is an open forum, and you are encouraged to give answers and help each other.

**Turnaround / Feedback**

If you have a concern and send me a message, you can expect a response within 2 business days. Please allow 3 business days for assessment submission feedback.

**Netiquette Guidelines**

To promote the highest degree of education possible, we ask each student to respect the opinions and thoughts of other students and be courteous in the way that you choose to express yourself. The topics in this course are often controversial and promote debate. Students should be respectful and considerate of all opinions.

In order for us to have meaningful discussions, we must learn to genuinely try to understand what others are saying and be open-minded about others’ opinions. If you want to persuade someone to see things differently, it is much more effective to do so in a polite, non-threatening way rather than to do so antagonistically. Everyone has insights to offer based on his/her experiences, and we can all learn from each other. Civility is essential.

And finally, what happens in a class discussion stays in a class discussion unless you receive permission from the instructor to share something outside the class.

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| COURSE ACTIVITIES AND ASSIGNMENTS |

**Quiz**

There will be timed quizzes in the format of short precise responses to readings, short and longer essays that will test your knowledge of course materials, theories, analysis, writing skills and time management. They are due at the stated date in the modules.

**Final Presentation**

The field of Justice and Peace Studies encourages applied research. The presentations are a part of your grade and provide an additional way to gain a deeper understanding of a specific case study. In the final presentation you will apply what you have learned this semester to your selected case study. You are encouraged to read the guide to final presentations early to prepare for your final presentation. You will upload your presentation using multiple methods such as lecture, visuals, films, pictures, etc. to creatively engage your peers in a style of a teach-in based on a 15 minutes (total) time slot of material. Your peers will then discuss/ask questions and provide feedback on your presentation.

**Board Participation Discussion**

There are three graded parts in your Discussion participation

1. Respond to Professor’s Question/s in relation to the material in each module with a 350 words minimum. In your responses refer/cite two of the materials for that particular module or the particular section as it relates to the discussion question. Some modules may have two discussion sections due to topics so make sure you respond to each discussion section in the module.
2. Pose a question based on the material.
3. Respond to one of your peer’s questions with a 200 word minimum response.

Students are expected to complete their reading, lectures, media assignments on time, be ready to post responses with their feedback on the discussion board (general points such as I agree-disagree, it was good, will not count as discussion). You are not required to criticize the readings (author did not provide a solution is a typical example that does not contribute to class discussion) but provide a balanced perspective in your reflections to strengthen your writing and discussion skills. As a way to encourage participation among your peers, you are to respond to Professor’s discussion question, as well as post by posing your own question ( at least one). Once you pose/post your question based on the material for each module, you will then respond/reflect to one of your peer’s questions.

**Papers**

There are two papers:

1. Analysis Paper (10 Points-5 pages)
2. Consumer Habits Reflective Paper (5 Points-3 pages).

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| PERCENTAGE ALLOCATION  |

Your course grade will be based on the following points:

1) 8 Quizzes = 40%

2) 2 Papers = 15%

3) Discussion Board Participation = 30%

4) Final Presentation = 15%

A: 100-95, A-: 94-90, B+: 89-85, B: 84-80, B-: 79-75, C+: 74-70, C: 69-65, C-:64-60, D: 59-55, D-:54-50, F: 50 below

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| ABSENCES |

There are no absences in an online course. Students are expected to complete all work by the due date.  If a student fails to submit and/or complete any of the assignments due in a module, including participating in discussion postings, writing and research assignments, quizzes, and/or peer review activities, the student will receive a zero on the assignment.

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| MAKE-UP POLICY |

In order to be excused from any assignment or activity in a module, you must have a doctor’s excuse and permission from your Dean, and/or have secured my permission well in advance.

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| ACCOMMODATION |

Under the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, individuals with disabilities are provided reasonable accommodations to ensure equity and access to programs and facilities. Students are responsible for communicating their needs to the Academic Resource Center, the office that oversees disability support services, (202-687-8354; arc@georgetown.edu; <http://academicsupport.georgetown.edu/disability>) before the start of classes to allow time to review the documentation and make recommendations for appropriate accommodations. The University is not responsible for making special accommodations for students who have not declared their disabilities and have not requested an accommodation in a timely manner. Also, the University need not modify course or degree requirements considered to be an essential requirement of the program of instruction. For the most current and up-to-date policy information, please refer to the [Georgetown University Academic Resource Center website](http://academicsupport.georgetown.edu/disability/). Students are highly encouraged to discuss the documentation and accommodation process with an Academic Resource Center administrator.

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| ACADEMIC INTEGRITY |

All students are expected to maintain the highest standards of academic and personal integrity in pursuit of their education at Georgetown. Academic dishonesty in any form is a serious offense, and students found in violation are subject to academic penalties that include, but are not limited to, failure of the course, termination from the program, and revocation of degrees already conferred. All students are held to the Honor Code. The Honor Code pledge follows:

In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown University Honor System: To be honest in any academic endeavor, and To conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.

**Plagiarism**

Stealing someone else’s work is a terminal offense in the workplace, and it will wreck your career in academia, too. Students are expected to work with integrity and honesty in all their assignments. The Georgetown University Honor System defines plagiarism as "the act of passing off as one's own the ideas or writings of another.” More guidance is available through the Gervase Programs at <http://gervaseprograms.georgetown.edu/honor/system/53377.html>. If you have any doubts about plagiarism, paraphrasing, and the need to credit, check out <http://www.plagiarism.org>.

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| COMPUTER REQUIREMENTS |

Students need to have sufficient technology and Internet access to complete this course.

Here are the requirements listed by Canvas:

**Operating Systems**

* Windows XP SP3 and newer
* Mac OSX 10.6 and newer
* Linux - chromeOS

**Mobile Operating System Native App Support**

* iOS 7 and newer
* Android 2.3 and newer

**Computer Speed and Processor**

* Use a computer 5 years old or newer when possible
* 1GB of RAM
* 2GHz processor

**Internet Speed**

* Along with compatibility and web standards, Canvas has been carefully crafted to accommodate low bandwidth environments.
* Minimum of 512kbps

**Audio and Video Capability**

* You will need an internal or external microphone.  Most computers now come with them built in.
* You will need an internal or external camera.  Most computers now come with them built in.

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| TECHNICAL SKILLS REQUIREMENTS  |

As an online student your "classroom" experience will be very different than a traditional student. As part of your online experience, you can expect to utilize a variety of technologies, such as:

1. Communicate via email including sending attachments
2. Navigate the internet using a Web browser
3. Use office applications such as Microsoft Office or Google Docs to create documents
4. Learn how to communicate using a discussion board and upload assignments to a classroom Web site
5. Upload and download saved files
6. Have easy access to the Internet
7. Navigate Canvas, including using the email component within Canvas
8. Use a microphone to record audio through your computer
9. Use an internal or external camera to record video through your computer

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| TECHNICAL SUPPORT |

**Canvas**

Click on the Help link (on top-right of page in Canvas) to reach Canvas Support, including the [Canvas Student Guide](http://guides.instructure.com/m/4212) and 24 hour Canvas Support Hotline at 855-338-2770.

**Google Apps**

Use of Georgetown University-issued accounts (Links to an external site.) for Google Mail, Calendar, Groups, Talk, Docs, Sites, Video, and Contacts is governed by the contract between Georgetown University and Google. For help managing your Google Documents, visit Google Drive Help Center (Links to an external site.)