

**Integrated Business & Humanities 1BD3
Introduction to Peace Studies
Winter 2023 Course Outline**

**Integrated Business & Humanities
DeGroote School of Business
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, within the framework of UN Human Rights agreements, covenants, and declarations, as a step toward creating peace-building processes and reducing the occurrence of structural violence in everyday life. Recognizing the acceleration of change in relation to climate, the COVID-19 pandemic and increasing levels of global violence, we look for strategic opportunities to participate and to influence outcomes across scales.

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; and
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

Fernando Lennertz

Instructor

lennertf@mcmaster.ca

Office: UH 317

Office Hours: After class (or via Zoom, as per McMaster's requirements)

Class Location: BSB 138

Student TA

TBA

Office Hours: Please email to book an appointment

Tutorial Location: MDCL 1009

Course website: Avenue 2 Learn (<https://www.avenue.mcmaster.ca>)

COURSE ELEMENTS

Credit Value: 3	Leadership: Yes	IT skills: No	Global view: Yes
A2L: Yes	Ethics: Yes	Numeracy: Yes	Written skills: Yes
Participation: Yes	Innovation: Yes	Group work: Yes	Oral skills: Yes
Evidence-based: Yes	Experiential: Yes	Final Exam: No	Guest speaker(s): Yes

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 adopt an engaged stance as an action-learning/ action research community, forming “teams” in order 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. In particular, we will investigate what Community Wealth Building strategies can be deployed to guide us towards a truly democratic economy. We will continuously put what we learn into practice, and will innovate as we explore. Climate change, human rights and corporate crimes will be major substantive concerns for the course in 2023, in association with the SDGs.

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, social inequality and learning how to shift to solidarity as a practice for sustainability will be major focus points for the course in 2023.

LEARNING OUTCOMES

Upon successful completion of this course, students will be able to complete the following key tasks:

- 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, poverty, democratic deficits 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”; and
- 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 identify means 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.

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 MATERIALS AND READINGS

To better understand the challenges and solutions available to us in our path towards a sustainable democratic economy, we will use as **required reading** the following book:

Marjorie Kelly and Ted Howard. *The making of a democratic economy: Building prosperity for the many, not just the few*. Berrett-Koehler Publishers, 2019.

ISBN-13: 9781523099924

ISBN-10: 1523099925

We also will use open-source materials that are available online, and links will be shared in Avenue. For example, to begin, you may wish to visit the following webpages:

1. 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 and

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

2. The UN Sustainable Development Goals: <https://sdgs.un.org/goals> .

Indicators can be found by visiting: <https://unstats.un.org/sdgs/> , but for now it is enough to simply get acquainted with the 17 goals, for example by watching the following short video:

<https://www.un.org/en/sustainable-development-goals> .

3. Truth and Reconciliation Commission of Canada. See:

<https://www.rcaanc-cirnac.gc.ca/eng/1450124405592/1529106060525>

and

The Truth and Reconciliation Commission's final report:

<https://www.rcaanc-cirnac.gc.ca/eng/1450124405592/1529106060525#chp2>

4. The 27th UN Climate Change Conference of the Parties (COP27), Sharm el-Sheikh (Egypt). 6 – 20 November 2022. See: <https://www.un.org/en/climatechange/cop27>

Find: The Implementation Plan with its new *Loss and Damage* provision:

<https://unfccc.int/documents/624444>

If you would like to dig deeper, see also the COP26 Glasgow Climate Pact

<https://ukcop26.org/wp-content/uploads/2021/11/COP26-Presidency-Outcomes-The-Climate-Pact.pdf>

COURSE OVERVIEW AND ASSESSMENT

ACTIVITY	DELIVERY	DESCRIPTION	TOOL(S)
Readings	Asynch	Tied to weekly lectures, group project work and relative course content	Readings & content posted and linked in Avenue,
Tutorials	Synch	50 min. live session with TA; discuss relative content, readings and participate	
Group Discussions	Both	Synch: group meetings during lecture, in class discussions Asynch: Team chats for Group SDG Projects	Zoom or Microsoft Teams for team chats
Live Lectures	Synch	2 - 45 min. live segments in with opportunities to elaborate on content, present challenges, engage discussion	

There are two types of assessments involved in this class : 1) Individual and 2) Team assignments.

GRADE COMPONENT	WEIGHT	DESCRIPTION
Peace Studies Weekly Journal Entries	25%	Due weekly in Avenue; Monday evenings by 11:59PM
Personal Manifesto	25%	Tuesday, February 14, 2023
Course Reflection	25%	Tuesday, March 28, 2023
SDG Group Project (s)	25%	Consists of Team contract, Report/Abstract, and Presentation. Assignments, details, and weighting will be discussed in class and rubrics posted in Avenue, design charette presentations

Each grade component and expected criteria for each is further broken down in the next section

COURSE DELIVERABLES

1) Individual Assignments: There are 3 related *individual assignments*.

Each item is worth **25% of your individual, final grade**.

The first is a *Weekly Course Journal* recording your engagement with the course lecture presentations and tutorials. Each week, you will make a short entry (50 - 300 words) with clear accounts of topics, guests (names in full, associations), and connections to your own interests. Your entries will be entered in Avenue each week and will be observed by your TA and Instructor.

The second individual assignment is the *Personal Manifesto*. This is your chance to develop your own personal statement of values goals, guiding principles, and dreams for the future - yours, ours, and the planet's. The *Personal Manifesto* should be submitted to Avenue and be no more than 10 pages, including text and images.

The third individual assignment is the *Course Reflection*. This is your chance to revisit our work together and to identify and describe your development, progress, and milestones, as well as to provide comments on the course itself. The *Course Reflection* should be submitted to Avenue and be no more than 2 pages.

2) Team Assignments: In the spirit of co-design and open pedagogy, your TA and Instructor will present a choice of options for team contributions to the central questions of the course, linking implementation of the Sustainable Development Goals (SDGs) with the contents presented during the course to conceive systemic design solutions via business approaches.

Teams will self-select: 1) their membership; 2) their topic focus; and their mode of operation (e.g. research, observation, intervention, outreach) in discussion with your TA and Instructor.

Guided workshops will be conducted to help support this work, and the Teams will present their work at a 'design charette' in the final weeks of term.

Each team will prepare 2 documents, together: a team contract (who is participating, their names, emails, etc.); and a 2-page extended abstract of what you did; and a short slide deck (5 slides maximum) to share with the class during the design charette (*please see table at the end of this document for the deadlines*). **These materials are due in Avenue. Detailed instructions will be given in class, and rubrics will be available on Avenue to Learn.**

FORMATTING & FILE NAME CONVENTIONS

For all submitted work, please use 1-inch margins (all sides), and 12 pt. font. Please insert a header with your name, student number, assignment title, and date at the top of the page.

Please do not use a “cover page” - it is unnecessary, and it is a waste of resources - and a resource for waste!

Naming your file properly is just as important as following formatting conventions. Name your file submissions when uploading to avenue in a PDF as follows:

LAST_FIRST_1BD3_ASSIGNMENT NAME

GROUPNAME_1BD3_ASSIGNMENT NAME

Templates are given within the Avenue site. Please use and follow them for ALL submissions and begin your submission immediately below the heading.

Thank you!

ATTENDANCE

If you will miss assigned work or deadlines, then please submit a MSAF.

If you are absent for the class or tutorial, please email the TA or the instructor either before, or immediately after the absence, just to check in.

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. All students must receive feedback regarding their progress prior to the final date by which a student may cancel the course without failure by default.

- For Level 1 and Level 2 courses, this feedback must equal a minimum of 20% of the final grade. ^{***j}
- For Level 3 courses and above, this feedback must equal a minimum of 10% of the final grade.

Instructors may solicit feedback via an informal course review with students by Week #4 to allow time for modifications in curriculum delivery.

REQUESTING RELIEF FOR MISSED ACADEMIC WORK

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar [“Requests for Relief for Missed Academic Term Work”](#) and the link below;

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

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. **It is your responsibility to understand what constitutes academic dishonesty.**

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.

For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](#), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
 - improper collaboration in group work.
 - copying or using unauthorized aids in tests and examinations.
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AUTHENTICITY/PLAGIARISM DETECTION

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

COURSES WITH AN ON-LINE ELEMENT

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, 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 a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

ONLINE PROCTORING

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

CONDUCT EXPECTATIONS

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University's [Academic Accommodation of Students with Disabilities](#) policy.

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 should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation 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.

COPYRIGHT AND RECORDING

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

EXTREME CIRCUMSTANCES

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

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.

COURSE SCHEDULE

**INTEGRATED BUSINESS AND HUMANITIES
IBH Introduction to Peace Studies
Winter 2023 Course Schedule**

Please note: The schedule is subject to change to adjust to guest lecturers' availability and to class interest. We will further discuss the schedule during the first weeks of the course.

WEEK	DATE	ASSIGNMENT
1	Tuesday, Jan. 10	Discuss: Class Outline, Schedule, Participation, Courseware Introduce Sustainable Development Goals, human rights, democratic vs. extractive economy, disaster capitalism and the chance for peace
2	Tuesday, Jan. 17	Read: <i>The Making of a Democratic Economy</i> , ch. 1-2 Discuss: Environment, sustainability, culture and reconciliation. Building social-ecological-cultural systems that work for us and for the next seven generations
3	Tuesday, Jan. 24	Read: <i>The Making of a Democratic Economy</i> , ch. 3 Discuss: NGOs and community organizing, racial justice and how business can empower local communities, or decimate them
4	Tuesday, Feb. 31	Read: <i>The Making of a Democratic Economy</i> , ch. 4 Discuss: Laboratories of democracy, alternative ownership structures and cooperative systems, training the workforce and giving a second chance for those of us who need it

5	Tuesday, Feb. 7	SDG PROJECT INTRODUCED
6	Tuesday, Feb. 14	SDG CHECKIN 1
	Tuesday, Feb. 21	<i>Mid-term recess</i>
7	Tuesday, Feb. 28	SDG WORK PERIOD
8	Tuesday, March 7	SDG CHECKIN 2
9	Tuesday, March 14	SDG WORK PERIOD
10	Tuesday, March 21	Team reporting back in class
11	Tuesday, March 28	Design charette I
12	Tuesday, April 4	Design charette II
13	Tuesday, April 11	Final thoughts on the course

ALL DATES, DEADLINES, ASSIGNMENTS & WEEKLY SCHEDULES ARE SUBJECT TO CHANGE AT THE DISCRETION OF THE INSTRUCTOR OR DECISIONS OF THE PROVINCE OF ONTARIO, OR THE PRESIDENT AND PROVOST OF MCMASTER UNIVERSITY RELATED TO COVID-19

ⁱ <https://registrar.mcmaster.ca/dates-and-deadlines/>