

Student Learning Objectives (SLO)

The course has four over-arching objectives that contribute towards the institutional and goals of the Dominican School of Philosophy and Theology and Graduate Theological Union in the following ways. (See Appendix for explanation of the superscript code)

1. *IG1; IO1;ThG2;Ph1,3 GTU MA 1 and 2;GTU PhD 5* to broaden awareness of the theological and philosophical foundations of religious traditions.

Integrating theology with philosophy and other disciplines will help students develop a more comprehensive understanding of ethical positions on topics presented.

2. *IG2; IO2,IO4, Th 2; PhG4;GTU MA 2, GTU PhD 3* to increase understanding of religious traditions other than one's own and to foster critical self-reflection on one's own faith tradition.

The course will examine the particular features of each religious traditions: the way these traditions see their role in the greater civil society. The course will seek to lay foundations for ongoing study of Christianity, Hinduism, Buddhism, Confucianism, Judaism, Islam and Indigenous religious tradition and dialogue with these faith communities. In doing so, it will contribute to students' grounding in religious texts, traditions, theologies, practices and knowledge and experience of a multiethnic, intercultural, ecumenical, and religious diverse world.

3. *IG1 and 2; IO1, 2; ThG1;PhG4 and 5 GTU MA 1 and 3; GTU PhD 3 and 5* to investigate the relationship between religion, conflict and social reconciliation so that future theologians and leaders can address this relationship in informed and thoughtful ways.

Supported by a critical reading and analysis of the writing by various theologians and religious leaders will animate a student's own research and study. It will foster in creating an open and respectful environment for class discussion is critical to this study.

4. *IG1, 2;IO 2 and 3; ThG 3, 4 and 5; PhG 3, 5 GTU MA3; GTU PhD 1 and 2* to engage the research and experience of theologians, scholars, community leaders, and activist in the development of new research projects concerning religious peacebuilding.

The discussions, research and writing as well as group work focused on this objective also seek to promote student's individual thinking and help them develop effective argumentation in speaking and writing to support their claims and or theses.

Student Assessment: These required assignments will help students successfully achieve the Student Learning Outcomes (SLO) listed above.

Class Preparation (Reading) and Participation (Attendance and Discussion): (SLO 1, 2) The course is designed to foster interactive learning, allowing time both for lecture and general discussion. In class, students are expected to: summarize key points, answer objective questions about main arguments, and make connections between readings. Higher-level participation involves: connecting class readings to other important philosophical and theological texts, asking critical questions, making arguments, and engaging in dialogue with other students. Twice during the semester students will be asked to prepare self-assessment of student's preparation and participation. This will help to evaluate how well the students are keeping up with the reading and how they engaged during the class session. These assessments will also serve to check my own perception of student's preparation and participation in the course.

Weekly Writings: (SLO 2, 3) Each student will write and submit a 2 page critical analysis on the assigned readings and post it on the moodle. The analysis will also include 1-2 questions for class discussion. Periodically students will also be invited to post responses to these analyses.

Student Presentations. (SLO 3,4)

Individual Students will be assigned to lead a class session. They will first present an analytical assessment of the day's readings, covering such points as the principal arguments of the text and evaluating the strengths and weaknesses of the arguments. They will also then present questions for the class discussion on the day's readings.

Group Presentation (Weeks 7&8) Presentations will be based on the project *Universal Declaration of Human Rights by World Religions*

Critical Analysis Papers/Term Paper/ Project. (SLO 3, 4) Due Dates TBA.

Students have three options:

1. *Critical Analysis Papers:* Three 8-page papers based on any of the course subsections. Each paper focuses on the themes of the course subsection based on the research and discussion of the material assigned to the subsection. Each paper should be comprised of an analytical study of the books/articles that focus on an aspect of peacebuilding. You then either support or challenge these ideas/proposals with your own arguments/ideas while also showing how this research contributes to a deeper understanding or new idea about religious peacebuilding.
2. *Project:* Designing a religious peacebuilding workshop. This includes, profile of targeted community, proposal for the workshop (rationale, methodology, plan [with workshop resources and bibliography] and a sample lesson plan [in detail].
3. *Term Paper:* Students will write a final research paper (15-20 pages) based on the course study. Students should select a problem and present a theo-ethical argument on how theological or philosophical traditions offer a foundation for the practice of peace of interreligious peacebuilding. Students should communicate with the course instructor about the final paper before submitting it, to get feedback and approval for the topic. *Guidelines* available in DSPT and GTU Handbook and specific directions for this course on Moodle.

Grading Classifications: Assignment grade equivalencies

A: 95-100 – A publication-worthy paper with minor revisions; significantly exceeds expectations

A-: 90-94 – A publishable paper with major revisions; exceeds expectations

B+: 85-89 – A well done paper that meets all expectations

B: 80-84 – Meets basic expectation

B - : 75-79 – Does not meet basic expectations

C: Failure to meet standard of GTU course requirements

Evaluation: These required assignments will help students successfully achieve the Student Learning Outcomes as noted above:

- I. 20 % Weekly 1-2 pages of Critical Reflection on the Assigned Readings
- II. 20 % Attendance & Participation in Class
- III. 25 % Presentation
- IV. 35 % Papers/Projects

Required Texts

Barash, David. *Approaches to Peace, 4th Edition*. New York: Oxford University Press. ISBN-13: 978-0190637590; ISBN-10: 0190637595 \$53.00 (Used copies available but must be 4th edition)

Appleby, Scott. *The Ambivalence of the Sacred: Religion, Violence, and Reconciliation*. Lanham, Maryland: Rowman & Littlefield, 2000. \$53.73 (Used copies available)

Coward, Harold and Gordon Smith, eds. *Religion and Peacebuilding*. Albany, NY: State University Press, 2003. \$30.55 (Used copies available)

Runzo, Joseph and Nancy M. Martin and Arvind Sharma. *Human Rights and Responsibilities in the World Religions*. Oxford, UK: One World Publications, 2003.\$47.00 (Used copies available)
Supplemented Readings will be posted on the Moodle

TECHNOLOGY REQUIREMENTS: All students should have access to technology sufficient to complete the course successfully. This includes a computer, laptop, or tablet, with webcam & microphone, with an updated operating system (Windows, Mac, Linux) and an updated internet browser (Chrome, Firefox); high speed internet bandwidth (preferably 10 mbps or greater but at least 3 mbps); Zoom and Moodle software, and the ability to use them. If students experience any difficulties with Moodle, Zoom, or other technology, they can contact Moodle support at moodle@gtu.edu. Students will receive a response within 24 hours

Course Schedule

I. Religious Peacebuilding

Week One: September 14

Introduction to the Course (Zulu)

Nell Irvin Painter and Sojourner Truth: Video and Questions for Discussion (on Moodle)

<https://www.youtube.com/watch?v=ZaAQDyUmbJo> and Q& A on Racism

https://www.youtube.com/watch?v=zP6Q_JtLFP0 (Excuse some of the ads)

Religion and Peacebuilding Chapter 2

Week Two: September 21

“From Religion and Peacebuilding to Religious Peacebuilding”: Lecture by Marianne

Ambivalence of the Sacred Intro and Chapter 1

Religion and Peacebuilding, Chapters 1 and 9

Week Three: September 28

Approaches to Peace: Understanding War pp. 1-65

Religion and Peacebuilding: Case Studies Chapters 10-13 (Assigned Case Studies)

Ambivalence of the Sacred Chapters 4 and 5

Week Four: October 5

Not in God’s Name: Video Presentation Questions for Discussion (On Moodle)

Approaches to Peace: Responding to Terrorism pp. 139-160

Ambivalence of the Sacred Chapters 2 and 3

II. Human Rights and Responsibilities: Pathways for Religious Peacebuilding

Week Five: October 12

Theories of Peace and the Moral Imagination: Lecture by Marianne

Approaches to Peace: Building Negative Peace pp. 66-100

Ambivalence of the Sacred Chapters 6 and 7

Recommended Reading: *The Moral Imagination: The Art and Soul of Building Peace* by John Paul Lederach Chapters 2 and 3 (On Moodle)

Week Six: October 19

Human Rights and World Religions: Lecture by Marianne

Approaches to Peace: Building Negative Peace pp. 100-138

Human Rights and Responsibilities Chapters 2, 4, 11, 13 and Revised Declaration of Human Rights of the World’s Religions <http://worldsreligions2016.org/declaration/>

Week Seven & Eight: November 2 and November 9

Group Reports: Religious Insights for Peacebuilding

Approaches to Peace: Building Positive Peace pp. 182-209

Human Rights and Responsibilities in 10 and 16; 15 and 20; 14 and 18; 19

Religion and Peacebuilding Chapters 3, 4, 5, 6,

III. Critical Voices in Religious Peacebuilding Theory and Action

Week Nine: November 16

Indigenous People and Peacebuilding Part I: Lecture by Zulu
 Imkongmeren "Peacebuilding from AO Naga Perspective" (On Moodle)
 Wati Longchar, "The Spirituality of Indigenous People" (on Moodle)
 Recommended Reading: Hamdesa Tuso, "The Role of Indigenous African Religion in Peacemaking" (on Moodle)

Week Ten: November 23

Women and Peacebuilding Portrait of Wangari Maathai: Lecture by Marianne
 Video: Green Belt Movement (on Moodle)
Approaches to Peace: Building Positive Peace pp. 161-181
Women, Religion and Peacebuilding pp. 1-39, [Chapter 1 and Intro to Part I]
 Recommended Reading: *Women, Religion and Peacebuilding* Chapters 3 and 7 (on Moodle)

Week Eleven: November 30

New Movements for NonViolent Ethic: Sarojini Nadu, Maxine Hong Kingston, Ida B. Wells
 Eileen Egan and Marie Denis: Lecture by Marianne
Approaches to Peace: Non-Violence pp 210-251
 Pax Christi Program: Spirituality of Non-Violence (on Moodle)
 Readings: Selections of Women Writers (on Moodle)

Week Twelve: December 7

Indigenous People and Peacebuilding Part II: Lecture by Zulu
Approaches to Peace: Peace Movements, Transformation, and the Future pp 252-298
Ambivalence of the Sacred, Chapter 8

Week Thirteen: December 14

Student Proposals and Working Papers

POLICIES PLEASE READ WITH CARE:

Plagiarism: Plagiarism is the presentation of another's ideas, methods, research, or words without proper acknowledgement. It runs the gamut from failing to cite a reference (sloppy scholarship), to passing off another's work as one's own. It includes close paraphrasing as well as lifting of entire lines nearly verbatim without acknowledgement. As the effects of the plagiarism will be the same regardless of intent, intent will not be construed as essential to the act, although it may be considered in determining whether the charge of plagiarism should be pursued or what the penalty may be. For general requirements for proper acknowledgement in written work, see the most current edition of Kate Turabian, *Manual for the Writers of Term Papers, Theses, and Dissertations* and *The Chicago Manual of Style*.

Arrangements in Cases of Documented Disability: If you will need special arrangements for meeting course requirements for reasons of documented disability, please speak to one of the instructors very early in the term so that appropriate arrangements can be made. A description of the GTU policy regarding accommodation for differently abled students is online at: <http://gtu.edu/admissions/life-at-gtu/students-with-disabilities>.

Honor Code: Students in all courses and phases of the Doctoral Program are subject to the GTU Honor Code, described on p. 15 of the *Doctoral Program Handbook*. Please note: “Documented evidence that a student has violated the honor code may result in immediate expulsion from the program.”

Other GTU Policies: Students and faculty in required Doctoral Seminars are also subject to GTU Institutional Policies, detailed on pp. 54 ff. in the *Doctoral Program Handbook*, including: Non-discrimination, AIDS non-discrimination, and Drug Free Environment (52), Inclusive Language (54), Plagiarism (55 ff.), Exceptions and Accommodations (63 ff.), and Sexual Misconduct (65 ff.).

APPENDIX A

DSPT Institutional Goals and Course Goals

Institutional Goals:

1. ^{IG1}Pedagogical Goal: Deep Learning

OUTCOMES

¹⁰¹ **Integrative Thinking:** the ability to recognize, understand, retain, integrate, and apply the fundamental principles operative in a field of inquiry, and use them to make synthetic judgments.

¹⁰² **Intellectual Humility:** an orientation of mind and heart that fosters intellectual collaboration, precludes both rigidity and passivity of mind, and recognizes that contrary opinions are not a threat, but provide the opportunity to test and deepen one's own grasp of the truth.

¹⁰³ **Self-Direction:** the disposition to take primary responsibility for one's own education, manifested in a keen intellectual interest in the topic of studies, and the ability to teach oneself through a habit of skilled and responsible research and resilient exploration.

2. ^{IG2}Vocational Goal: Collaborative Leadership

OUTCOMES

¹⁰⁴ **Ability to Collaborate:** expressed in good listening and communication skills which foster decisions stemming from and leading to an open, transparent, and mutually enriching dialog with others in order that the gifts of all can be appropriately acknowledged and utilized

As a philosophical and theological school we believe that at the end of this course students will

have applied integrative thinking, cultivated intellectual humility, and maintained good self direction during the course of study. They will also acquire a solid foundation of the topics explored by this specific course and discover ways for the application of this knowledge through further research, teaching or pastoral care.

MA Philosophy Program Goals

PhG 1 Comprehensive knowledge of the history of the Western philosophical tradition;

PhG 2 Detailed understanding of systematic philosophy;

PhG 3 Skills for academic research;

PhG 4 Focused knowledge in one specific topic of philosophical inquiry;

PhG5 Skills for advanced academic writing and publication.

MA Theology Program Goals

ThG 1 Foundational knowledge of the fundamental areas of theological inquiry in the Roman Catholic tradition (Biblical Studies, historical theology, dogmatic theology, and moral theology);

ThG 2 Specialized knowledge of one area of theological inquiry (area of concentration) chosen by the student;

ThG3 Ability to communicate this knowledge effectively through scholarly writing;

ThG 4 Ability to communicate this knowledge effectively through oral presentations and discussions;

ThG 5 Ability to integrate contemporary theological issues with the tradition of the Catholic Church, and where possible with the theological tradition of St. Thomas Aquinas.

GTU PH.D Program Goals

GTU PhD 1 Formulate a research project in terms of the standards of a discipline, but sufficiently clear and well expressed to be comprehensible to scholars of other fields

GTU PhD 2 Produce scholarship that is innovative, intellectually, and methodologically rigorous, requiring broad and deep grasp of a field, linguistic skills, sound research methods and analytical capabilities

GTU PhD 3 Incorporate into one's work the critical challenges of one or more religious and scholarly traditions beyond one's own.

GTU PhD 4 Engage critically with at least one discipline of the research university outside theological and religious studies

GTU PhD 5 Communicate and interpret the subject matter of their discipline both orally and in written form, with appropriate sensitivity to academic, religious, and cultural contexts.

GOALS of MA Program

GTU MA 1 Obtain a basic understanding of theological or religious studies as preparation for doctoral work or as an academic foundation or secondary school teaching, educational or social justice ministries, or religious leadership in non-profit sector

GTU MA 2 Engage in ecumenical and interreligious learning opportunities through respectful dialogue

GTU MA 3 Demonstrate their focused learning of a particular theological or religious concentration by producing a research project of high academic standards