

Course Syllabus

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Applied Psychology, B.A.

APY4010: The Psychology of Justice and Peace

3 Units

Summer 2026 | Quad 2

Fully Online

July 6 - August 30

Meeting Days: Online

Instructor: Dr. Marty Michelson

Meeting Times: Online

Email: mmichels@pointloma.edu

Meeting Location: Online

Phone: 541.521.5216 (Be mindful not to call before 9 a.m. or later than 7 p.m.)

Final Exam: (Day/Time): Final Project Week 8

Office Location and Hours: Zoom by appointment

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.



Course Description

Examine the psychological foundations of justice, conflict resolution, and peacebuilding. This course explores theories of justice, the psychology of conflict, and strategies for promoting peace at individual, community, and societal levels.

Course Learning Outcomes

1. **Describe psychological theories related to justice, conflict resolution, and peacebuilding**, and explain their application to individual, community, and societal challenges (PLO 1). This outcome will introduce you to key concepts that underlie justice and peace initiatives.
 2. **Apply psychological principles to analyze and address conflict**, developing strategies to promote peace and reconciliation in diverse settings (PLO 2). This outcome will equip you with practical tools for fostering harmony and justice.
 3. **Evaluate the ethical and societal implications of conflict resolution and peacebuilding**, integrating psychological insights with Christian principles and cultural perspectives (PLO 3). This outcome encourages reflection on how faith-based values can inform peace initiatives.
 4. **Reflect on how self-awareness and emotional intelligence contribute to effective conflict resolution**, fostering personal growth and professional competence (PLO 4). This outcome will help you build skills for navigating and mediating conflicts with empathy.
 5. **Design culturally sensitive approaches to promoting justice and peace**, addressing the needs of diverse populations and respecting their unique perspectives (PLO 5). This outcome will prepare you to lead peacebuilding efforts with inclusivity and respect.
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Program Learning Outcomes

In this course, you will be introduced to the following Program Learning Outcomes, which outline what you'll develop across your studies in the B.A. in Applied Psychology program:

1. **Holistic Understanding:** Demonstrate a holistic understanding of applied psychology, integrating personal, educational, health, and societal dimensions in their analysis and application of psychological principles.
2. **Practical Application:** Apply psychological theories, methodologies, and interventions to real-world contexts, effectively addressing contemporary professional challenges and opportunities.
3. **Social Impact:** Critically evaluate and apply psychological principles to promote positive social change, advocating for ethical and evidence-based practices that contribute to the well-being of individuals and communities
4. **Personal Growth:** Cultivate social and emotional intelligence skills, demonstrating self-awareness, empathy, and resilience in personal and social interactions, and integrating these skills into the



professional practice.

5. **Cultural Competence:** Demonstrate cultural and intellectual humility by recognizing and respecting individual differences and their cultural origins, and effectively navigating diverse and dynamic environments with sensitivity and inclusivity.

Note: In this introductory course, these PLOs are introduced but will not yet be assessed.

Institutional Learning Outcomes

1. **Learning, Informed by our Faith in Christ**

Students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits of the mind that foster lifelong learning.

2. **Growing, In a Christ-Centered Faith Community**

Students will develop a deeper and more informed understanding of others as they negotiate complex professional, environmental and social contexts.

3. **Serving, In a Context of Christian Faith**

Students will serve locally and/or globally in vocational and social settings.

Required Texts and Recommended Study Resources

Students are expected to obtain the following required texts. These texts form the core intellectual framework for the course and will be used consistently throughout all modules, discussions, and written assignments.

Students should expect to engage these texts in an integrated manner throughout the course.

Assigned Texts & How They Function in the Course

ISBN-13	Textbook	Function of Course
978-0313397245	MacNair, R. M. (2012). <i>The psychology of peace: An introduction</i> (2nd ed.). Praeger.	Provides the psychological foundation for understanding violence, nonviolence, and peace
978-1118526861	Coleman, P. T., Deutsch, M., & Marcus, E. C. (Eds.). (2014). <i>The handbook of conflict resolution: Theory and practice</i> (3rd ed.). Jossey-Bass.	Serves as the primary academic resource, offering research-based theories and frameworks across domains of conflict



978-1561488235	Zehr, H. (2015). <i>The little book of restorative justice: Revised and updated</i> . Good Books.	Introduces restorative justice as a moral and relational framework for addressing harm
978-1561483902	Lederach, J. P. (2003). <i>The little book of conflict transformation</i> . Good Books.	Develops a model of conflict transformation emphasizing systems, relationships, and long-term change

Edition and Access Guidance

Students are encouraged to use the editions listed above to ensure alignment with assigned readings.

Earlier editions may be used only if the chapter content aligns exactly with the assigned readings. Students are responsible for verifying alignment.

Textbooks may be obtained through the PLNU bookstore, online retailers, or used book sources.

Note: Students are responsible for having the required textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law. All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission from the copyright owner.

Course Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3-unit class delivered over 8 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 112.5 total hours meeting the course learning outcomes. The time estimations are provided below and in the Canvas modules.

Estimated Time to Complete Course	
Activity Category	Time-to-Complete (Hours)
Required Resources	39
Discussions	20



Analytical Essay & Case Application	26
Weekly Reflections	18
Final Project	10
<i>Total:</i>	112.5

Assessment and Grading

Weighted Grades

This course uses weighted grades. Each assignment category is worth a certain percentage of the total grade (100%) for the course, as specified in the table below:

Course Assignments

<i>Assignment Category</i>	<i>Description</i>	<i>Percentage of Total Grade</i>
Discussions	Weekly discussions provide opportunities for students to engage applied psychological concepts related to conflict, justice, and peacebuilding through critical reflection, analysis, and dialogue with classmates. Students will examine how psychological theories and research help explain human behavior in conflict situations while interacting substantively with peers to deepen understanding and broaden perspective.	35
Analytical Essay & Case Application	Each week, students will complete an analytical writing assignment that applies psychological theories, concepts, and frameworks to real-world conflict scenarios. These assignments are designed to strengthen critical thinking, psychological analysis, and the ability to evaluate issues of violence, nonviolence, justice, conflict resolution, and peacebuilding through an applied psychology lens.	40
Weekly Reflections	Weekly reflections encourage students to connect course concepts with personal learning, self-awareness, and professional development. Students will reflect on how psychological principles discussed in the course influence their understanding of conflict, justice, relationships, and	15



	peacebuilding while demonstrating meaningful engagement with assigned readings.	
Final Project	The cumulative final project requires students to integrate psychological theories and frameworks from across the course to analyze a complex conflict situation. Drawing from peace psychology, conflict resolution, restorative justice, and conflict transformation perspectives, students will develop a comprehensive analysis and propose psychologically informed strategies for promoting justice, reconciliation, and sustainable peace.	10
	Total	100

Student grades for assignments will be posted in the Canvas gradebook. It is important to read the comments posted in the gradebook as these comments are intended to help students improve their work. Final grades will be posted by the due date as posted in the Academic Calendar.

Professionalism Criteria

Professionalism includes:

- **Timeliness:** Submitting assignments and participating in discussions promptly.
- **Adherence to Guidelines:** Following instructions and maintaining academic integrity.
- **Respectful Communication:** Demonstrating courtesy and constructive interaction in discussions and collaborations.
- **Engagement in Peer Interactions:** Actively participating in collaborative projects and showing consideration for group members.
- **Commitment to Coursework:** Consistent, dedicated engagement with readings, assignments, and discussions.

Grading Scale

The following grading scale will be used for all exams and final course grades:

- 93-100% = A
- 90 - 92% = A-
- 87 – 89% = B+
- 83 – 86% = B
- 80 – 82% = B-
- 77 – 79% = C+
- 73 – 76% = C
- 70 – 72% = C-



- 67 – 69% = D+
 - 63 – 66% = D
 - 60 – 62% = D-
 - Less than 60% = F
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Content Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In this course, all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include violence (structural, personal, social, national, and familial), and any form of trauma derived from the topics that will be explored in this course. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me, your friends, or your family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of applying psychology where violence exists, and I will support you throughout your learning in this course.

Trigger Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In The Psychology of Justice and Peace, we will cover a variety of topics, some of which you may find triggering. These topics include Justice, Conflict, Peace, Violence, Dialogue, Debate, Reconciliation, and Conflicted Negotiation. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged is different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on a discussion of a certain topic, know that you are still responsible for the material, but we can discuss if there are other methods for accessing that material and assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of applying psychology where violence exists, and I will support you throughout your learning in this course.

Incompletes and Late Assignments



All assignments are to be submitted by the due dates. There will be a 10% reduction of possible points for **each day** an assignment is late, and assignments will **not be** accepted for credit four days after the due date. If missing assignments result in the failure to meet learning outcomes, you may receive a letter grade reduction on the final grade in addition to the loss of points for missing work. Assignments will be considered late if posted after the due date and time using Pacific Standard Time. No assignments will be accepted after midnight on Sunday night, the last day of class.

Exceptions for extenuating circumstances must be pre-approved by the instructor and the program director.

PLNU Spiritual Care

PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our Graduate and Adult Undergraduate students to encounter God and grow in their Christian faith. We have on-site chaplains at our different campuses who may be available during class break times across the week. If you have questions or a desire to meet or share any prayer requests with our chaplains, you can find them at the [Chaplain's Page \(https://my.pointloma.edu/pages/chaplains\)](https://my.pointloma.edu/pages/chaplains) via myPLNU.

In addition, the Mission Valley and Balboa campuses have a prayer chapel for use as a space set apart for quiet reflection and prayer.

In addition, on the MV campus, there is a prayer chapel on the third floor, which is open for use as a space set apart for quiet reflection and prayer.

State Authorization

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization \(https://www.pointloma.edu/offices/office-institutional-effectiveness-research/disclosures\)](https://www.pointloma.edu/offices/office-institutional-effectiveness-research/disclosures) to view which states allow distance education outside of California.

PLNU Copyright Policy



Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when, in reality, they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination or, depending on the seriousness of the offense, for the course.

For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Adult Undergraduate Academic and General Policies](https://pointloma-public.courseleaf.com/aug-catalog/academic-general-policies/#text)  (<https://pointloma-public.courseleaf.com/aug-catalog/academic-general-policies/#text>) for definitions of kinds of academic dishonesty and for further policy information.

During the first week of class, you will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course. By submitting the Academic Honesty Verification Statement, you will be verifying that all assignments completed in this course were completed by you. Carefully review the Academic Honesty Statement below.

Statement: "In submitting this form, I am verifying that all the assignments in this course will be completed by me and will be my own work."

Artificial Intelligence (AI) Policy

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, Grammarly, Perplexity, etc.) in this course. Any work that utilizes AI-based tools must be clearly identified as



including the specific tool(s) used. Please use the following sources to guide your citations when using AI.

- [MLA Style Center: Citing Generative AI \(https://style.mla.org/citing-generative-ai/\)](https://style.mla.org/citing-generative-ai/)
- [APA Style: How to Cite ChatGPT \(https://apastyle.apa.org/blog/how-to-cite-chatgpt\)](https://apastyle.apa.org/blog/how-to-cite-chatgpt)
- [Chicago Manual of Style: Citing Content Developed or Generated by AI \(https://www.chicagomanualofstyle.org/qanda/data/faq/topics/Documentation/faq0422.html\)](https://www.chicagomanualofstyle.org/qanda/data/faq/topics/Documentation/faq0422.html)

Applied Psychology Program Artificial Intelligence (AI) and Demonstration of Learning Policy

As a Christian university in the Wesleyan-Holiness tradition, Point Loma Nazarene University seeks to cultivate intellectual growth, personal integrity, and the development of character. Learning is not merely the acquisition of knowledge but also the formation of habits of honesty, responsibility, humility, and faithful stewardship of one's abilities. The Applied Psychology program supports these values by encouraging the ethical and thoughtful use of emerging technologies while maintaining a commitment to authentic learning.

The Applied Psychology program recognizes that artificial intelligence (AI) tools are becoming increasingly common in academic, professional, and personal settings. Faculty may permit, limit, or prohibit AI use depending on the learning objectives of a particular course or assignment; therefore, students are responsible for following the AI guidelines provided in each course syllabus and assignment instructions.

Ethical and effective use of AI is an emerging professional skill. Developing the ability to use these tools responsibly while maintaining ownership of one's thinking, professional judgment, and decision-making is an expected part of students' professional formation. Transparency about AI use, proactive clarification of instructor expectations, and honest disclosure are all components of professional and academic integrity.

Regardless of the level of AI use permitted in each course, students remain responsible for ensuring that submitted work accurately reflects their own learning, understanding, analysis, judgment, and engagement with course content.

Faculty may require students to submit a brief AI-use or process statement for specific assignments. Such statements may describe whether AI tools were used, how they were used, how information was verified, and how final decisions regarding the assignment were made.

If a faculty member has significant concerns that the submitted work does not adequately demonstrate authentic student learning or ownership of the material, the faculty member may require the student to participate in a live meeting to demonstrate understanding of the submitted work and related course concepts. This conversation may include questions about the student's reasoning, application of



concepts, research process, interpretation of evidence, or other aspects of the assignment. Until learning is demonstrated, the instructor may assign a reduced or provisional grade on the assignment. If the student successfully demonstrates understanding during the meeting, the instructor may adjust the grade at their discretion. Failure to demonstrate ownership of submitted work, repeated violations of course AI guidelines, or other concerns related to academic integrity may result in additional consequences consistent with university academic honesty policies.

This program policy should be read in conjunction with PLNU's Academic Honesty, Artificial Intelligence Use, and Academic Behavior policies as outlined in the [University Catalog](https://pointloma-public.courseleaf.com/aug-catalog/academic-general-policies/)  (<https://pointloma-public.courseleaf.com/aug-catalog/academic-general-policies/>).

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive, so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to ensure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

Language and Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars, we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice-free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Go 

writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) has experienced other forms of discrimination, you can find more information on reporting and resources at [PLNU's Nondiscrimination webpage](http://www.pointloma.edu/nondiscrimination) (<http://www.pointloma.edu/nondiscrimination>).

Sexual Misconduct and Discrimination

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. If you (or someone you know) has experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available through the [Title IX Office](https://www.pointloma.edu/title-ix) (<https://www.pointloma.edu/title-ix>). Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors via our [Sexual Harassment and Discrimination Policy](https://www.pointloma.edu/title-ix). (<https://www.pointloma.edu/title-ix>)

If you (or someone you know) has experienced other forms of discrimination or bias, you can find more information on reporting and resources via our [Nondiscrimination and Anti-harassment Policy](https://www.pointloma.edu/bias) (<https://www.pointloma.edu/bias>).

PLNU Attendance and Participation Policy

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements.

If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternate



assignments assigned at the discretion of the instructor. Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements.

Refer to [Academic Policies](https://pointloma-public.courseleaf.com/aug-catalog/academic-general-policies/)  (<https://pointloma-public.courseleaf.com/aug-catalog/academic-general-policies/>) for additional details.

Synchronous Attendance/Participation Definition

For synchronous courses that have specific scheduled meeting times (including in-person, hybrid, and synchronous online courses), absences are counted from the first official meeting of the class, regardless of the date of the student's enrollment. For courses with specific attendance requirements, those requirements are outlined in the course syllabus.

Note: For synchronous courses with an online asynchronous week, refer to the Online Asynchronous Class Attendance policy listed below.

Online Asynchronous Attendance/Participation Definition

Students taking online courses with no specific scheduled meeting times are expected to actively engage throughout each week of the course. Attendance is defined as participating in an academic activity within the online classroom, which includes, but is not limited to:

- Engaging in an online discussion
- Submitting an assignment
- Taking an exam
- Participating in online labs
- Initiating contact with a faculty member within the learning management system to discuss course content

Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.

Course Modality Definitions

1. Online Courses: These are courses with class meetings where all instruction and interaction are fully online.
 1. Synchronous Courses: At least one class meeting takes place at a designated time.
 2. Asynchronous Courses: All class meetings are asynchronous.
2. Hybrid Courses: These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.
3. In-Person Courses: These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of class interactions through a Learning Management System (such as Canvas).



Use of Technology

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the [*Technology and System Requirements*](https://help.pointloma.edu/TDClient/1808/Portal/KB/ArticleDet?ID=108349) (<https://help.pointloma.edu/TDClient/1808/Portal/KB/ArticleDet?ID=108349>) information. Additionally, students are required to have headphone speakers, a microphone, or a webcam compatible with their computer available to use. Please note that any course with online proctored exams requires a computer with a camera (tablets are not compatible or allowable) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

GPS Academic Resources

PLNU offers the following free academic resources virtually for Graduate Professional Studies (GPS) Students. Visit myPLNU through the links below for more information.

- [The GPS Writing Center](https://my.pointloma.edu/pages/writing-center-gps) (<https://my.pointloma.edu/pages/writing-center-gps>) offers:
 - **Zoom Writers Workshops** are offered each quad on a variety of helpful topics
 - **One-to-one appointments** with the Writing Coach
 - **Microlearning YouTube Video Library** for helpful tips anytime
- [Research Help Guide](https://my.pointloma.edu/pages/research-help) (<https://my.pointloma.edu/pages/research-help>) to help you start your research
 - The physical office is located on the third floor of the [Mission Valley Regional Center](https://maps.app.goo.gl/CRXui8PJUnSkvokC9) (<https://maps.app.goo.gl/CRXui8PJUnSkvokC9>), off the student lounge
- [Academic Writing Resources Course](https://canvas.pointloma.edu/courses/64301) (<https://canvas.pointloma.edu/courses/64301>): Found on your Canvas Dashboard, this course is non-credit with 24/7 access, no time limits, and self-paced content. [Watch a quick video run-through](https://youtu.be/JB8MmVPznFI) (<https://youtu.be/JB8MmVPznFI>) and take time now to explore!
- [Grammarly](https://www.grammarly.com/edu/point-loma-nazarene-university-graduate-professional-studies) (<https://www.grammarly.com/edu/point-loma-nazarene-university-graduate-professional-studies>): Students have unlimited FREE access to Grammarly for Education, a trusted tool designed to help enhance writing skills by providing real-time feedback, identifying areas for improvement, and providing suggestions. Grammarly's Generative AI is NOT available with our student accounts.
- [Tutoring](https://my.pointloma.edu/pages/tutoring-gps) (<https://my.pointloma.edu/pages/tutoring-gps>): Students have access to 24/7 live or scheduled subject tutoring through Tutor.com, including a Paper Drop-Off Service with feedback within 12 hours.

Assignments-at-a-Glance



The course summary below lists our assignments and their due dates. Click on any assignment to review it.

Course Summary:

Date	Details	Due
Mon Jul 6, 2026	 Academic Honesty Verification Statement https://canvas.pointloma.edu/courses/86083/assignments/1333379	due by 11:59pm
Wed Jul 8, 2026	 Wk 1 Discussion: Violence of a Psychological Process https://canvas.pointloma.edu/courses/86083/assignments/1333387	due by 11:59pm
Sat Jul 11, 2026	 Wk 1 Analytical Essay & Case Application: Psychological Analysis of Violence https://canvas.pointloma.edu/courses/86083/assignments/1333389	due by 11:59pm
Sun Jul 12, 2026	 Wk 1 Weekly Reflection: Violence and Conflict https://canvas.pointloma.edu/courses/86083/assignments/1333390	due by 11:59pm
Wed Jul 15, 2026	 Wk 2 Discussion: Nonviolence https://canvas.pointloma.edu/courses/86083/assignments/1333386	due by 11:59pm
Sat Jul 18, 2026	 Wk 2 Analytical Essay & Case Application: Nonviolence https://canvas.pointloma.edu/courses/86083/assignments/1333391	due by 11:59pm
Sun Jul 19, 2026	 Wk 2 Weekly Reflection: Nonviolence & Peace https://canvas.pointloma.edu/courses/86083/assignments/1333392	due by 11:59pm



Date	Details	Due
Wed Jul 22, 2026	 Wk 3 Discussion: Conflict Resolution & Nonviolent Struggle https://canvas.pointloma.edu/courses/86083/assignments/1333385	due by 11:59pm
		
Sat Jul 25, 2026	 Wk 3 Analytical Essay & Case Application: Conflict Resolution & Nonviolent Strategy https://canvas.pointloma.edu/courses/86083/assignments/1333393	due by 11:59pm
		
Sun Jul 26, 2026	 Wk 3 Weekly Reflection: Conflict Resolution & Nonviolent Struggle https://canvas.pointloma.edu/courses/86083/assignments/1333394	due by 11:59pm
		
Wed Jul 29, 2026	 Wk 4 Discussion: Conflict Management https://canvas.pointloma.edu/courses/86083/assignments/1333384	due by 11:59pm
		
Sat Aug 1, 2026	 Wk 4 Analytical Essay & Case Application: Psychological Process Shaping Conflict https://canvas.pointloma.edu/courses/86083/assignments/1333395	due by 11:59pm
		
	 Mid-Course Survey https://canvas.pointloma.edu/courses/86083/assignments/1333378	due by 11:59pm
		
Sun Aug 2, 2026	 Wk 4 Weekly Reflection: Internal Psychological Process in Conflict https://canvas.pointloma.edu/courses/86083/assignments/1333396	due by 11:59pm
		



Date	Details	Due
Wed Aug 5, 2026	 Wk 5 Discussion: Culture, Identity, and Systems Shape Conflict https://canvas.pointloma.edu/courses/86083/assignments/1333383	due by 11:59pm
		
Sat Aug 8, 2026	 Wk 5 Analytical Essay & Case Application: Culture, Identity, and Systems https://canvas.pointloma.edu/courses/86083/assignments/1333397	due by 11:59pm
		
Sun Aug 9, 2026	 Wk 5 Weekly Reflection: Culture, Identity, and Systems Shape Conflict https://canvas.pointloma.edu/courses/86083/assignments/1333398	due by 11:59pm
		
Wed Aug 12, 2026	 Wk 6 Discussion: Restorative Justice https://canvas.pointloma.edu/courses/86083/assignments/1333382	due by 11:59pm
		
Sat Aug 15, 2026	 Wk 6 Analytical Essay & Case Application: Justice and Conflict https://canvas.pointloma.edu/courses/86083/assignments/1333399	due by 11:59pm
		
Sun Aug 16, 2026	 Wk 6 Weekly Reflection: Justice and Moral Response https://canvas.pointloma.edu/courses/86083/assignments/1333400	due by 11:59pm
		
Wed Aug 19, 2026	 Wk 7 Discussion: Conflict Transformation vs. Traditional Resolution Models https://canvas.pointloma.edu/courses/86083/assignments/1333381	due by 11:59pm
		
Sat Aug 22, 2026	 Wk 7 Analytical Essay & Case Application: Conflict Transformation	due by 11:59pm



Date	Details	Due
	https://canvas.pointloma.edu/courses/86083/assignments/1333401 	
Sun Aug 23, 2026	 Wk 7 Weekly Reflection: Conflict Transformation & Applied Practice https://canvas.pointloma.edu/courses/86083/assignments/1333402 	due by 11:59pm
Wed Aug 26, 2026	 Wk 8 Discussion: Integrated Approach to Conflict https://canvas.pointloma.edu/courses/86083/assignments/1333380 	due by 11:59pm
Fri Aug 28, 2026	 End-of-Course Evaluation https://canvas.pointloma.edu/courses/86083/assignments/1333388 	due by 11:59pm
Sat Aug 29, 2026	 Wk 8 Final Project https://canvas.pointloma.edu/courses/86083/assignments/1333403 	due by 11:59pm
Sun Aug 30, 2026	 Wk 8 Final Reflection https://canvas.pointloma.edu/courses/86083/assignments/1333404 	due by 11:59pm

