

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 2015

PROGRAM: Peace and Conflict Studies (1103)

AUTHOR: Patricia Golesic / Vincent A. D'Agostino

DATE: June 2015 **PREVIOUS OUTLINE DATED:** June 2014

APPROVED: 'Angelique Lemay' June/15

DEAN **DATE**

TOTAL CREDITS: 4

PREREQUISITE(S): none

HOURS/WEEK: 4

Copyright ©2015 The Sault College of Applied Arts & Technology
Reproduction of this document by any means, in whole or in part, without prior written permission of Sault College of Applied Arts & Technology is prohibited.
*For additional information, please contact Angelique Lemay, Dean
School of Community Services, Interdisciplinary Studies, Curriculum & Faculty
Enrichment
(705) 759-2554, Ext. 2737*

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. 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

5. 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 MAY INCLUDE:

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

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

- Schirch, Lisa. (2004) *The Little Book of Strategic Peacebuilding*. Intercourse, PA: Goodbooks Publishing. (ISBN: 9781561484270)

Additional textbooks may be required, please see professor for more details.

The professor will provide supplemental handouts, essays, online material, etc. throughout the semester. There will also be additional online reading material/videos available via the Sault College Library website.

Recommended:

- Lederach, J. (2003). *The Little Book of Conflict Transformation*. Intercourse, PA: Good Books. (ISBN: 9781561483907)
- Zehr, H. (2002). *The Little Book of Restorative Justice*. Intercourse, PA: Good Books. (ISBN: 9781561483761)

V. EVALUATION PROCESS/GRADING SYSTEM:

Critical Reflection Journal(s)	25
Major Project(s)	20
Assignment(s)	20
In-class Activities	10
Final Exam	25

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.

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%	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.	

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

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:

The provisions contained in the addendum located in D2L and on the portal form part of this course outline.