

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

COURSE TITLE: Gender and Peace Building

CODE NO. : PCS 305 **SEMESTER:** Fall

PROGRAM: Peace and Conflict Studies

AUTHOR: Patricia Golesic

DATE: June 2014 **PREVIOUS OUTLINE DATED:** May 2013

APPROVED: *“Angelique Lemay”* *July, 2014*

DEAN **DATE**

TOTAL CREDITS: 3

PREREQUISITE(S): none

HOURS/WEEK: 3

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I. COURSE DESCRIPTION:

This course explores gender theories specifically as they apply to peace and conflict studies. Gender is placed at the center of inquiry for this course from which critical examination and discussion about the social and cultural constructions of masculinities and femininities will occur. Moreover, this course emphasizes the important role that gender plays in shaping people's perceptions and experiences in relation to self, society and larger institutions and a gender lens will be applied as we consider how to cultivate right relationships. Upon course completion students will be able to apply a theoretical and practical framework from which to cross culturally examine gender theory in relation to understanding violence and peace building initiatives on local and global scales

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. **Examine the mechanisms through which gender is constructed in historical and global contexts.**

Potential Elements of the Performance:

- Review theories about gender from an individual, interactional and institutional approach
- Describe how feminist thinkers and movements have shaped gender studies
- Compare western and non-western based systems and perspectives through the completion of a cross-cultural gender analysis
- Discuss the role of the media in shaping social understandings, expectations and behaviors about gender
- Investigate gender through the experiences of many different groups of people

2. **Identify and examine direct, structural and cultural forms of violence as aspects of gender inequality.**

Potential Elements of the Performance:

- Analyze how gender influences the distribution of power and privilege between and within groups of men and women
- Recognize women and girls as globally disadvantaged groups of people and discuss the direct and indirect processes which violate their rights
- Deconstruct the processes and purposes of gendered militarization
- Critique western colonization and globalization processes using a gender lens

3. Consider the impact of gender when working to cultivate positive relationships.

Potential Elements of the Performance:

- Reflect on personal attitudes and experiences regarding self-esteem and body image
- Assess how self-expression is influenced by idealized norms of masculinity and femininity
- Discuss how gender shapes intimate relationships such as friendships, partnering and parenting
- Analyze the gendered dynamics of work relationships and professional development

4. Apply a gender perspective to peace building initiatives.

Potential Elements of the Performance:

- Assess gender mainstreaming as a strategy to ensure gender equality in conflict transformation and community development projects
- Review United Nations bodies and documents dedicated to protecting women's rights and advancing the role of women in peace processes
- Consider the unique needs and experiences of women, men, girls and boys in all phases of violent conflict
- Explain the importance of gender equality to cultivating a culture of peace

5. Develop strategies to increase gender consciousness and equality on personal, social and global scales.

Potential Elements of the Performance:

- Engage in activities that challenge one's personal gender paradigm
- Support the work of a local or global organization/initiative that is working to promote the rights of people marginalized because of gender
- Interpret case studies to identify success strategies regarding gender activism

III. TOPICS MAY INCLUDE:

1. Women's rights and empowerment
2. Gender across time and culture
3. Power and privilege
4. Gender-based violence
5. Using a gender focus to guide conflict transformation strategies and peace building initiatives
6. Gender advocacy and social activism

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

There is no specific textbook requirement for this course. However, the professor will assign mandatory articles throughout the course. These articles will be made available in the library and on LMS.

V. EVALUATION PROCESS/GRADING SYSTEM:

Assignments	35
Advocacy/ Activism Project	20
Critical Reflections	15
Quizzes	20
Class Activities	10

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: For such reasons as program field 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.