

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**SAULT  
COLLEGE**

**COURSE OUTLINE**

**COURSE TITLE:** Introduction To Peace And Conflict Studies I

**CODE NO. :** PCS100 **SEMESTER:** FALL

**PROGRAM:** Peace and Conflict Studies Two Year Diploma

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

**DATE:** Sept. 2012 **PREVIOUS OUTLINE DATED:** Sept. 2011

**APPROVED:** "Angelique Lemay" Aug. 12

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**DEAN**

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**DATE**

**TOTAL CREDITS:** 4

**PREREQUISITE(S):** none

**HOURS/WEEK:** 4

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*For additional information, please contact, Angelique Lemay, Dean*  
*School of Community Services and Interdisciplinary Studies*  
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**I. COURSE DESCRIPTION:**

This is the first course in a two part series (Introduction to Peace and Conflict Studies I and Introduction II). It seeks to help students develop a holistic framework and conceptual foundation for engaging in peace work. Students will critically examine the concepts of peace, violence, conflict, war, justice and nonviolence through the exploration of key theories and texts by leading contributors to the field of peace and conflict studies. Special emphasis will be given to the connection between local and global processes, historical contexts, events and peace movements from around the world.

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

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

**1. Describe the Evolution of Peace and Conflict Studies.**Potential Elements of the Performance:

- Construct a timeline that identifies key events and people to the field of peace and conflict studies
- Summarize the contributions of three major scholars to the field of peace and conflict studies
- Identify and explain the motivating values of peace and conflict studies
- Explain the “interdisciplinary approach” of peace and conflict studies

**2. Recognize and describe peace as a holistic concept and process.**Potential Elements of the Performance:

- Explain the difference between positive and negative peace
- Describe the concept of a culture of peace and outline the United Nations Declaration and Program of Action for a Culture of Peace
- Identify peace indicators in personal, communal and global contexts
- Identify factors and mechanisms for promoting and nurturing a positive relationship with self, others and the Earth
- Describe how peace is understood and lived in different cultural systems
- Identify some roles and responsibilities of the peace worker

**3. Identify different forms of violence and explain how they relate to each other.**

Potential Elements of the Performance:

- Define direct violence, structural violence and cultural violence
- Identify examples of direct violence, structural violence and cultural violence in personal, community and global contexts
- Describe how structural, cultural and direct violence relate and reinforce each other

**4. Define war and outline different philosophical perspectives about war.**

Potential Elements of the Performance:

- Differentiate between violent armed conflict, civil war, international war and world war
- Explain the relationship between active warfare and the military-industrial complex
- Summarize the main arguments of just war theory, pacifism and contingent pacifism

**5. Describe the principles and practices of nonviolent action.**

Potential Elements of the Performance:

- Identify major nonviolent philosophers and activists from around the world and summarize their perspectives, values and contributions
- Identify important individual and social capacities for nonviolent action
- List and describe strategies for nonviolent action on personal, communal and global scales

**6. Examine and describe mechanisms for promoting justice in relation to cultivating a culture of peace.**

Potential Elements of the Performance:

- Compare and contrast restorative justice and retributive justice
- Assess the role of laws, rules and judiciary systems for cultivating a culture of peace
- Describe the relationship between truth, forgiveness and reconciliation for promoting justice and healing
- Outline the pros and cons of a truth and reconciliation commission using examples from around the world

**III. TOPICS:**

1. The development of peace and conflict studies
2. Peace
3. Violence
4. Conflict
5. Nonviolence
6. Justice

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

Schirch, Lisa. (2004) *The Little Book of Strategic Peacebuilding*. Intercourse, PA: Goodbooks Publishing.

**Recommended:**

Barash, D., & Webel, C. (2009). *Peace and Conflict Studies* (2nd ed.). Los Angeles, United States: Sage Publications.

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

Critical Reflection Journal	25
Major Project	20
Assignments	15
In-class Activities	15
Final Exam	25
Total	100

**The following semester grades will be assigned to students in postsecondary courses:**

<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	
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	

X	placement or non-graded subject area. 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:** For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

## VI. SPECIAL NOTES:

### Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may (i) issue a verbal reprimand, (ii) make an assignment of a lower grade with explanation, (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”, (iv) make an automatic assignment of a failing grade, (v) recommend to the Chair dismissal from the course with the assignment of a failing grade. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

### 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 are located on the student portal. Students are responsible for becoming familiar with this information. Go to <https://mysaultcollege.ca>