

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.

V. EVALUATION PROCESS/GRADING SYSTEM:

| | |
|--------------------------------|-----|
| Critical Reflection Journal(s) | 25 |
| Major Project(s) | 20 |
| Assignment(s) | 20 |
| In-class Activities | 10 |
| 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 placement or non-graded subject area. | |

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|----|--|
| 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 filed placement, certification, and/or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade. Students require 2.0 GPA (Grade Point Average) in order to graduate from Sault College.

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.

VII. COURSE OUTLINE ADDENDUM:

1. Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

2. Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

3. 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. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

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

Substitute course information is available in the Registrar's office.

4. Accessibility Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Accessibility Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

5. Communication:

The College considers *Desire2Learn (D2L)* as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of this Learning Management System (LMS) communication tool.

6. Academic Dishonesty:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. Students who engage in academic dishonesty will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. 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.

7. Tuition Default:

Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of November (fall semester courses), first week of March (winter semester courses) or first week of June (summer semester courses) will be removed from placement and clinical activities due to liability issues. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.

8. Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.

9. Recording Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.