

I. COURSE DESCRIPTION:

This course examines social activism through the exploration of historical peace movements, practices and figures. Special emphasis will be given to 19th and 20th century figures/activists, local community groups and global peace movements. Students will have the opportunity to compare and contrast different ideologies and strategies, discuss the impact(s) of social activism on society, as well as, recognize the outside factors/influences that contribute to the ultimate success or failure of the peace movement.

Here are a few quotations that set the tone for the history of social activism and peace movements ...

Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.

— Margaret Mead

A small body of determined spirits fired by an unquenchable faith in their mission can alter the course of history.

— Mahatma Gandhi

One little person, giving all of her time to peace, makes news. Many people, giving some of their time, can make history.

— Peace Pilgrim

Nonviolence is not sterile passivity, but a powerful moral force which makes for social transformation.

— Martin Luther King, Jr.

If we want to reap the harvest of peace and justice in the future, we will have to sow seeds of nonviolence, here and now, in the present.

— Mairead Corrigan Maguire

Peace can only last where human rights are respected, where the people are fed, and where individuals and nations are free.

— 14th Dalai Lama

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

- 1. Identify and explain basic concepts and terminology relating to social activism.**

Potential Elements of the Performance:

- Describe social activism, peace movements and organizations
- Recognize methods of nonviolent action (protest, civil disobedience and noncooperation)
- Describe the political approaches of democracy, fascism and pacifism

- 2. Identify various historical and contemporary forms of social activism.**

Potential Elements of the Performance:

- Recognize a variety of 19th and 20th century peace figures/activists
- Discuss various methods/practices employed by peace groups/figures
- Describe the time periods and geographical locations of each peace movement

- 3. Describe and analyze strategies employed by various peace figures, movements and organizations.**

Potential Elements of the Performance:

- Explore various instances of social activism
- Differentiate between the methods and practices of individual peace figures/activists
- Compare and contrast diverse strategies and underlying ideologies

- 4. Examine historical peace movements/figures and assess the impact they had on society.**

Potential Elements of the Performance:

- Critique the overall effectiveness of social activism
- Evaluate the methods used by various peace movements
- Justify the impacts and/or consequences of actions done in the name of peace
- Consider the timely factors/influences that contribute to the success or failure of a peace movement

III. TOPICS MAY INCLUDE:

Note: These topics sometimes overlap several areas of skill development and are not necessarily intended to be explored in isolated learning units or in the order below.

1. **Pacifism**
2. **Nonviolent Action**
3. **Women Rights**
4. **Civil Rights**
5. **Racial Equality**
6. **Occupation**
7. **Poverty**

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Cohen, W. (2009). *Profiles in Humanity: The Battle for Peace, Freedom, Equality, and Human Rights*. Plymouth, UK: Rowman & Littlefield Publishers, Inc.

V. EVALUATION PROCESS/GRADING SYSTEM:

| | |
|--|-------------|
| In-Class Activities/Reflections | 20% |
| Mid-Term Exam | 25% |
| Final Exam | 25% |
| Research Proposal and Paper | 30% |
| Total | 100% |

In Class Activities/Reflections: During the semester, various resources will be shared during class sessions, students will be given Reflection instructions and other activities to reinforce the additional resource material and its meaning as course material. Specifics to be provided by professor.

There will a **Mid-Term** and a **Final Exam**. The first exam will cover the material from the first half of the semester and the second exam will be based on the remaining material after midterm. Exams cannot be rewritten to receive a higher grade. Students who miss the exam without making prior arrangements with the professor will be given a zero on the exam.

Each student will complete a **Research Paper**. This assignment also includes submission of a **Research Proposal**. The Proposal is worth 5% of the grade for this assignment and the paper is worth 25%. The Proposal is an indication of the topic and direction of your paper. It is a brief overview of what your paper will contain. The Research Paper itself will build upon your Proposal. It must be 4-6, double-spaced 12 font pages in length and be in APA style with Resource page citing at least four (4) different sources. Specifics will be provided by professor.

The following semester grades will be assigned to students:

| <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. | |
| 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: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

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 are located on the portal and form part of this course outline.