

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**SAULT  
COLLEGE**

**COURSE OUTLINE**

**COURSE TITLE:** **Philosophy of Peace**

**CODE NO. :** PCS203 **SEMESTER:** WINTER

**PROGRAM:** Peace and Conflict Studies

**AUTHOR:** Vincent A. D'Agostino

**FACULTY:** Vincent A. D'Agostino Office: E2214 Ext.: 2543

**DATE:** W2012 **PREVIOUS OUTLINE DATED:** W2011

**APPROVED:** "Angelique Lemay" June/11

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	<b>CHAIR</b>	<b>DATE</b>
<b>TOTAL CREDITS:</b>	3 Credits	
<b>PREREQUISITE(S):</b>	None	
<b>HOURS/WEEK:</b>	3 Hours	

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*For additional information, please contact Angelique Lemay, Chair, Community Services*  
*School of Health and Community Services*  
*(705) 759-2554, Ext. 2603*

**I. COURSE DESCRIPTION:**

This course will focus on a wide range of literary expressions of peace through exploring key works/texts of poetic and philosophical figures, authors, and peace activists. Students will develop a personal perspective of the concept of a peaceful world through the critical examination and assessment of peace literature/texts from around the world. The course will also place emphasis on the fundamental concerns/issues/problems facing each historical figure/author, and their greater impact on society/the world.

Here are a few quotations that set the tone for the Philosophy of Peace ...

*“There is no way to peace, peace is the way.”*

(A. J. Muste)

*“Peace is not merely a distant goal that we seek, but a means by which we arrive at that goal.”*

(Martin Luther King, Jr.)

*“Better than a thousand hollow words is one word that brings peace.”*

(The Buddha)

*“If we desire peace, we must prepare for peace. The most important thing is to build a culture of peace.”*

(Anwarul Chowdhury)

*“I believe that peace is not merely an absence of war but the nurture of human life, and that in time this nurture would do away with war as a natural process.”*

(Jane Addams)

*“Peace is not the absence of war, but a virtue based on strength of character.”*

(Baruch Spinoza)

*“Peace is the only battle worth waging.”*

(Albert Camus)

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

**Upon successful completion of this course, the student will demonstrate the ability to:**

**1. Define basic philosophical concepts and terminology.**Potential Elements of the Performance:

- Summarize key elements/views from different schools of philosophy
- Describe fundamental principles put forth by peace figures/activists
- Identify core themes and/or concepts promoting inner/outer peace

**2. Discuss the impact that peace activists have on society.**Potential Elements of the Performance:

- Summarize the thoughts of multiple historical and contemporary poetic and philosophical figures
- Describe some of the major contributions made by each thinker
- Outline the fundamental challenges and/or problems the author(s) attempted to overcome

**3. Formulate and apply philosophical principles of peace.**Potential Elements of the Performance:

- Compose a guidebook of elements which promotes both inner and outer peace
- Integrate the thoughts of influential philosophical figures and peace activists into a comprehensive understanding of peace
- Apply traditional theories and contemporary and methodologies to current affairs/events/situations

**4. Explain and assess different peace philosophies from around the world.**Potential Elements of the Performance:

- Compare and contrast philosophers and peace activists
- Analyze key movements and link individual figures with these movements
- Critique views, concepts and perspectives from a variety of historical and contemporary peace figures
- Argue, in oral and written form, the strengths and/or weaknesses of certain philosophical positions

**III. TOPICS MAY INCLUDE:**

Note: These topics sometimes overlap several areas of skill development and are not necessarily intended to be explored in isolated learning units or in the order below.

1. Peace
2. Inner Peace
3. Pacifism
4. Philosophers of Peace
5. Peace Movements
6. Peace Activism
7. Peace Makers
8. World Peace Advocacy

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

Beck, S. (2005). *Guides to Peace and Justice from Ancient Sages to the Suffragettes*. Ojai, CA: World Peace Communications.

**V. EVALUATION PROCESS/GRADING SYSTEM:**

In-Class Activities	10%
Quizzes	10%
Tests	50%
Research Report/Guidebook	30%
 Total	 100%

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	

S	Satisfactory achievement in field /clinical placement or non-graded subject area.
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

***NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.***

## **VI. SPECIAL NOTES:**

### Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session. *It is the departmental policy that once the classroom door has been closed, the learning process has begun. Late arrivers will not be granted admission to the room.*

## **VII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located on the portal form part of this course outline.