

**Integrated Business & Humanities 1BD3  
Introduction to Peace Studies  
Winter 2024 Course Outline**

**Integrated Business & Humanities  
DeGroote School of Business  
McMaster University**

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***COURSE OBJECTIVE***

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This course will help students to understand the scope of peace studies as a field of interdisciplinary inquiry, and as a source of value-informed informed practice, both professional and personal. Specifically, the value and use of social-ecological systems thinking in framing, scoping, analyzing and influencing policy development and decision-making to achieve Climate Justice based on UN Sustainable Development Goals (UN SDGs), within the framework of UN Human Rights agreements, covenants, and declarations; and the role of practical knowledge in 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. We offer examples, both contemporary, and historical, for discussion.

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/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 to advance holistic consideration of peace-making.

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***INSTRUCTOR AND CONTACT INFORMATION***

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**Dr. Nancy Doubleday**

Instructor

[doublen@mcmaster.ca](mailto:doublen@mcmaster.ca)

Office: UH 304

Office Hours: BY appointment, in-person or  
by Zoom

Tel: (905) 525-9140 x23464

**\*Student TA (\*TBC)**

Joseph Clinton

[clintj2@mcmaster.ca](mailto:clintj2@mcmaster.ca)

Office Hours: Please use Bookings link in  
A2L for instructions

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

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### ***COURSE ELEMENTS***

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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

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### ***COURSE DESCRIPTION***

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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, including ourselves within the framing of human potential within social-ecological-cultural systems, for peace, justice, sustainability and health. In doing so, we envision comprehensive strategies for achieving the goals of the triple bottom line: a more inclusive equitable, economically feasible and environmentally sustainable future for all: profit, people, and planet, with emphasis on climate/water justice.

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, including the Participedia.net research community. We will continuously put what we learn into practice, and will innovate as we explore. Climate change, water and reconciliation will be major substantive concerns for the course in 2024, in association with the SDGs, and recent developments in water, climate and reconciliation.

Climate/water justice, 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 and peace will be a major focus for the course in 2024.

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## ***LEARNING OUTCOMES***

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

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- 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:* armed conflict, pandemics, (e.g. COVID-19), justice movements (Black Lives Matter, Indigenous Rights, Human Rights) and autonomy and responsible self-government movements, 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 capacities for 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

**KEY TASK:**

Collective outreach for peaceful change to respond to climate/water security and *learning how to shift to solidarity* as a practice for sustainability and peace will be a major focus for the course in 2024. Lenses for analysis include: climate/water justice, regional conflicts, COVID-19, Indigenous Rights, Black Lives Matter, and Self-Governance.

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## ***COURSE MATERIALS AND READINGS***

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There are no required texts to purchase. We will use open-source materials that are available online, and links will be shared in Avenue. Additional topic-specific readings and videos will be recommended as needed. Occasionally live events will be recommended. Examples are given below.

### A. FORMAL DOCUMENTS:

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](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](https://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf)

2. The UN Sustainable Development Goals: A “future-oriented development-based” approach. See: <https://sustainabledevelopment.un.org/?menu=1300>

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 26th UN Climate Change Conference of the Parties (COP26), Glasgow. 31 October – 13 November 2021. See: <https://ukcop26.org/>  
Find: The COP26 Glasgow Climate Pact  
<https://ukcop26.org/wp-content/uploads/2021/11/COP26-Presidency-Outcomes-The-Climate-Pact.pdf>

5. Participedia 2.0 Website <https://participedia.net/>

We will join the Participedia online community for a range of team project activities, with options to be discussed in class.

### B. FILM AND VIDEO (Please see Schedule 2 for access details).

#### 1. SHORT VIDEOS

- Nations United: Urgent Solutions for Urgent Times, United Nations: YouTube
- Steady Path: How a Transition to a fossil-free Canada is in reach for Workers and their communities: Environmental Defense
- Climate-change migrants: what can be done? The Economist: YouTube
- WEF Sustainable Finance Playlist: <https://www.weforum.org/videos/series/the-future-of-sustainable-finance/>
- How We Can Make the World a Better Place by 2030 (2015) | Michael Green | TED Talks: YouTube
- Two False Solutions to Climate Change: YouTube
- See what three degrees of global warming looks like: YouTube
- How to make poor areas richer, The Economist: YouTube
- Globalization is fracturing, Bloomberg LP: YouTube
- Could this be a Solution for Gentrification: YouTube
- The Non-capitalist Solution to the Housing Crisis: YouTube
- Patricia Johanson and Fair Park Lagoon: Women of Land Art Symposium YouTube <https://www.youtube.com/watch?v=3LaQhMRT2RY>

## 2. FORMAL DOCUMENTARIES AND FILMS:

- Brave Blue World – Racing to Solve Our Water Crisis: Netflix
- Company Town: Environmental Injustice, Corporate Accountability & Community Action: Kanopy
- Kiss the Ground: Netflix
- I AM – TOM SHADYAC
- Gold Fever (2013)

## 3. EVENTS: LIVE, VIRTUAL, OTHER ADDITONS TO BE ANNOUNCED IN A2L

JANUARY

9 to March 24

We Remain Certain

<https://museum.mcmaster.ca/exhibition/we-remain-certain>

## **COURSE OVERVIEW AND ASSESSMENT**

<b>ACTIVITY</b>	<b>DELIVERY</b>	<b>DESCRIPTION</b>	<b>TOOL(S)</b>
<b>Readings &amp; Videos</b>	Asynch	Tied to weekly lectures, group project work and relevant course content	Readings & content posted and linked in Avenue,
<b>Tutorials</b>	Synch/ Asynch	50 min. scheduled sessions with TA to discuss projects, content, readings	Zoom
<b>Group Discussions</b>	Both	In class discussions Asynch: Team chats for Group SDG Projects	Zoom, Teams
<b>Live Lectures</b>	In person	2 - 45 min. live segments in with opportunities to elaborate on content, present challenges, engage discussion	Zoom

**NOTE: This class has 1) Individual and 2) Team assignments.**

<b>GRADE COMPONENT</b>	<b>WEIGHT</b>	<b>DESCRIPTION</b>
<b>JOURNALING, PERSONAL MANIFESTO &amp; COURSE REFLECTION</b>	<b>50</b>	Introduced January 17 Check In and Feedback February 28 and March 6 Due April 3 In Class
<b>TEAM PROJECT TOPICS RANKING TEAMS ASSIGNED CONTRACT</b>	<b>15%</b>	IN CLASS ACTIVITY - Wednesday January 17, 2024 & WEDNESDAY JANUARY 24  IN A2L: UPLOAD CONTRACTS
<b>CHECK-IN MEETING WITH TA</b>	<b>5%</b>	
<b>TEAM PROJECT VIDEO PERFORMANCE</b>	<b>20%</b>	IN CLASS MARCH 20 & 27
<b>DOSSIER REPORT TEAM PROJECT DOSSIER</b>	<b>10%</b>	TEAM PROJECT CONTRACT, ABSTRACT, AND PRESENTATION MATERIAL.  DUE IN A2L ON APRIL 10, with link to videos (previously posted in <a href="https://mi.mcmaster.ca/macvideo/">https://mi.mcmaster.ca/macvideo/</a> )

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

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## ***COURSE DELIVERABLES***

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**1) Individual Assignment:** There are 2 related parts of the *individual assignment* making **up 50% of your grade.**

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

**The first part is an introduction to journal keeping and journaling: here we include assemblages, collages, and multimedia compilations of representations of ideas, people, and environments that you notice, enjoy, and find inspiring. We are aiming for creating renewal and sustainable, just, fair and peaceful futures and we need ideas and inspiration! Guidance will be provided in class and through A2L.**

**The second is an introduction to a process of creating vision statements for yourself and for your future – taking into account immediate and indirect connections with our interdependent world. This builds on Part 1. Advice and formats will be shared in class and in A2L.**

The complete package is due April 3, in class and with an archival copy in Avenue. It should be no more than 10 pages, including text and images.

**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 themes - the implementation of the SDGs, water issues, and reconciliation - linking implementation of Sustainable Development Goals (SDGs) and Human Rights, with a range of projects, current and previously attempted by IBH, by the work by Participedia, NGOs, and other initiatives.

Teams will be assigned, and then may rank three top topic choices from the course theme list. Once the Teams form, they will develop a contract in discussion with your TA and Instructor. This will identify Team members, roles, meeting times, and outputs, as well as their primary mode of operation (e.g. research, observation, intervention, outreach).

Following the Team Contract, Teams are free to investigate their topic, develop their performance strategy and presentation video. Videos will be made by each Team and then presented in class on March 20 or March 27.

TEAM Introduction: This is your chance to briefly present your initial ideas in class AS A TEAM. Subsequent work will include describing your self-assessment process (e.g. idea development, progress, and milestones).

Guidance will be provided in class and in Team meetings with your TA. Workshop format discussion will be conducted to support development. Teams will present their work as a video on March 20 and 27 in class.

The final TEAM Assignment is to prepare a **TEAM PROJECT DOSSIER**, with the formal milestone documents (Abstract, contract, video link to MacVideo: <https://www.macvideo.ca/>)

Dossiers may include: roles of each team member to the issues addressed, how conflicts arose and what was done to address them, and the connection between the work done by the Team and World Issues and themes of concern, featuring the Team's advice regarding actions available to non-involved, concerned citizens.

**These materials are due in Avenue. Detailed instructions will be given in class, and rubrics will be available on Avenue to Learn.**

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### ***FORMATTING & FILE NAME CONVENTIONS***

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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!**

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### ***ATTENDANCE***

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Attend to be part of the community, your voice matters.

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

If you are absent for the class or tutorial, please email Joseph Clinton (TA) [clintj2@mcmaster.ca](mailto:clintj2@mcmaster.ca) and Nancy Doubleday (Instructor) at [doublen@mcmaster.ca](mailto:doublen@mcmaster.ca) either before, or immediately after the absence, just to check in.

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### ***COMMUNICATION AND FEEDBACK***

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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.

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### ***REQUESTING RELIEF FOR MISSED ACADEMIC WORK***

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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.degroote.mcmaster.ca/forms-and-resources/missed-course-work-policy/>

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### ***ACADEMIC INTEGRITY***

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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.
  - THE USE OF “AI” IS NOT ENCOURAGED IN PREPARATION OF SUBMITTED WORK AND IF USED IN ANY FORM MUST BE CLEARLY IDENTIFIED AS SUCH.
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### ***AUTHENTICITY/PLAGIARISM DETECTION***

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**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](http://www.mcmaster.ca/academicintegrity).

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### ***COURSES WITH AN ON-LINE ELEMENT***

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**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.

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### ***ONLINE PROCTORING***

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**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.

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### ***CONDUCT EXPECTATIONS***

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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.

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### ***ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES***

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

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

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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.

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### ***COPYRIGHT AND RECORDING***

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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.

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### ***EXTREME CIRCUMSTANCES***

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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 SCHEDULE 1: Winter 2024 Course Assignment Schedule**

<b>WEEK</b>	<b>DATE</b>	<b>ASSIGNMENTS &amp; RELATED ACTIVITIES</b>		<b>LECTURES</b>
1	WED. Jan. 10	COURSE INTRODUCTION:		✓
2	WED. Jan. 17	1BD3 - START PROJECT TEAMS - SHOW CHOICES - RANK TOP 3	IN CLASS EXERCISES	✓

		<p><b>Introduce Journaling, Manifesto and Reflection:</b>  <b>'Writing'/remembering Exercise</b></p> <p><b>"Thinking Peace", "Good Governance", and Legal Orders</b></p>		
3	WED. Jan. 24	<p>TEAMS ASSIGNED &amp; TEAM CONTRACT PREPARATION BEGUN</p> <p><b>Contract Fundamentals: Commerce, Human Rights &amp; Duties;</b>  <b>DISCUSSION: Climate, Water, Justice, Peace</b></p>		✓
4	WED. Jan. 31	<p><b>TUESDAY JAN. 30 CONTRACTS DUE IN A2L @5pm FOR 15%</b></p> <p><b>Peace, Human Rights and Sustainability</b>  <b>TEAM INTRODUCTIONS</b></p>		✓
5	WED. Feb. 07	<p><b>FRIDAY FEB. 9 CONTRACT APPROVALS IN A2L (Y/N)</b></p> <p><b>Communities, Self-Organizing Systems, and Complexity: challenges and opportunities</b></p>		✓
6	WED. Feb. 14	<p><b>Understanding Human-Nature Systems: Resilience, Sustainability, Culture</b></p>		✓
	WED. Feb. 21	READING WEEK		
7	WED. Feb. 28	<p>PROJECT CHECK IN WITH JC THIS WEEK FOR 5%</p> <p><b>Landscape Artist Patrica Johannson</b></p>	IN CLASS EXERCISE	✓

8	WED. March 06	Sustainable Finance, Investment, Insurance, and Design		✓
9	WED. March 13	Vicious circles, virtuous cycles and the power of design	IN CLASS ACTIVITY	✓
10	WED. March 20	TEAM PROJECT REPORTING & PRELIMINARY PERFORMANCE		✓
11	WED. March 27	TEAM PROJECT REPORTING & PRELIMINARY PERFORMANCE	IN CLASS ACTIVITY	✓
12	WED. April 03	COURSE REFLECTIONS Share journaling	IN CLASS ACTIVITY	✓
13	WED. April 10	TEAM PROJECT DOSSIER DUE (upload video to <a href="https://mi.mcmaster.ca/macvideo/">https://mi.mcmaster.ca/macvideo/</a> and provide link in report in A2L )	A2L	✓

\*\*Please note, classes may be conducted virtually for Winter term classes, subject to disease and weather conditions.

## INTEGRATED BUSINESS AND HUMANITIES IBH Introduction to Peace Studies

### SCHEDULE 2: Winter 2024 THEMES AND SUGGESTED RESOURCES

Topic / Content	Resources
Intro to Course and Main Themes: Climate/Water Justice; Peace & Conflict; Transformation; Sustainable Development; Sustainable Finance.	Patricia Johanson and Fair Park Lagoon: Women of Land Art Symposium YouTube  <a href="https://www.youtube.com/watch?v=3LaQhMRT2RY">https://www.youtube.com/watch?v=3LaQhMRT2RY</a>
Peace Principles in a Polarized World/Sustainable Development (SDG 1, 8, 16, 17)	<a href="#">Nations United: Urgent Solutions for Urgent Times:</a> YouTube, United Nations <a href="#">17 SDGs:</a> YouTube, United Nations <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a>
Bridging Business, Responsible Business and Community (SDG 3, 6, 8, 10)	<a href="#">Company Town: Environmental Injustice, Corporate Accountability &amp; Community Action:</a> Kanopy (McMaster Library Access)
Water Issues & Inequalities (SDG 3, 6, 10, 12, 13, 14, 17)	<a href="#">Brave Blue World – Racing to Solve Our Water Crisis:</a> Netflix
Sustainable Mining & Natural Resources: (SDG 7, 9, 10, & 13)	<a href="https://environmentaldefence.ca/report/steady-path-transition-fossilfuel-jobs/">https://environmentaldefence.ca/report/steady-path-transition-fossilfuel-jobs/</a>
Climate Change (SDG 1 - 17) / SDG Work Period	<a href="#">Two False Solutions to Climate Change:</a> YouTube, Environmental Defence <a href="#">See what three degrees of global warming looks like:</a> YouTube, The Economist
Poverty, Inequality & Globalization (SDG 1-17)	<a href="#">How to make poor areas richer:</a> YouTube, The Economist <a href="#">Globalization is fracturing:</a> YouTube, Bloomberg LP
Solutions: Sustainable & Social Finance – Corporations, Community, Society (1-17)	<a href="#">Accelerating Sustainable Finance:</a> World Economic Forum <a href="#">Could this be a Solution for Gentrification</a> (Community Bonds, Community Land Trusts): YouTube, About Here <a href="#">The Non-capitalist Solution to the Housing Crisis</a> (Non-market housing and co-operatives): YouTube, About Here <a href="#">Community Bonds 101:</a> YouTube, Tapestry Community Capital
<i>Last Week</i>	<a href="https://sencanada.ca/en/sencaplus/opinion/bill-s-243-would-force-canadas-financial-sector-to-consider-climate-risks-senator-galvez/">https://sencanada.ca/en/sencaplus/opinion/bill-s-243-would-force-canadas-financial-sector-to-consider-climate-risks-senator-galvez/</a>

***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***

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

For Winter 2024, the last date for withdrawing in good standing is March 15, 2024.