

I. COURSE DESCRIPTION:

This course is a continuation of Introduction to Peace and Conflict Studies I. It builds upon the conceptual framework for engaging in peace work developed in part one to examine violence in closer detail as well as concepts of security and globalization. This course also focuses on developing important peace worker capacities of critical and holistic thinking, envisioning a culture of peace, cultivating personal wellness and working collaboratively. Through both team and independent work, students will apply a peace studies perspective to course assignments which include a research paper, class presentations, debates, article summaries, reflective journals and a final exam.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. Apply concepts of a culture of peace to envision positive transformations for personal and social change.Potential Elements of the Performance:

- Identify examples of violence for which to brainstorm peaceful alternatives and nonviolent strategies for change
- Describe how cultivating inner peace and personal wellness relate to peace work on social and global scales
- Develop strategies for promoting personal wellness and individual peacebuilding capacities

2. Define war and discuss different theoretical perspectives about war.Potential Elements of the Performance:

- Differentiate between violent armed conflict, civil war, international war and world war
- Summarize the main arguments of just war theory, pacifism and contingent pacifism
- Present arguments for and against innate human aggression theory and social learning theory as individual level explanations for war
- Explain how group processes of de-individualization, dehumanization and nationalism contribute to war
- Describe the military-industrial complex and explain how it relates to the event of war

3. Recognize and describe the direct and indirect human, environmental and socioeconomic impacts of violence.

Potential Elements of the Performance:

- Describe how death, disability, sickness and destroyed infrastructure impact post-violent conflict recovery on individual and communal scales
- Outline some of the challenges that child soldiers, refugees and internally displaced people experience
- Define post-traumatic stress disorder in the context of war
- Discuss the challenges war poses to environmental sustainability
- Describe how social services are affected by the making and waging of war

4. Identify and discuss critical elements of personal, social and global security.

Potential Elements of the Performance:

- List and describe factors that contribute to personal and social security
- Outline the pros and cons of state based security systems in comparison to models of human and environmental security
- Identify basic human needs and describe the importance of human rights principles and frameworks for promoting human security
- Discuss the importance of environmental ethics, cultural integrity and cultural diversity to global security

5. Examine and analyze the role of governance structures and policies in relation to peace and violence.

Potential Elements of the Performance:

- Examine governance structures and policies through a variety of case studies.
- Assess the role of the United Nations to promote and protect international security
- Explore a variety of strategies that mitigate structural violence, particularly for marginalized and vulnerable populations
- Analyze the roles and duties of civil society and the State as it pertains to a culture of peace.
- Assess the global market's responsibility in creating just and humane world

III. TOPICS MAY INCLUDE:

1. Envisioning a Culture of Peace
2. Theories for War
3. Impacts of Violence
4. Security
5. Policy, and Governance

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

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.

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

V. EVALUATION PROCESS/GRADING SYSTEM:

| | |
|------------------------------|----|
| Critical Reflection Journals | 25 |
| Midterm | 20 |
| Assignments | 15 |
| Class Activities | 15 |
| Final Exam | 25 |

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.

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% | |
| B | 70 - 79% | 3.00 |
| C | 60 - 69% | 2.00 |
| 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.