

IBH 1BD3: Introduction to Peace Studies
Winter 2020 Course Outline
Peace Studies
Faculty of Humanities
McMaster University

COURSE OBJECTIVE

This course will help students to understand the scope of peace studies as a field of interdisciplinary inquiry, and the value and use of social-ecological systems thinking in framing, scoping, analyzing and influencing policy development and decision-making to achieve UN Sustainable Development Goals (UN SDGs) - ethically and within the framework of UN Human Rights agreements, covenants, and declarations. This is a practical strategy toward creating peace-building processes and reducing the occurrence of structural violence in everyday life.

The specific objectives of this course are to:

1. *Deliver deeper understanding of UN Sustainable Development Goals (UN SDGs), their interconnections and the importance of the context within which they operate;*
2. *Help students clarify the role of ethical relationships in achieving sustainability and the importance of formulating a personal vision of their roles as agents, in order to support their future professional endeavours.*
3. *Explore real world issues at the intersection of human values and economic impact in the context of complex issues, such as climate change, water justice, and peacemaking, through cases and project-based learning.*
4. *Help students become intelligent readers and users of policy documents, charters, scientific statements as members of investigative teams, integrating concerns originating with business, environment and communities.*

INSTRUCTOR AND CONTACT INFORMATION

Dr. Nancy Doubleday	Lectures: Tuesday 12:30 - 2:20 PM On Zoom Term II: Jan 11 - Apr 14, 2021
Email: doublen@mcmaster.ca	

Office Hours:	At the end of the formal sessions in class on Tuesdays. For other times, please email me to request a Zoom appointment.
Tutorial: Zoom	Monday 12:30 - 1:20 PM STARTING ON JAN. 18, 2021

Teaching Assistant: Zoë Shore Email: shorez@mcmaster.ca
Course Website: <http://avenue.mcmaster.ca>

COURSE DESCRIPTION

This course will examine the relationship between *ideals* of peace, justice, health and sustainability and the *practices* we adopt in human organizations, including the United Nations, and formal governmental entities, as well as corporate and informal forms of organization, to better understand human potential in terms of social-ecological-cultural systems, and to envision comprehensive strategies for achieving the goals of the triple bottom line: a more inclusive equitable, economically feasible and environmentally sustainable future for all or as you know them: profit, people, and planet.

The course emphasizes *active, engaged learning*. We will create a learning community this term and adopt an engaged stance as an action-learning/ action research community. By doing this we are positioned to form a model enterprise, to design, create, develop and where possible, implement strategies for “Future Peace”.

Business plays a key role in human affairs and in the life of the Planet.

We will look for synergies, using the United Nations Development Goals (SDGs) adopted in September 2015; the UN Declaration on Human Rights, the UN Declaration on the Rights of Indigenous Peoples, the Final report of the Canadian Commission on Truth and Reconciliation, and a range of other sources, experts, and crowd-sourcing strategies.

We will continuously put what we learn into practice, and will innovate, as we explore.

COVID-19, Black Lives Matter, and Self-Governance will provide critical standpoints for our work together. Collective outreach for peaceful change to respond to climate change, water security and learning how to shift to solidarity as a practice for sustainability will be a major focus for the course in 2021.

LEARNING OUTCOMES

Upon completion of this course, students will be able to:

1: *articulate and communicate important ideas* orally, in words, and in other media using and creating images and complete texts;

2: *identify a range of appropriate responses*, actions, policies, and strategies under conditions of crisis, in order to *reduce risk and enhance prospects* for peace, justice, health and sustainability;

3: *respond effectively, with compassion and reason to a range of opinions concerning the major crises of our time*, including COVID-19, Black Lives Matter, and responsible self-government, in order to address climate change; biodiversity loss; and water, fire, flood and drought, refugee migrations, and equitable international development cooperation in conversation with other engaged students (and potentially with ENGOs and NGOs);

4: *develop academic and workplace-ready skills by collaborating* in designing, writing and delivering a targeted assignment that will effectively integrate your research and analysis; as well as your work in other IBH courses, toward “Future Peace”;

5: *reflect on your individual strengths and areas for growth* as you become a global citizen with an ethical appreciation of sustainable principles and practices relevant to Business and the “Triple Bottom Line” of Economy, Equity and Environment.

Specifically, you will be able to complete the following key tasks:

Scope and describe orally and in writing how we might understand and transform conflict to achieve greater cooperation at different levels of organization and in diverse contexts, including: interpersonal relationships, inter- group issues, international affairs, and inter-systemic incompatibilities, necessary to better understand the interconnections articulated by the UN Sustainable Development Goals (SDGs).

Actively engage with issues and perform work to reduce, transform and prevent the occurrence of conflicts, and reduce associated risks.

Design strategies to achieve enhanced prospects for greater degrees of peace, justice, health, and sustainability for all, as part of the business process.

To reflect on the interconnections and “wicked problems” apparent in different business cases and embedded in complex social-ecological-cultural systems with cross-scale effects, to learn to improve your performance and to build your adaptive capacity as a leader and agent for change.

KEY TASK:

COVID-19, Black Lives Matter, and Self-Governance will provide critical standpoints for our work together. Collective outreach for peaceful change to respond to climate change, water security and *learning how to shift to solidarity* as a practice for sustainability will be a major focus for the course in 2021.

We will work on the particular problems of business and social organizations in designing responses in the spirit of solidarity and peaceful change. This transferable knowledge will also have potential for responding to climate change and to increasing adaptive capacity in communities.

COURSE EXPECTATIONS

1. Attendance is expected at all Lectures, Tutorials and Special Events: 10% of your total grade for the course is awarded to recognize those times when you contribute, even by attending. In order to recognize and credit student participation, attendance will be taken at lecture and tutorial. Please be sure to sign in with your TA.
2. Team Work: You are expected to create teams of 3-6 students (max) before **January 19**. Each group will work together on the Journal assignment, and the Team project. Everyone is expected to be involved in reporting back and presenting results.
3. Preparation: This will include viewing, reading and/or listening to materials before class, and completing any assigned work.

4. COURSE MATERIALS AND READINGS

1. See materials included in the course outline. Make sure you have Avenue registration for this course to access content, readings and case materials.

· <http://avenue.mcmaster.ca>

2. The Universal Declaration of Human Rights: This is an example of a “rights-based” approach. See:

Document:

https://www.ohchr.org/EN/UDHR/Documents/UDHR_Translations/eng.pdf

Illustrated version:

https://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf

3. The UN Sustainable Development Goals: A “future-oriented development-based” approach.

See:

<https://sustainabledevelopment.un.org/?menu=1300>

Required book: will be used in tutorials for discussion, and as background for important topics to be built on throughout the community engagement aspect of the whole IBH program

- Robert D. Lupton, Toxic Charity

AVAILABLE AT Amazon as audio book (for free - 30 day trial):

The screenshot shows a product page for 'Toxic Charity' on Amazon. At the top, there is a blue banner that says 'Free with Audible trial' and 'CDN\$ 0.00'. Below this is a yellow button that says 'Start your free trial'. Underneath the button is a list of bullet points: 'Includes this title for free', 'After 30 days, Audible costs CDN\$ 14.95/month + applicable taxes, cancel any time', 'Unlimited access to Audible Original Podcasts', and 'Keep your titles forever'. Below the list is a section for 'QUEBEC RESIDENTS:' with a link that says 'Check out your offer!'. At the bottom of the product card, there is a button for 'Buy with 1-Click' and the price 'CDN\$ 26.26'. Below the product card is a button that says 'Add to Wish List'.

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- Or can be bought on Amazon <https://www.amazon.ca/Toxic-Charity-Churches-Charities-Reverse/dp/0062076213>

EVALUATION:

ASSIGNMENTS

There are 3 assignments, each designed with a step by step approach.

Important re Accommodations: Under present conditions, we expect challenges and issues to arise and we will work with you to achieve successful outcomes to the best of our possibilities. **To help, we must be informed - so** if for any reason you are unable to successfully complete an individual assignment on time, please contact your TA and your instructor by McMaster email. If you are not able to fulfill your Team member responsibilities on time, please inform your TEAM Members AND your TA and your instructor at the earliest opportunity. Collectively we will work with you to find a way forward.

Assignment 1. Value: 15% Tutorial Journal Club:

Class on January 18 will discuss “The White Space” by Elijah Anderson (posted in Avenue under Content for January 19).

TUTORIAL TASK A: Share Readings: Present & Discuss - in Tutorial throughout the Term.
Value: 15%

Student groups will choose and present articles they are passionate about in tutorials to spark discussion.

- Students will be divided into groups of 5 or 6 at random.
 - Each group will find a journal or news article on a topic they are all interested in/passionate about.
 - The article must be sent to the TA to be approved prior to beginning work and must be from a reputable source (eg. Not BuzzFeed or Narcity).
 - The TA will distribute the article to the class to pre-read before the tutorial meeting and discussion points should be prepared.
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- Presentations will start in week 3 and will occur at the beginning of class.
 - Presentations should be 10-15 minutes in length and include a visual such as a PowerPoint or Prezi.
 - An interactive game may be included that will be referenced for participation (Kahoot, Tophat, etc.).
 - Students are expected to take notes on their classmate’s presentations that can be used for the diary portion of the course.
- Marks will be allocated for quality of presentation, use of effective visuals, level of engagement, and speaking skills.
 - This will be worth 15% of the final grade.

TUTORIAL TASK B: Course Reading Value: 10% (Portion of the participation grade)

Required reading: Toxic Charity by Robert D. Lupton

- This required book will be used in tutorials for discussion, and communicate important topics to be built on throughout the course and the IBH program.

- The book can be obtained through MILLS LIBRARY (updates on availability, to come)
OR
- Amazon link for purchase:
 - <https://www.amazon.ca/Toxic-Charity-Churches-Charities-Reverse/dp/0062076213>
- This book has 9 chapters in total and must be read prior to our work with ATZIN.
2-3 Chapters will be read each week and assigned in the tutorial meetings.

Assignment 2 A & 2 B. Value: 30% (15% EACH)

Due: APRIL 13, 2021 IN AVENUE

A. COURSE DIARY & B. PERSONAL MANIFESTO:

Please use this 1BD3 "Header" form to submit Assignments 2 A & 2 B:

IBH 1BD3 2021: Assignment Header

YOUR FULL NAME: _____ STUDENT NUMBER _____

Assignment:

2 A Course Diary? _____

|OR

2 B Personal Manifesto? ___(please check the correct Assignment box)

Total # pages submitted: _____

2. A. LECTURE COURSE DIARY (TASK 2.A.):

MAXIMUM LENGTH: 5 PAGES (Value 15%)

Write 2- 3 sentences per week. Please be sure to include lists of guests, (names, topics, activities, etc.), in chronological order, with dates.

(DO NOT INCLUDE THE TUTORIAL CONTENT HERE.)

2.B. PERSONAL MANIFESTO (TASK 2.B.): MAXIMUM LENGTH: 10 PAGES

Format: graphics, images, quotations, LEGIBLE handwriting, text, etc. - please use 12-pt font, double spaced, for typed text.

Assignment 2 B: Purpose: to sum up your professional values, first year experience, and hopes - for your future, your family and friends, our world.

Content: You may wish to include:

- principles (*see examples below);
- key learning from personal experience
- professional goals
- visions of the future, personal, professional or other
- something that is important to you about your goals

***Examples of principles¹:** For non-governmental, civil society; we consider the following principles:

1. Respect All Life: Respect the life and dignity of each human being without discrimination or prejudice.
2. Reject Violence: Practice active non-violence, rejecting violence in all its forms: physical, sexual, psychological, economic and social, in particular towards the most deprived and vulnerable such as children and adolescents.
3. Share with Others: Share my time and material resources in a spirit of generosity to put an end to exclusion, injustice and political and economic oppression.
4. Listen to Understand: Defend freedom of expression and cultural diversity, giving preference always to dialogue and listening without engaging in fanaticism, defamation and the rejection of others.
5. Preserve the Planet: Promote consumer behaviour that is responsible and developmental practices that respect all forms of life and preserve the balance of nature on the planet.
6. Rediscover Solidarity: Contribute to the development of my community, with the full participation of women and respect for democratic principles, in order to create together new forms of solidarity.

2. The Universal Declaration of Human Rights: This is an example of a “rights-based” approach. See:

Document: https://www.ohchr.org/EN/UDHR/Documents/UDHR_Translations/eng.pdf

Illustrated version: https://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf

3. The UN Sustainable Development Goals: A “future-oriented development-based” approach.

See:

<https://sustainabledevelopment.un.org/?menu=1300>

_____ **Both 2 A and 2B are due on April 13, 2021 in Avenue** _____

Assignment 3. Value: 30%

¹ “Six Pathways of Peace by Nobel Peace Laureates” identified by Ray Cunnington in his book “Towards a Less Adversarial Culture” (available through Amazon).
Based on the United Nations Manifesto 2000, (and available at Culture of Peace Hamilton” <https://cultureofpeacehamilton.com/our-story> Accessed January 10, 2021).

Team Project: IMPLEMENTING THE SDGs: Building Community and Practicing Solidarity

This is a TEAM ASSIGNMENT with 3 stages, as follows:

Stage 1. Value: 10 % SCOPING & RESEARCH - preliminary individual research: January 19, 2021, in Class Activity.

- Advance reading: review the United Nations Development Program website <https://www.undp.org/content/undp/en/home/sustainable-development-goals.html>

Purpose: to become familiar with the SDGs, to begin to choose an issue that matters to you, and to learn to apply the SDGs in *solidarity* with others (not as charity) for greater peace, health, justice, and sustainability.

Practice in TEAM FORMING: Complete the Team Form in class on January 26, 2021 and upload Teams and preferred activities in Avenue by January 31, 2021 (one entry per Team).

Read or listen to Robert Lupton's book: *Toxic Charity* BY February 19 (the end of Reading week).

Stage 2: **Value: 10% DESIGN & REVIEW:**

In class, provide 5-minute "pop ups" - "progress reports on the fly" - informal project presentations by Teams between February 2 and February 23, 2021.

Stage 3. Value: 10% PRODUCTION & DELIVERY PLAN: Draft Due April 2, 2020.

TASK: Teams Gather intelligence and assess needs - then consider what could be useful in conjunction with partners. Choose your key issue carefully.

Design a **Process for working equitably in solidarity with a community:**

- a) design and draft your project outline with your TEAM. Use the SDGs, and the analysis and data provided by Team Members, your TA, lecture presentations, and the supplementary materials on Avenue to deepen understanding of the ISSUE you have chosen to work on. Complete your Team Contract (use the Contract form provided).
- b) participate in class review of every group. Receive and give peer feedback.
- c) refine your TEAM proposal based on feedback received from your peers, and
- d) determine firm mile stones (deliverables and submission schedule), in consultation with the professor and your TA, and draft your official TEAM PROPOSAL (10 pages maximum, include a list of the "deliverables" your Team will complete, and assign roles in production).

Final Steps:

- a) Complete your deliverables and submit your report and present on schedule, as negotiated! Note: a wide range of deliverables will be CONTRACTED FOR and

accepted, providing that the proposed deliverable contributes strategically to the goals for peaceful change.

FINAL CLASS Total Value: 15% FEEDBACK - FINAL ASSIGNMENTS: Acting, Participating and Reflecting on 1BD3.

Peer to Peer evaluation, Attendance and Participation, and Final Course Reflection (To be completed IN CLASS on April 13, 2020). Templates will be provided.

- **PEER TO PEER 5%**
- **LECTURE ATTENDANCE AND PARTICIPATION 5%**
- **FINAL COURSE REFLECTION 5%**

COMMUNICATION AND FEEDBACK

Students who wish to correspond with instructors or TAs directly via email must send messages that originate from their official McMaster University email account. This protects the confidentiality and sensitivity of information as well as confirms the identity of the student. Emails regarding course issues should NOT be sent to the Area Administrative Assistants. Instructors are required to provide evaluation feedback for at least 10% of the final grade to students prior to Week #9 in the term. Instructors may solicit feedback via an informal course review with students by Week #4 to allow time for modifications in curriculum delivery.

ACADEMIC INTEGRITY

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the *Academic Integrity Policy*, located at: www.mcmaster.ca/academicintegrity

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
 2. Improper collaboration in group work.
 3. Copying or using unauthorized aids in tests and examinations
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ONLINE COURSE COMPONENTS

In this course we will be using Avenue to Learn (A2L), and McMaster email. Learning resources will be posted, links will be provided on line. Physical material, where applicable, will be placed on reserve in Mills Library.

Students should be aware that when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure.

If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

REQUESTING RELIEF FOR MISSED ACADEMIC WORK

Students may request relief from a regularly scheduled midterm, test, assignment or other course components. Please refer to the policy and procedure on the DeGroot website at the link below:

<http://ug.degroot.mcmaster.ca/forms-and-resources/misled-course-work-policy/>

STUDENT ACCESSIBILITY SERVICES

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca.

For further information, consult McMaster University's Policy for Academic Accommodation of Students with Disabilities:

<http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf>

ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students requiring a RISO accommodation should submit their request, including the dates/times needing to be accommodated and the courses which will be impacted, to their Faculty Office normally within 10 days of the beginning of term or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

POTENTIAL MODIFICATION TO THE COURSE

The instructor reserves the right to modify elements of the course during the term. There may be changes to the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

RESEARCH USING HUMAN SUBJECTS

All researchers conducting research that involves human participants, their records or their biological material are required to receive approval from one of McMaster's Research Ethics Boards before (a) they can recruit participants and (b) collect or access their data. Failure to comply with relevant policies is a research misconduct matter. Contact these boards for further information about your requirements and the application process.

McMaster Research Ethics Board (General board): <https://reo.mcmaster.ca/>

Hamilton Integrated Research Ethics Board (Medical board): <http://www.hireb.ca/>

ACKNOWLEDGEMENT OF COURSE POLICIES

Your enrolment in IBH 1BD3 will be considered to be an implicit acknowledgement of the course policies outlined above, or of any other that may be announced during lecture and/or on A2L. **It is your responsibility to read this course outline, to familiarize yourself with the course policies and to act accordingly.**

Lack of awareness of the course policies **cannot be invoked** at any point during this course for failure to meet them. It is your responsibility to ask for clarification on any policies that you do not understand.