

I. COURSE DESCRIPTION:**Introduction to Peace and Conflict 1 (PCS0100)**

This is the first course in a two part series (Introduction to Peace and Conflict Studies I and II). It will focus on the development of a holistic framework and conceptual foundation for engaging in peace work. CICE students, with assistance from a learning specialist, will critically examine the concepts of peace, violence, conflict, security, 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 CICE student with the assistance of a Learning Specialist will demonstrate the basic 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:

- Explore various 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. Identify and describe mechanisms for promoting justice in relation to cultivating a culture of peace.

Potential Elements of the Performance:

- Define restorative justice and retributive justice
- Discuss 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
- Recognize 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	25
Major Project	20
Assignments	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	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:

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>

Addendum:

Further modifications may be required as needed as the semester progresses based on individual student(s) ability. All modifications to evaluation components and/or assessments must be discussed and agreed upon by the instructor and the learning specialist in advanced of assigned competition date.

CICE Modifications:**Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

B. Tests will be written in CICE office with assistance from a Learning Specialist.***The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

C. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

D. Evaluation:

Is reflective of modified learning outcomes.