SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COLLEGE

COURSE OUTLINE

COURSE TITLE: **Introduction to Peace and Conflict Studies II**

CODE NO. : PCS200 **SEMESTER:** WINTER

PROGRAM: Peace and Conflict Studies Two Year Diploma

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DATE: Jan. 2011   **PREVIOUS OUTLINE DATED:** April 2010

"Angelique Lemay"   Jan. 2011

APPROVED:

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CHAIR, COMMUNITY SERVICES   **DATE**

TOTAL CREDITS: 4

PREREQUISITE(S): PCS100: Introduction to Peace and Conflict Studies I

HOURS/WEEK: 4

I.   COURSE DESCRIPTION:

This course is a continuation of Introduction to Peace and Conflict Studies I. It builds upon the conceptual framework for engaging in peace work developed in part one to examine war in closer detail as well as concepts of security and globalization. This course also focuses on developing important peace worker capacities of critical and holisitc thinking, envisioning a culture of peace, cultivating personal wellness and working collaboratively. Through both team and independent work, students will apply a peace studies perspective to course assignments which include a research paper, class presentations, debates, article summaries, reflective journals and a final exam.

II.   LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1.   Apply concepts of a culture of peace to envision positive transformations for personal and social change

Potential Elements of the Performance:

- Identify examples of violence for which to brainstorm peaceful alternatives and nonviolent strategies for change
- Describe how cultivating inner peace and personal wellness relate to peace work on social and global scales
- Develop strategies for promoting personal wellness and individual peacebuilding capacities

2.   Identify and describe reasons for war using theory from individual, group, state, and socioeconomic levels

Potential Elements of the Performance:

- Present arguments for and against innate human aggression theory and social learning theory as individual level explanations for war
- Explain how group processes of de-individualization, dehumanization and nationalism contribute to war
- Describe how *realpolitik* theory and state sovereignty relate to war
- Define ideology and explain how it can contribute to war
- Describe the military-industrial complex and explain how it relates to the event of war

3.   Outline and discuss different types of weapons used during war

Potential Elements of the Performance:

- Describe the forms, functions and impacts of landmines
- List examples of weapons of mass destruction and use historical and contemporary case studies to discuss the human, environmental and socioeconomic impacts of such weapons
- Provide an overview of the production, trade, use and impact of small arms and light weapons
- Explain how rape is used as a military strategy and discuss the root causes of sexualized violence in war

4.   List and describe the direct and indirect human, environmental and socioeconomic impacts of war

Potential Elements of the Performance:

- Describe how death, disability, sickness and destroyed infrastructure impact post-violent conflict recovery on individual and communal scales
- Outline some of the challenges that child soldiers, refugees and internally displaced people experience
- Define post-traumatic stress disorder in the context of war
- Discuss the challenges war poses to environmental sustainability
- Describe how social services are affected by the making and waging of war

5.   Identify and discuss critical elements of personal, social and global security

Potential Elements of the Performance:

- List and describe factors that contribute to personal and social security
- Outline the pros and cons of state based security systems in comparison to models of human and environmental security
- Identify basic human needs and describe the importance of human rights principles and frameworks for promoting human security
- Discuss the importance of environmental ethics, cultural integrity and cultural diversity to global security
- Assess the role of the United Nations to promote and protect international security

6. **Define globalization and provide an overview of its positive and negative impacts on our global community**

Potential Elements of the Performance:

- Provide a historical overview of globalization
- Outline how advances in technology relate to current processes of globalization
- Discuss some of the challenges globalization poses to cultural integrity
- Explain the concept of corporate globalization and discuss the human and environmental implications of this approach
- Describe how globalization impacts international solidarity and cooperation
- Describe the role of active citizenship in the context of globalization

III. TOPICS:

1. Envisioning a Culture of Peace
2. Explanations for war
3. Weapons of War
4. Impacts of War
5. Security
6. Globalization
7. Personal Wellness

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Course Text:

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
Midterm Paper	20
Assignments	15
In-class Activities	15
Final Exam	25
Total	100

Grade	Definition	Grade Point Equivalent
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
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: 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:

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.*

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.

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

VIII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.