

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



**SAULT
COLLEGE**

COURSE OUTLINE

COURSE TITLE:	History of Social Activism and Peace Movements		
CODE NO. :	PCS101	SEMESTER:	WINTER
PROGRAM:	Peace and Conflict Studies (1103)		
AUTHOR:	Vincent A. D'Agostino / Lisa Piotrowski		
DATE:	June 2016	PREVIOUS OUTLINE DATED:	June 2015
APPROVED:	"Angelique Lemay"		June/16
	_____ DEAN		_____ DATE
TOTAL CREDITS:	3 Credits		
PREREQUISITE(S):	None		
HOURS/WEEK:	3 Hours		

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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:

- Practice the appropriate use of the language of social activism.
- Define social activism, social and peace movements
- Distinguish between the different types of social movements

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

Potential Elements of the Performance:

- Articulate the origins of modern day social activism and the peace making movement
- Recognize a variety of 19th and 20th century peace figures/activists
- Connect the context of time, geography and technology to social movements

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

Potential Elements of the Performance:

- Apply the stages in the life course of a social movement to various rights movements and peacemaking work
- Understand various methods of nonviolent action, civil disobedience and their use
- Differentiate between the methods and practices of individual peace figures/activists
- Compare and contrast diverse strategies and underlying ideologies of social movements

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

Potential Elements of the Performance:

- Link the characteristics of Social Movement Leaders to the performance/outcomes of social movements
- Apply a framework for analyses of performance and outcomes of nonviolent social 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. Basics of Social Activism
(origins, language, leaders, evolution of a movement, etc)
2. Nonviolent Action
3. Women Rights
4. Civil Rights
5. Racial Equality
6. Gay Rights
7. Poverty

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Bartkowski, M. J. (2013). *Recovering Nonviolent History: Civil Resistance In Liberation Struggles*. Boulder, CO: Lynne Rienner Pub. (ISBN: 978-1588268952)

Recommended:

Clark, H. (2009). *People Power Unarmed Resistance On Global Solidarity*. London, UK: Pluto Press. (ISBN: 978-0745329017)

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:

Assignments	15%
Major Project	35%
Exam(s)	50%

Total 100%

Note: For such reasons as program filed 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.

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%	
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 academically successful, the faculty member may confidentially provide that student's name to Student Services in an effort to help with the student's success. Students 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.