Number: PEAC G150  TITLE: Social Justice and Peacebuilding

ORIGINATOR: Farzane Farazdaghi  EFF TERM: Fall 2017
FORMERLY KNOWN AS:  DATE OF OUTLINE/REVIEW: 11-01-2016
CROSS LISTED COURSE:  TOP NO: 2208.00
CID:  

SEMESTER UNITS: 3.0  HRS LEC: 54.0  HRS LAB: 0.0  HRS OTHER: 0.0
CONTACT HRS TOTAL: 54.0  STUDY NON-CONTACT HRS RECOMMENDED: 108.0

CATALOG DESCRIPTION:
This introductory course presents an inter-disciplinary study of race and ethnicity through the lens of peacebuilding. This course examines social justice movements as they relate to socioeconomic equity, food equity, environmental justice, metropolitan gentrification, the criminal justice system, and civil rights. Students will explore strategies to help contribute to social justice movements from local to global levels. This course includes a service learning component.

JUSTIFICATION FOR COURSE:
PREREQUISITES:  
COREQUISITES:  
ADVISORIES:  
ASSIGNED DISCIPLINES: Peace Studies
MATERIAL FEE: Yes [ ] No [X] Amount: $0.00
CREDIT STATUS: Noncredit [ ] Credit - Degree Applicable [X] Credit - Not Degree Applicable [ ]
GRADING POLICY: Pass/No Pass [ ] Standard Letter [X] Not Graded [ ] Satisfactory Progress [ ]
OPEN ENTRY/OPEN EXIT: Yes [ ] No [X]
TRANSFER STATUS: CSU Transferable[ ] UC/CSU Transferable[X] Not Transferable[ ]

BASIC SKILLS STATUS: Yes [ ] No [X] LEVELS BELOW TRANSFER: Not Applicable
CALIFORNIA CLASSIFICATION CODES: Y - Not Applicable
NON CREDIT COURSE CATEGORY: Y - Not applicable, Credit Course
OCCUPATIONAL (SAM) CODE: E
REPEATABLE ACCORDING TO STATE GUIDELINES: No [X] Yes [ ] NUMBER REPEATS:
required for degree or certificate: No [X] Yes [ ]
Peace Studies(Associate in Arts)

GE AND TRANSFER REQUIREMENTS MET:
CSU Transfer Course
A. Transfers to CSU
Course will also be submitted as lower division major prep at a CSU for a degree in Negotiation, Conflict Resolution and Peacebuilding.
GWC AA - Area D Social, Political, and Economic Institutions
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COURSE LEVEL STUDENT LEARNING OUTCOME(S) Supported by this course:
1. Identify the contributing factors, repercussions, and possible solutions to social justice and peace studies issues.
2. Develop an understanding of the theoretical concept of social justice and the use of a critical race theory lens to identify contemporary issues within socioeconomic and political landscapes.
3. Compare and contrast a variety of perspectives in social justice issues, with a focus on relating marginalized voices and the contributions of key thinkers.
4. Employ critical thinking and advocacy of controversial social justice issues and explore how these issues have impacted themselves and their communities.

COURSE OBJECTIVES:
2. Analyze historical and contributing factors to social injustice leading to conflict and structural violence.
3. Examine social justice, environmental sustainability, and peace movements in relation to ethnic and racial groups.
4. Recognize peacebuilding and advocacy skills in resolving social justice issues.
5. Explain the importance of race and ethnicity in the creation of cultural/artistic expressions as strategies in peacebuilding movements.
6. Demonstrate an understanding of minority-majority groups relations

COURSE CONTENT:

LECTURE CONTENT:
A. Critical Race Theory & Intersectionality
B. Historical significance of colonization, segregation, slavery, genocide, persecution, internment, and different forms of dehumanization experienced by different ethnic and racial groups.
C. Forms of Violence: Structural, Cultural, Symbolic, & Environmental
D. Immigration, Political & Environmental Refugee Impact
E. Feminism & LGBTQI Movements
F. Crime, Law Enforcement, & Prison System
G. Impact of the Media Framing Race/Ethnicities
H. Socioeconomic Equity
I. Environmental Justice
J. Impact of Globalization and Technology on Justice
K. Connecting Health & Food with Justice
L. Education for Social Change
M. Art, Activism, & Change

METHODS OF INSTRUCTION:
A. Lecture:
B. Dist. Ed – Delayed Interaction:
C. Online:

INSTRUCTIONAL TECHNIQUES:
A. Instructor lectures
B. Class discussions facilitated by the instructor
C. Student-led discussion groups
D. Guest speaker lectures
E. Student presentations
F. Instructor-led panel discussions
G. Student-led panel discussions
H. Individual student reports
I. Student group reports
J. Informal debates on relevant issues (student-led)
K. Forums
L. Bulletin boards
M. Small group work (task-oriented, discussion, Socratic)
N. Textbook assignments
O. Journaling
P. Reading assignments in supplementary books
Q. Assignment to outline portions of the textbook
R. Assignment to outline certain supplementary readings

COURSE ASSIGNMENTS:
Reading Assignments
Reading chapters from the text books and articles on subjects such as:
A. Race, Class, and Gender
B. Systems of Power and Inequality
C. Institutional Change
D. Critical Race Theory
E. Environmental Justice

Out-of-class Assignments
A. Watching video clips and documentaries such as,
   2. Robert Reich, "Inequality for All" https://www.amazon.com/dp/B00HQABI8EW/ref=atv_piv_owned?_encoding=UTF8&mdbref_tt_wbr_piv=0m0stag%3Di%mdbtag_tt_wbr_piv-20
B. Attend an off campus event based on a social justice issue that relates to the individual student.
C. Students will create a visual medium to represent the contributing factors underlying a social justice issue and propose solutions to address those factors.

Writing Assignments
Assignments might include, but not limited to:
A. Students will write an analytical essay demonstrating their acquired knowledge and information.
B. Students will keep a journal where they consistently compose written responses to the issues the class is discussing. Several discussion questions will be given as guidelines to help them formulate their thoughts.
C. Students will write an initial understanding of each upcoming week's topic and then reexamine their theories after concluding reading and discussion of each week's topic.
D. Students will present a research paper on several case studies demonstrating the intersection of social justice and peacebuilding.
E. Students will choose an area of their interest and will attend an off campus event to learn about community engagement, group strategizing, and organization methods. Students will share their findings online and create discussion board items to engage their peers.
F. Through a series of reflections and journaling, students will articulate and explore how they have been personally impacted by various social justice issues—and how an understanding of those issues has empowered their intellectual, emotional, and moral transformations.

METHODS OF STUDENT EVALUATION:
Midterm Exam
Final Exam
Short Quizzes
Written Assignments
Essay Examinations
Objective Examinations
Report
Projects (ind/group)
Problem Solving Exercises
Oral Presentations
Skills Demonstration

Demonstration of Critical Thinking:
Students will be able to identify and analyze facts. In addition, the students will demonstrate the ability to compare and contrast the different relevant theories they are presented with, and to formulate thoughtful intellectual responses to those theories.
Required Writing, Problem Solving, Skills Demonstration:
Every discussion question reflects one aspect of the social justice issue the class is covering on a given week. A rubric has been set up to measure student participation and the level of critical thinking they have displayed in regards to that particular assignment.

TEXTS, READINGS, AND RESOURCES:
TextBooks:

LIBRARY:
Adequate library resources include: Online Materials

Attachments:
Attached Files