

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



**SAULT
COLLEGE**

COURSE OUTLINE

COURSE TITLE:	Philosophy of Peace		
CODE NO. :	PCS203	SEMESTER:	Fall 2015
PROGRAM:	Peace and Conflict Studies (1103)		
AUTHOR:	Vincent A. D'Agostino		
DATE:	June 2015	PREVIOUS OUTLINE DATED:	June 2014
APPROVED:	'Angelique Lemay'		June/15
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	DEAN		DATE
TOTAL CREDITS:	3 Credits		
PREREQUISITE(S):	None		
HOURS/WEEK:	3 Hours		

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I. COURSE DESCRIPTION:

This course will focus on a wide range of literary expressions of peace through exploring key works/texts of poetic and philosophical figures, authors, and peace activists. Students will develop a personal perspective of the concept of a peaceful world through the critical examination and assessment of peace literature/texts from around the world. The course will also place emphasis on the fundamental concerns/issues/problems facing each historical figure/author, and their greater impact on society/the world.

Here are a few quotations that set the tone for the Philosophy of Peace ...

“There is no way to peace, peace is the way.”
(A. J. Muste)

“Peace is the only battle worth waging.”
(Albert Camus)

“Better than a thousand hollow words is one word that brings peace.”
(The Buddha)

“If we desire peace, we must prepare for peace. The most important thing is to build a culture of peace.”
(Anwarul Chowdhury)

“I believe that peace is not merely an absence of war but the nurture of human life, and that in time this nurture would do away with war as a natural process.”
(Jane Addams)

“Peace is not the absence of war, but a virtue based on strength of character.”
(Baruch Spinoza)

“He who is free from disturbance within himself also causes no trouble for another.”
(Epicurus)

“I am what I am because of who we all are.”
(Zulu Philosophy)

“The whole is more than the sum of its parts.”
(Aristotle)

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. Define basic philosophical concepts and terminology.Potential Elements of the Performance:

- Summarize key elements/views from different schools of philosophy
- Describe fundamental principles put forth by peace figures/activists
- Identify core themes and/or concepts promoting inner/outer peace
- Paraphrase key elements of these philosophers' views

2. Discuss key movements in philosophy and link individual philosophers with the impact on society.Potential Elements of the Performance:

- Summarize the thoughts of multiple historical and contemporary philosophical figures
- Describe some of the major contributions made by each thinker
- Outline the fundamental challenges and/or problems the author(s) attempted to overcome
- Explore the connection between inner and outer peace

3. Formulate and apply philosophical principles of peace.Potential Elements of the Performance:

- Compose a guidebook of elements which promotes both inner and outer peace
- Integrate the thoughts of influential philosophical figures and peace activists into a comprehensive understanding of peace
- Apply traditional theories and contemporary and methodologies to current affairs/events/situations
- Explore principles of peace through action oriented activities/events.

4. Explain and assess different philosophical views from around the world.Potential Elements of the Performance:

- Paraphrase and summarize key philosophical elements and views
- Compare and contrast different schools of thought/philosophy
- Analyze key movements and link individual figures with these movements
- Critique views, concepts and perspectives from a variety of historical and contemporary peace figures
- Argue, in oral and written form, the strengths and/or weaknesses of certain philosophical positions

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. Serenity
2. Happiness
3. Self Actualization
4. Human Flourishing
5. Nonviolence
6. Pacifism
7. Solidarity
8. Love

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Soccio, Douglas J. (2007) *Archetypes of Wisdom: An Introduction to Philosophy, Sixth Edition*. Belmont, CA. Thompson/Wadsworth/Cengage Learning Inc.

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

V. EVALUATION PROCESS/GRADING SYSTEM:

In-Class Activities	10%
Quizzes/Reflections	20%
Tests	45%
Major Assignment/Project	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%	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.

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.