

DEVELOPING COURSES IN PEACE AND CONFLICT STUDIES



SAULT
COLLEGE

Case Study:

Sault College of Applied Arts and Technology, Ontario, Canada

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Course Development in Context

- We offer a 2 year diploma program for college students in peace and conflict studies
- The diploma requires students to successfully complete 24 courses, one of which includes a significant field placement experience
- Of those 24 courses, we have developed 17
 - The remainder of which are courses that are already offered at the college. They have been carefully selected by us to ensure the integrity and values of our program remain consistent throughout the learning experience for each of our students
 - e.g., Canadian Aboriginal Peoples, Global Citizenship and Introduction to Canadian Politics

Three foundational models which inform our overall program curriculum and by extension, the curricular content of each course.



The Earth Charter



The United Nations Culture of Peace Program



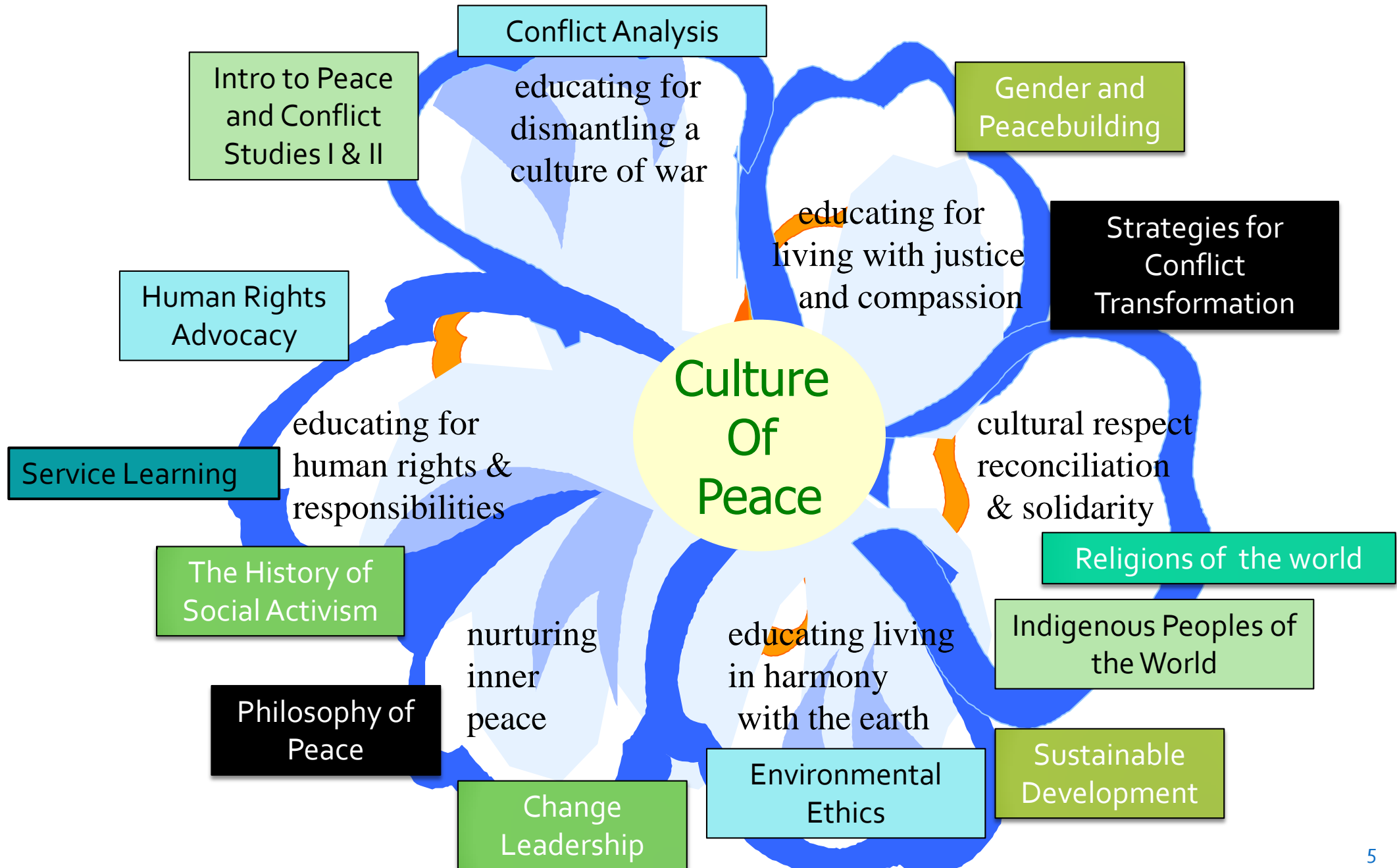
A Living Model for Peace Education

by Toh Swee Hin and Virginia Cawagas



"Peace is defined as the rightness of relationships with oneself, other people, other groups, other cultures, Earth and the larger whole of which we are all a part."

- The Earth Charter



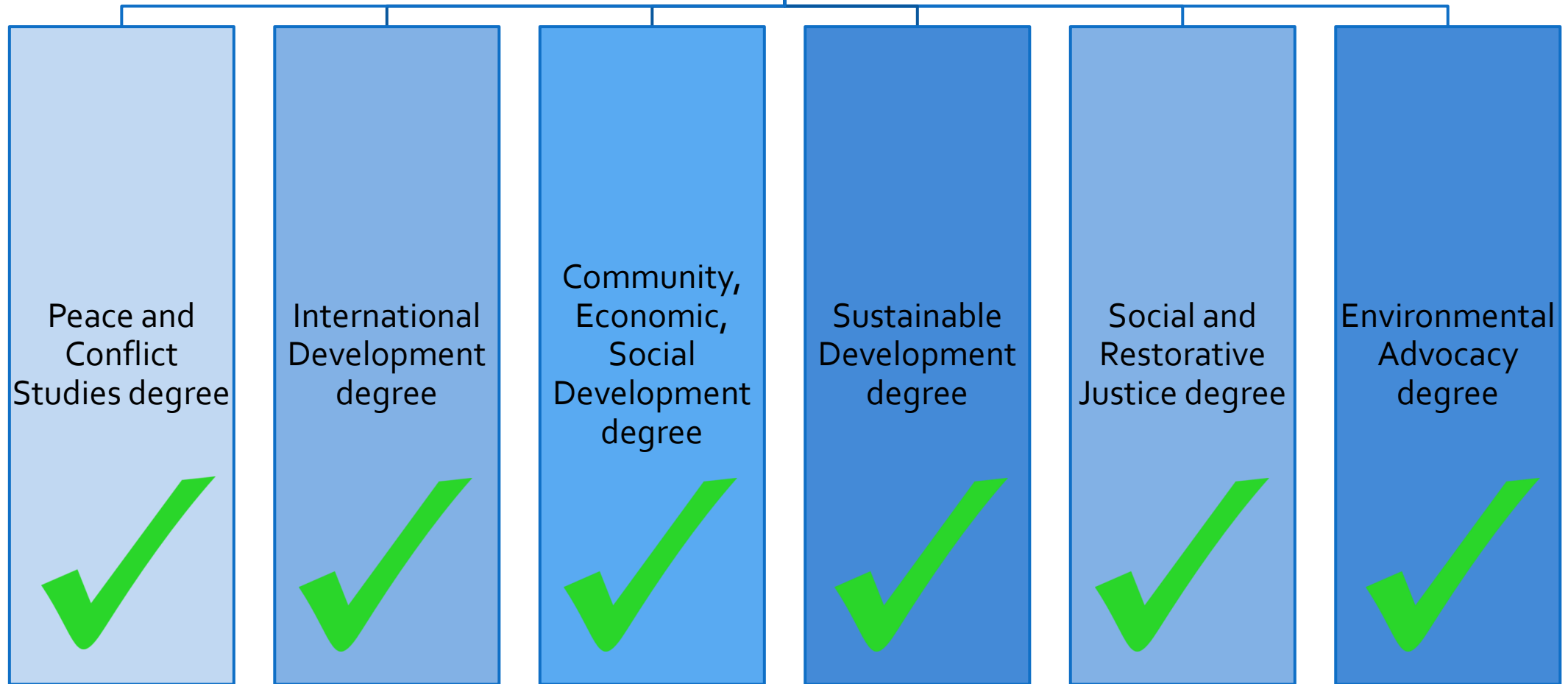
For our program and for each course, there were at least three important elements to the development process.

1) Research

2) Transferability Considerations

3) Alignment with core peace and conflict studies theory and practice

Peace and Conflict Studies diploma



Course Development (1)

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



**SAULT
COLLEGE**

COURSE OUTLINE

COURSE TITLE:	Philosophy of Peace	
CODE NO. :	PCS203	SEMESTER: WINTER
PROGRAM:	Peace and Conflict Studies	

A look at the process
of developing the
"Philosophy of Peace"
course.

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 not merely a distant goal that we seek, but a means by which we arrive at that goal.”

(Martin Luther King, Jr.)

“Better than a thousand hollow words is one word that brings peace.”

(The Buddha)

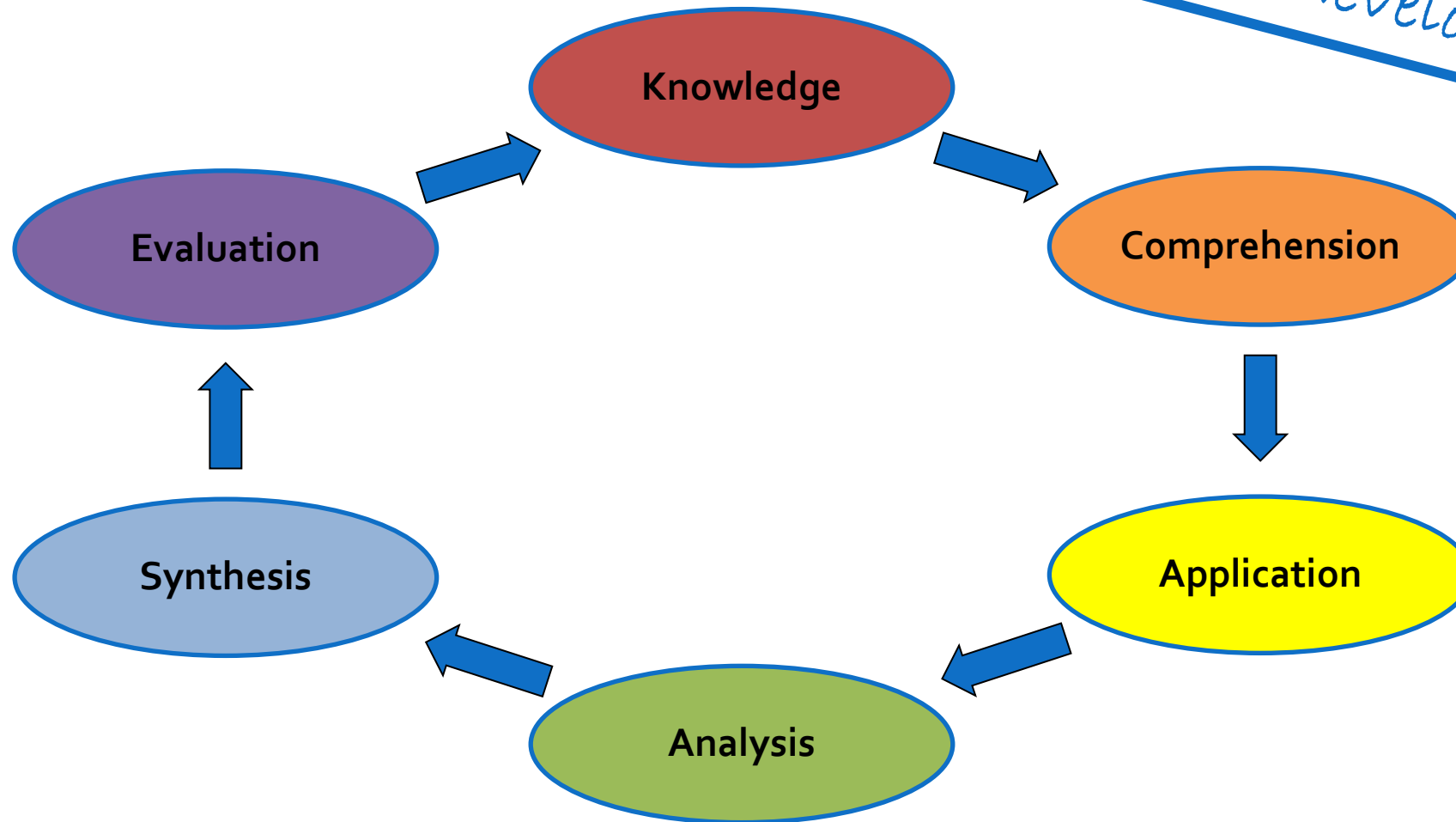
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graph TD; A[RESEARCH] --> B[TRANSFERABILITY]; B --> C[THEORY AND PRACTICE];
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RESEARCH

TRANSFERABILITY

THEORY AND
PRACTICE

Bloom's Taxonomy



Helpful Resource in course development.

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

2. Discuss the impact that peace activists have on society.

Potential Elements of the Performance:

- Summarize the thoughts of multiple historical and contemporary poetic and 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

Short definitions on the test, small group work activities.

Short definitions on the test, small group work activities, class discussion/dialogue.

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

4. **Explain** and **assess** different peace philosophies from around the world.

Potential Elements of the Performance:

- **Compare** and **contrast** philosophers and peace activists
- **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

Essay questions on the test, reflection quizzes/assignments, and term paper.

Class discussion/ dialogue, essay questions on the test, reflection quizzes/assignments, and term paper.

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. Peace
2. Inner Peace
3. Pacifism
4. Philosophers of Peace
5. Peace Movements
6. Peace Activism
7. Peace Makers
8. World Peace Advocacy

IV. **REQUIRED RESOURCES/TEXTS/MATERIALS:**

Beck, S. (2005). *Guides to Peace and Justice from Ancient Sages to the Suffragettes*. Ojai, CA: World Peace Communications.

V. **EVALUATION PROCESS/GRADING SYSTEM:**

In-Class Activities	10%
Quizzes	10%
Tests	50%
Term Paper	30%

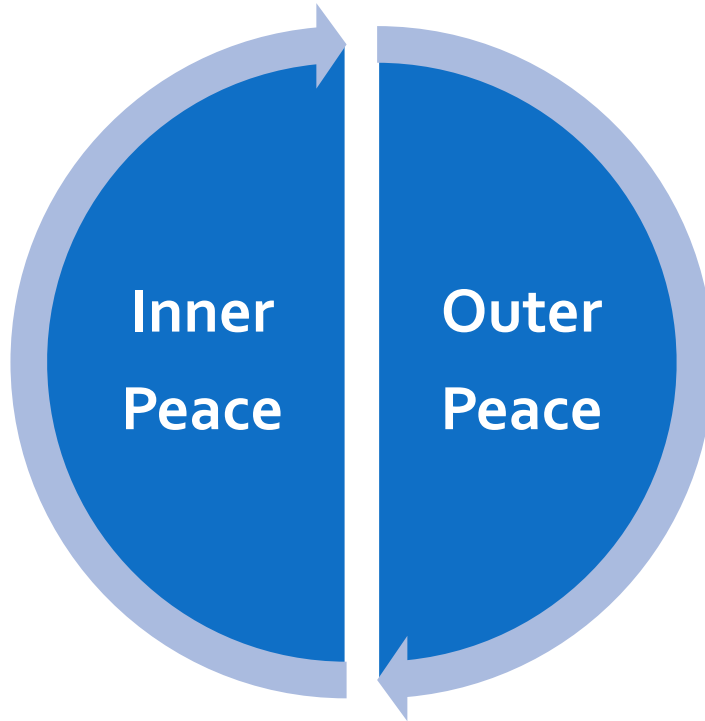
Online text resource, supplemented by additional online texts/resources/articles available through the student learning management system (LMS).

Traditional academic approach.

Concepts Discussed in the Course

Here are some examples of concept of inner peace discussed in the course:

- **Serenity**
- **Happiness**
- **Eudainomia**
- **Yin Yang**
- **Wu Wei**
- **Moksha**
- **Nirvana**
- **Species Life**
- **Human Flourishing**
- **Overman**



Here are some examples of concept of outer peace discussed in the course:

- **Nonviolence**
- **Soul Force**
- **Pleasure Principle**
- **Love**
- **Solidarity**
- **Pacifism**
- **Zeitgeist**
- **Divine Spark**
- **Solidarity**
- **Freedom**
- **Ubuntu**

Course Development (2)

A look at the process
of developing the
"Peacebuilding Field
Placement."

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



SAULT
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COURSE OUTLINE

COURSE TITLE: Practicum

CODE NO. : PCS404

PROGRAM: Peace and Conflict Studies

AUTHOR: Patricia Golesic

SEMESTER: WINTER

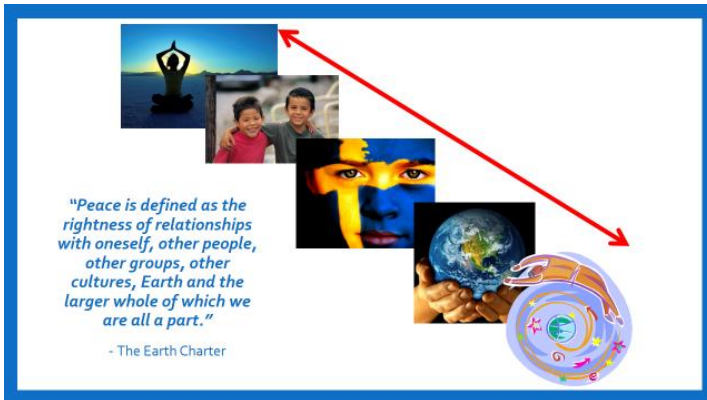
Developing the Peacebuilding Field Placement: The process

1. Internal College consultations with like-minded programs
2. External consultations with practicum innovators
3. Clarifying concrete expectations, learning objectives and assessment strategies
4. Initiating, establishing and nurturing community partnerships

Internal and External Consultations

- Semester integrated or blocked? Local and/or long distance?
- Eligibility criteria: GPA, pre-requisites, police record check, health records?
- College protocol: e.g., sick days, lateness, confidentiality?

Clarifying concrete expectations, learning objectives and assessment strategies



Two initial questions we had:

- Given the comprehensive and integrative approach of our program, how do we determine concrete expectations for skill application?
- Since our aim is to have a broad spectrum of placement opportunities to reflect the dynamic breadth of the program, how can we develop course objectives that are applicable across all placement settings?



List of Field Placements for 2012 & 2013

• Indian Friendship Centre	• Jade Yoga and Wellness Studio
• National Democratic Riding Association	• Missanabee Cree Circle of Creative Arts
• Phoenix Rising Women's Centre	• Community Soup Kitchen
• YMCA	• Public Library
• Sault Ste. Marie Innovation Centre-Water Division	• International Student Support and Cultural Activities
• Northern Ontario Research, Ideas and Knowledge	• United Way

The Course Description

Students will be ***placed in a community setting*** where, under supervision they will carry out duties as defined by the field supervisor, the college instructor and themselves. The goal of fieldwork is to provide the student with ***an opportunity to integrate and apply the knowledge, skills and values of peace work and education into the student's personal and professional lives***. Students will be expected to develop individualized learning goals and objectives in collaboration with the field supervisor and assigned college faculty. Over the course of the placement the student will be supported by the field supervisor and college instructor to track progress, monitor work performance and engage as a peace builder in action.

Practicum Learning Outcomes

Demonstrate a beginning ability to apply a peace studies perspective to the work place context.

- Address conflict at work nonviolently and work towards its creative transformation

Communicate effectively in verbal, nonverbal and written forms which enhance the quality of professional relationships.

- Integrate the principles of nonviolent communication into verbal, non-verbal and written communication strategies

Apply integrative thinking to the development of personal learning goals and action plans for the placement setting.

- Research local and global resources, networks and initiatives that relate to one's personal learning goal and work place duties

Engage in on-going self-assessment for the purpose of enhancing personal development and professional performance.

- Examine the impact of personal values and beliefs on actions and decisions

Practicum Learning Outcomes one step further **The Learning Contract**

- A developmental check list for basic peace related tasks and practical expectations. It is a baseline framework that the students and work placements need to personalize for each unique context.
- Students complete the learning contract with their supervisors and submit it to Trish at the beginning of the term.
 - *From that point on they are expected to track, adjust and monitor their progress in relation to the learning contract through a series of bi-weekly progress reports.*
- Mid-term and formal evaluations are based on the learning contract

e.g., Learning Contract: Student Placement with *Phoenix Rising Women's Centre*

Goal area 5: Engage as an active citizen

Expected Student Outcomes:

- Advocate for social and environmental justice
- Recognize and use diverse assets of people and the environment to promote positive community building
- Educate self and others about contemporary local and global issues
- Participate in decisions and processes by which one is affected

Expected Learning Activities:

- Observe and attend work place meetings and voice one's opinion when appropriate and possible
- Identify policies and programs at the work place that promote human rights and environmental well being
- Find three assets in the community that would benefit the work placement and share them with work place supervisor
- Develop and circulate educational material about a local and/or global issue that is important to the work placement and wider community
- Describe advocacy strategies used by the work placement to fulfill its mission and mandate
- Identify any barriers that community members face in accessing the programs and services offered by the work placement and propose at least one initiative to reduce such barriers
- **Fieldwork setting specific tasks/activities: (state what the student will do)**

- _____
- _____
- _____



Student personalized version included additions such as "organize a group of women to make signs and attend the annual 'Sisters in Spirit' march on February 13th for missing Aboriginal women."

Initiating, Establishing and Nurturing Community Partnerships

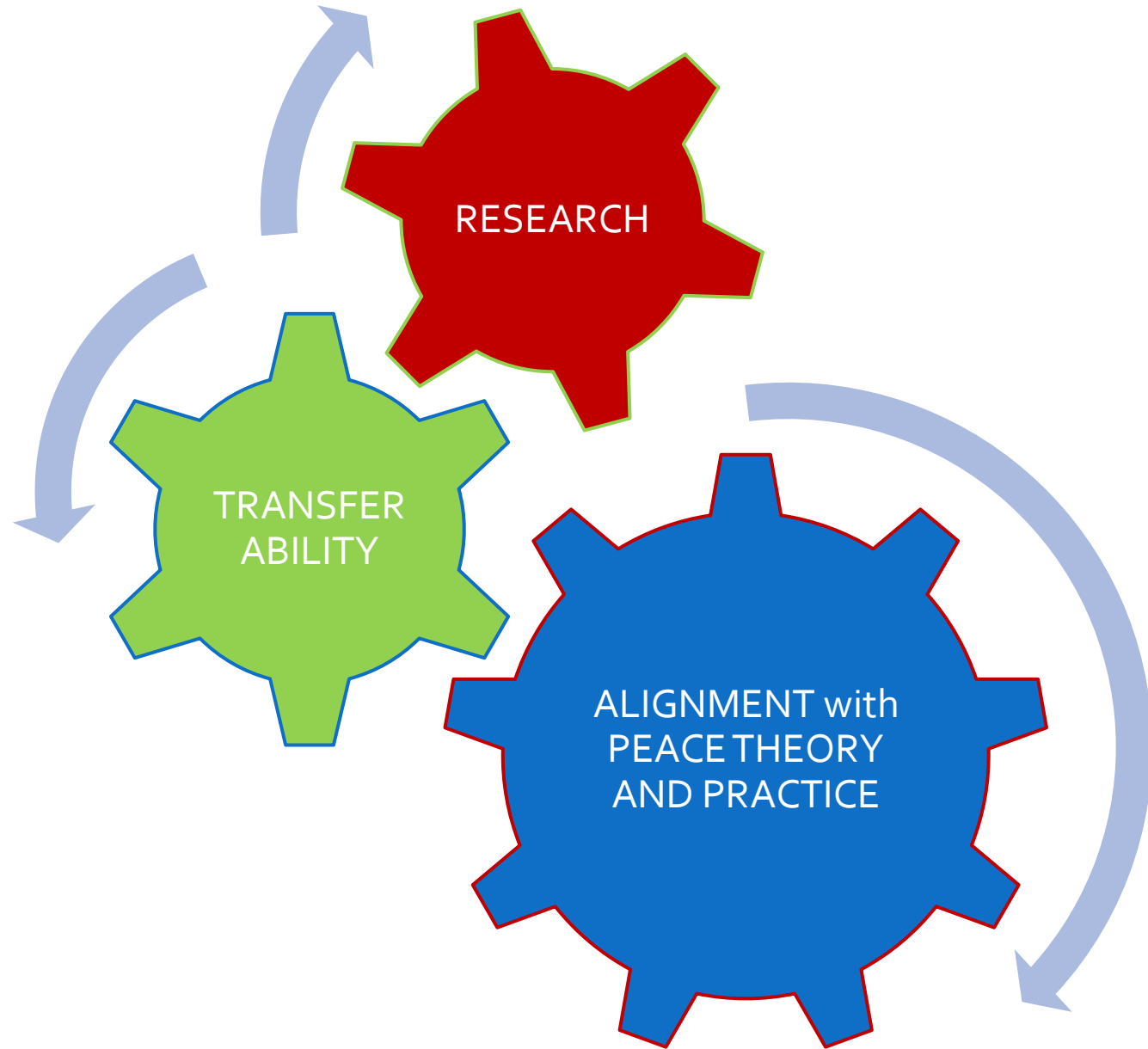
- Phase 1: Cold calls, emails and crossed fingers
- Phase 2: One-one meetings and making the pitch for peace placements
- Phase 3: Ensuring confirmation, professional resource sharing
- Phase 4: Field visits, lots of peace mentorship for field supervisors, prompt phone and email communication, celebration, support and expressions of gratitude

Important lessons learnt from developing community support and partnerships as critical aspects to the course.

- 1) From the start, it is critical for the students and supervisors to have as clear sense of the distinct skills and contributions the students can make as peace workers.
- 2) Constant communication and mentorship with students and supervisors together and separately is essential and valued by all parties.
- 3) Flexibility, initiative, integrative thinking and creativity are key for a successful placement experience.



Conclusion



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