

PJCS 311: JUNIOR SEMINAR

Goshen College, Fall 2008

Course information

Class Time/Location	9.30-10.45, Ad 20
Instructor	Joseph Liechty
Office	Wyse 302
Office phone	7802
Home phone	534-8109 (please don't ring after 9.30 PM)
Email	joecl
Office hours	I'm in most days. Please make an appointment when possible; otherwise, stop by, and I'll tell you whether or not I can talk then.

Course goals and methods

The purpose of Junior Seminar is to accelerate students' transition from Peace Studies students to Peace Studies scholars. Toward this end, Junior Seminar will help participants to:

- develop research skills through specific exercises, work with librarians and archivists, and preparation for a major comparative book review;
- develop analytical skills through frequent and intensive reading, writing, and discussion assignments;
- develop writing skills through numerous short writing assignments, one short essay, and one major, carefully supervised assignment;
- develop leadership and presentation skills through student-led seminars on the readings;
- develop knowledge of key ideas, concepts, episodes, and writings concerning conflict, violence, and peace;
- develop one or more ideas for a possible Senior Seminar research topic.

College outcomes

The Goshen College faculty has committed itself to a process of learning outcomes. The following outcomes are relevant for this class. Throughout this course students work toward developing:

1. faith that is active and reflective;
2. intercultural openness with the ability to function effectively with people of other worldviews;
3. the ability to communicate effectively in a variety of sign systems;
4. the ability to think actively and strategically;
5. personal integrity that fosters ability to resolve conflict and to promote justice;
6. a healthy understanding of self and of others that is reflected in social relationships of interdependence and mutual accountability.

Course readings

The main text for the course is:

Miller, William Ian. *Eye for an Eye*. New York: Cambridge University Press, 2006.

In addition, we will read a variety of short pieces, and I will give you bibliographies of additional reading recommendations. Readings for class will be drawn from, and may extend beyond, the following:
Armour, Marilyn. "Meaning Making in the Aftermath of Homicide." *Death Studies* 27, no. 6 (2003): 519-540.

Articles on honor and shame from various encyclopedias—anthropology, psychology, etc.

Douglas, Mary. Foreword to *The Gift: The Form and Reason for Exchange in Archaic Societies*, by Marcel Mauss. Translated by W. D. Halls. 2nd ed. London: Routledge, 2006.

Gorringer, Hugo. "Banal Violence? The Everyday Underpinnings of Collective Violence." *Identities* 13, no. 2 (2006): 237-260.

Jacoby, Susan. "Life for Life." In *Wild Justice: The Evolution of Revenge*. New York: Harper and Row, 1983.

Wills, Gary. "The Dramaturgy of Death." In *The Best American Essays, 2002*. Edited by Stephen Jay Gould. Boston: Houghton Mifflin Company, 2002.

Course requirements and grading

For assignments submitted late, the grade will be reduced 5% for the first 24 hours that an assignment is late and 10% for 24-120 hours (1-5 days). No work will be accepted more than five days late.

All formal writing assignments are expected to conform to the standards of Kate Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations* (7th edition). Some basic standards include:

- typed, double-spaced documents,
- in Times New Roman 12-pt,
- with 1-inch margins.

Elements of your final grade for the course are as follows. Percentages are approximate and may change as the course goes on.

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| A. Class attendance..... | (see A. below) |
| B. Reading reflections (ca. 13)..... | 25% |
| C. archival research | 9% |
| D. Peace journals analysis | 20% |
| E. Comparative book review | 40% |
| F. Senior Seminar thesis proposal..... | 6% |

The grading scale is:

Grade	Percentage	Quality Points
A Excellent	93-100	4.0
A-	90-92	3.7
B+	87-89	3.3
B Very Good	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C Satisfactory	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D Unsatisfactory But Passing	63-66	1.0
F Failing	below 63	0

For grading purposes, decimal points are rounded down, i.e., a score of 79.99 is a C+, not a B-.

A. Class attendance and participation

Because much of the learning in this class depends on classroom interaction, you will only be allowed one unexcused absence. Beyond that, each unexcused absence will reduce your final grade for the course by 5 percentage points. A pattern of tardiness will also reduce your grade.

When possible, notify me before class, by email or phone, for an absence to be excused. The standard list of excusable absences includes:

- sickness;
- a marriage or funeral in your immediate family;
- participation in a required event for a GC class;
- participation in a GC athletic, drama, or music event, or some other official extracurricular activity.

B. Reading reflections (ca. 15) 25%

For reading assignments, each student submits **300 words (1 page)** of reading notes on Moodle (please paste your notes into Moodle rather than attaching a document—and always save a copy of your notes somewhere other than Moodle).

The task is to engage as deeply as possible with the text and then write your reflections based on questions like
What insight or insights did I find especially interesting or helpful?
What point or points did I disagree with?
What point or points did I find confusing or muddled?

This is not a formal essay, so personal engagement with the issues is perfectly appropriate, and you do not need to be arguing a particular point (although you may) or to convey your complete grasp of the material (although you may). This is a case where, for the collaborative learning process, well-expressed confusion may be as helpful as complete mastery.

These reflections are due not later than **8.00 PM the night before class** in order to give the discussion leader, the class, and me a chance to use them for class preparation. When possible, please read other students' notes before class, and

respond if you wish.

One of the primary purposes of the reading notes is to show that you have read the material and have a good grasp of the main themes, so reading notes that competently demonstrate this will be worth 87%, a B+; notes that are so brief or vague that they do not really show evidence of having read the material will be graded lower; higher points are available for notes that show special evidence of depth and quality of engagement, although these will rarely score higher than 92 points.

Notes submitted late but before class will be marked down 10 points; notes submitted after class will be marked down 20 points. No notes will be accepted more than three days after class.

Once in the semester, each student will be responsible to lead a discussion of the day's reading assignment. This involves:

- submitting your reading notes by **8.00 AM the day before class**;
- meeting with me the morning before class to discuss your ideas for leading the discussion;
- after leading the class, a brief debriefing, so to speak, with me to discuss how the session went.

C. Assignments based on Mennonite Church Archives material 9% (total)

- C1 3%** Early in the term, we will have a class session introducing us to some of the peace-related resources in the Mennonite Church Archives. You will then choose a collection of interest to you, do two hours of reading in it, and submit **500 words (1 1/2 pages)** of reading reflections on Moodle.
- C2 6%** Later in the term, you will be responsible to choose another collection in the MCA, do four hours of reading, and submit **1000 words (3 pages)** of reading reflections.

D. Peace journals analysis 20%

The GC library has a rich collection of old peace journals, which can help us grasp how peace work and understandings of peace have changed over time. Each person is responsible to choose a journal, do **15 hours** of reading in it, and then write a **2000-word (5-page)** report. The report should focus on the key issues being dealt with by the journal; the political, religious, or social context that makes the issue important; and the perspectives being presented.

- D1.** send me an email indicating the journal you have chosen.
- D2.** submit your paper, in hard copy and electronically through Turnitin on Moodle.

E. Comparative book review 40%

An essential part of the transition from Peace Studies student to scholar is to engage actively with scholars, as scholars, rather than to passively receive and report. The comparative book review assignment is designed for this purpose. What you need to do is show us where the book reviewed fits in the scholarship on that topic.

The assignment has five stages, the final product being an essay consisting of **3300-4000 words (10-12 pages)** of text along with scholarly footnotes and bibliography. The first four stages are not graded, but if not submitted each will reduce your final grade for the paper by 2 percentage points; and, because learning practices of working ahead is part of this assignment, a stage submitted late will reduce your final grade by 1 percentage point.

E1. book and reviews

Choose a scholarly book to review. Also, because book reviews are so fundamental to this assignment, you need to find at least **four substantial reviews** for a book before you can proceed.

E2. reading reflections

Read your book and submit **1600 words (5 pages)** of reflections. I'm open to having you submit reflections by a variety of means.

E3. other sources

In addition to your book and four reviews, you will need to find:

- at least **one other book** for comparison;
- at least **three peer-reviewed journal articles** on the same or a closely related theme.

E4. outline

The assignment should include, in addition to a straightforward outline indicating the way you are planning to organize your paper:

- your tentative thesis (the case you will be arguing);
- key ideas, issues, and questions you are encountering or asking; and
- a report of any new sources you have found.

E5. final draft

A 10-page essay should be organized so that not more than 20% of text, 2 pages, is used to describe the contents of the main book being reviewed. The remainder of the essay should discuss how other scholars reviewed the book and how it relates to other work on the same topic: you need both to evaluate the text and to show us where it stands in its area of scholarship. It is crucial that your voice be present as one of the scholars involved, whether in a conclusion or—preferably—scattered appropriately throughout.

You will have a chance to make revisions based on my comments and suggestions and your own second thoughts. The grade I give you on this draft will make up at least 1/3 of your grade on this paper; if you do write a revised draft, however, that second grade will make up 2/3 of your grade for your paper.

Because this opportunity to revise—if you wish—is a crucial part of this assignment, any essay submitted late cannot receive a grade higher than B+.

F. proposal for Senior Seminar thesis 6%

By the end of the course, a series of steps during the class will have lead students to propose a topic for their Senior Seminar thesis, along with a basic statement of a thesis, a couple paragraphs of rationale, and a ten-item, briefly annotated bibliography of books, essays, and other materials.

- F1.** Bring three possible topics to class. An electronic version will be due several days after topics have been discussed in class.
- F2.** Choose your topic and name several framing questions that will bring focus to your investigation.
- F3.** Bring the completed assignment to class.

Goshen College commitment regarding disability accommodations

"Goshen College wants to help all students be as academically successful as possible. If you have a disability and require accommodations, please contact the instructor or the Director of the Academic Support Center, Lois Martin, early in the semester so that your learning needs may be appropriately met. In order to receive accommodations, documentation concerning your disability must be on file with the Academic Support Center, KU004, x7576, lmartin@goshen.edu. All

information will be held in the strictest confidence. The Academic Support Center offers tutoring and writing assistance for all students. For further information please see www.goshen.edu/studentlife/asc.php."

Documentation and plagiarism

Merriam-Webster's Collegiate Dictionary defines "plagiarize" as "to steal and pass off (the ideas or words of another) as one's own : use (another's production) without crediting the source." Plagiarism is one of the major scholarly sins, so we will work at proper documentation of sources. Plagiarism in papers can result in penalties ranging from re-writing the paper through no credit for the course.

GC statement: "Papers you submit in this course will be checked for plagiarized material copied from the web, other student papers, and selected on-line databases. Cases of plagiarism are reported to the Associate Dean. Penalties for plagiarism are listed in the college catalog and range from redoing the assignment to dismissal from the college."