

B.A. in PEACE AND SOCIAL JUSTICE STUDIES

(32 credits required for graduation with a minimum cumulative GPA of 2.00)

NOTE: This guide is not meant to replace the degree audit; it is subject to change and represents actions approved by Faculty to date. Students are encouraged to run their degree audit at the end of each term of enrollment. Please refer often to the *2018-2019 Online Catalog & Student Handbook* <http://catalog.berea.edu/en/current/catalog>, which will be updated with the most current information.

GENERAL EDUCATION PROGRAM

No single transfer course can meet more than one General Education requirement.

Core Courses

(Developmental math courses may be waived on basis of test scores.)

MAT 010 Pre-Algebra
MAT 011 Elementary Algebra
MAT 012 Elementary Algebra II

GSTR 110 Writing Seminar I: Critical Thinking in the Liberal Arts *(Transfer students may waive if College Composition was taken as a degree-seeking student at another college and earned a grade of B or higher.)*

GSTR 210 Writing Seminar II: Identity and Diversity in the U.S.
GSTR 310 Understandings of Christianity
GSTR 410 Seminar-Contemporary Global Issues

Scientific Knowledge and Inquiry

GSTR 332 Scientific Origins **OR**

Two (2) approved science courses, from two different disciplines, one of which must be an approved lab course. The following courses have been approved to meet this requirement: ANR 110, BIO 100, 101, 110, CHM 113, 131, PHY 111, 127, 221

Wellness & Fitness

WELL 101 Principles of Wellness I
WELL 102 Principles of Wellness II

Two (2) ¼-credit HHP activity courses *(HHP 200 will satisfy both the SWIM requirement and one of the activity course requirements)*

Practical Reasoning (PR & PRQ)

Two (2) courses, at least one firmly grounded in math or statistics (PRQ); the other can be an approved practical reasoning (PR) course or another PRQ course.

Perspectives (Six areas required)

One (1) course in **each** of the six areas is required. Individual courses may be approved to satisfy more than one perspective, but no single course may satisfy more than two perspective areas.

- 1) Arts
- 2) Social Science
- 3) Western History
- 4) Religion
- 5) African American/Appalachian/Women
- 6) International (choose one option):
 - A) Two (2) courses in the same non-English language, one of which may be waived through testing; **OR**
 - B) Two (2) world culture courses, one of which must be grounded in a non-western culture

Active Learning Experience

An approved experience, taken for credit or non-credit (e.g. internships, undergraduate research experiences).

MAJOR REQUIREMENTS

A minimum GPA of 2.0 in the major is required for graduation.

Core Courses

PSJ 100 Foundations of Peace & Social Justice
PSJ 205 Movements & Community Organizing
PSJ 218 Voices of Nonviolence
PSC 305 Peacebuilding

Capstone Course

PSJ 450 Seminar in Peace & Social Justice

Research Methods

SOC 335 Methods of Social Research **OR**
SOC 360 Social Policy Study & Evaluation Research

Required Distribution Courses (Three total credits)

Choose at least one from each category.

Building Peace

AFR/COM 305 Interracial Communication
COM 206 Interpersonal Communication
COM 207 Intercultural Communication
PHI/PSC 207 Human Rights, International Law
PSC 250 International Relations
PSJ/COM 113 Conflict & Mediation
PSC 351 International Organizations
PSC 355 Foreign Policy Analysis
PSC 395/495 Internship

Social, Economic & Environmental Justice

APS/SOC 330 Community Analysis: Appalachian Case
ECO 341 Economic Development: Theory & Application
PSJ 210 Diversity & Social Justice
PSJ/AFR/APS/SENS/WGS 225 Environmental Justice
SOC 223 Social Stratification & Inequality
SOC 341 Sociology of Development & Social Change
WGS 127 Riding the Waves of Feminism
PSJ 395/495 Internship

Electives

20 credits outside the major

Learning Goal 1. Develop an understanding of major sources of inequality, injustice, and violence.

Learning Outcome 1.1: Students should be able to describe and analyze world-historical processes that give rise to oppression, injustice, and violence, including European colonization, slavery, capitalism and state socialism, neo-colonialism, and neoliberal globalization, and should be able to link local events and social patterns to these larger processes.

Learning Outcome 1.2: Students should be able to define and evaluate patriarchal and racist social systems, including the systemic devaluation and subordination of women and people of color, as well as alternative approaches to diversity.

Learning Outcome 1.3: Students should be able to speak and write in an informed manner on the nature and sources of both state and interpersonal violence, and on the differences between violence and conflict and between positive and negative peace.

Learning Goal 2. Learn about methods of social change that promote justice, equality, and positive peace.

Learning Outcome 2.1: Students should be able to demonstrate familiarity with key practices of nonviolent social activism, movement building, and community organizing.

Learning Outcome 2.2: Students should be able to evaluate major historical nonviolent social movements, both intra-national and international, and identify the contributions of important figures in the history of those movements – in particular, the contributions of women, people of color, working-class individuals, and other unheralded participants.

Learning Outcome 2.3: Students should be able to describe and analyze actually-existing alternative social institutions, models, and processes that promote positive peace and justice, including but not limited to participatory democracy, economic democracy, cooperative ownership, restorative justice, and sustainable development.

Learning Outcome 2.4: Students should be able to demonstrate increased ability to understand and resolve conflicts through techniques of conflict resolution, and be able to apply those techniques to case studies and current events.

Learning Outcome 2.5: Students should gain practical experience with social activism, peacebuilding, and conflict transformation through course-based projects, internships, service learning, international work, and other hands-on activities.

***Learning Goal 3.
Prepare for life after graduation.***

Learning Outcome 3.1: Students should be able to describe and plan for various post-graduate career pathways, such as graduate study and professional work, and demonstrate an understanding of how to navigate those pathways.

Learning Outcome 3.2: Students should demonstrate continued engagement in peace, social justice, diversity, and human rights issues after graduation from Berea College.