

## IBH 1BD3

### Introduction to Peace Studies for IBH Winter 2025 Course Outline

DeGroot School of Business  
McMaster University

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#### *INSTRUCTOR AND CONTACT INFORMATION*

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Lecture: Tuesday 10:30 –  
12:20

Dr. Nancy Doubleday  
[doublen@mcmaster.ca](mailto:doublen@mcmaster.ca)  
Office: DSB 241  
Office Hours: by appointment  
Tel: (905) 525-9140x 23464

Tutorial: Thu 1:30 -14:30

Joseph Clinton TA  
[joseph.clinton@mcmaster.ca](mailto:joseph.clinton@mcmaster.ca)  
Office: DSB 218  
Tel: (905) 525-9140 x27438  
Office Hours:

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: No	Numeracy: Yes	Written skills: No
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 INFORMATION***

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Lectures: 2hr x1/wk  
Tutorials: hr/wk  
Course Delivery Mode: In-person

### 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, 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 truth and reconciliation and climate/water justice.

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## ***MEETING DETAILS***

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*This optional panel can be customized to include information regarding meetings. You can detail whether they are online or in-person, availability, how to request meetings, etc.*

We meet in person for lecture and tutorial. Some class sessions will involve local walks and other experiential and observational practices. Please come dressed for the weather and prepared to walk outdoors.

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## ***IMPORTANT LINKS***

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- [Mosaic](#)
- [Avenue to Learn](#)
- [Student Accessibility Services - Accommodations](#)
- [McMaster University Library](#)

## ***COURSE LEARNING OUTCOMES***

*A learning outcome describes what a student is expected to know and be able to demonstrate as a result of learning.*

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.

## **COURSE THEMES**

More specifically, we adopt 3 key themes this year:

- Truth and Indigenous Reconciliation in Business and Humanities – the importance of recognizing Indigenous perspectives and engaging in the spirit of truth and reconciliation;

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- Conflict and Global Peace-Building – addressing a world full of conflicts, exploring pathways forward; -fundamental principles of fostering dialogue, understanding differences, and addressing root causes of conflicts; - the role of globalization, balancing economic integration with cultural and political harmony

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- Sustainable Development Goals (SDGs) by 2030: - reviewing progress in 2025; -prioritizing efforts across sectors to accelerate SDG achievements; - Sustain Finance/Social Finance; - environmental sustainability; economic inclusivity; and social equity

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## TUTORIALS –SKILLS TO PRACTICE

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- MAPPING – concepts, coding, categories, etc.
  - GROUNDING – clear, contingent, constituent and contextual awareness,
  - SENSING – scoping and capacity building in communications and relationships,
  - POSITIONALITY – contextual and historical understanding, e.g., “life-chances”,
  - INTEGRATING – valuing and encompassing diversity in knowledge, experience and preferences,
  - SYNTHESIS – perceiving holism, and practicing holistic thinking e.g., “360-evaluations”
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### COURSE OUTCOMES:

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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

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### REMEMBERING OUR KEY TASKS:

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- 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 2025.
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## COURSE LEARNING GOALS

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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, respecting the voices of Indigenous and Local Peoples, and Lesser Developed and Island States seeking climate justice, in 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. We will draw on expertise from a wide range of perspectives. Climate change, water and reconciliation will be major substantive concerns for the course in 2025, 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 in order to advance reconciliation will be a major focus for the course in 2025.

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## *REQUIRED MATERIALS AND TEXTS*

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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. We are adding significant experiential educational and training elements in 2025.

### **Optional Selections: Note additions may be made to address emerging concerns.**

#### 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 7 to February 28

Sameer Farooq: The Fairest Order in the World

<https://museum.mcmaster.ca/exhibition/sameer-farooq-the-fairest-order-in-the-world/>

Ascending Horizons:

<https://museum.mcmaster.ca/exhibition/ascending-horizons/>

### **CLASS FORMAT**

In-Person

This is an in-person 2-hour lecture, and 1-hour tutorial course.

The lecture period will include some excursions. Be prepared to walk outdoors.

### **COURSE DELIVERABLES AND EVALUATION**

*EVALUATION SUMMARY:*

*1. WEEKLY CHECK-IN: BEST 8 OUT OF 10.*

*Consisting of 4 TO 5 questions on sheets provided*

- *40 % for In class check-ins:*

**PROJECT**

- **40%**

*Divided into*

- *15% for PERFORMANCE – in-class presentation*
- *15% FOR VIDEO – to document project*
- *10% PEER REVIEW – participation in and contribution to project review*

*PARTICIPATION: based on the completion of weekly check-ins and project activity within team and in peer review.*

- **20%**



*An outline of the schedule and evaluation scheme follows:*

*DURING LECTURE PERIODS - **There will be an in-class evaluation each week, valued at 5%.**  
The best 8 out of 10 results will be counted.*

*Participation grades will be assigned using this in-class contribution, and the Peer Review of Projects.*

*To attain a complete participation grade students will need to complete this in-class work on 8 out of 10 weeks, plus their Peer Review Assignment.*

**OUTLINE:**

*Week 1 will introduce the course and expectations.*

- *Hard copies of the grade tally sheet will be shared.*

*Discussion Topics:*

- *Non-Violent Communications*
- *Role of Peer Review in Evaluation*
- *Survey of class interests in real time*

*Week 2 and 3 will involve excursions on campus. Please be prepared to walk outdoors.*

*Week 4 will involve an excursion in Westdale. Please be prepared to walk outdoors.*

*Week 5 – Team Project Topic Sharing and Discussion and Topic Selections  
Each person will be asked to commit to 2 or 3 topics of interest. **Evaluation:5%***

*Guest - TBA*

*Introduction to Project Design Considerations and Criteria*

*Week 6 Teams Formed and Topics Assigned, Presentation Dates assigned  
Guest TBA*

*Week 7 Reading Week*

*Week 8 – presentation Q & A and skill practice*

*Week 9 Workshop to finalize projects*

*WEEK 10, 11, 12, & 13 – PROJECT PRESENTATIONS – (As Scheduled in February)*

*WEEK 14 (APRIL 7) – COURSE OVERVIEW AND PEER REFLECTIONS*

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**LATE ASSIGNMENTS**

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In-class work cannot be submitted after the class is over. Make sure you upload/hand-in any papers, worksheets, and required work, before you leave the classroom.

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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.

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.
- 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.

Students who have concerns about the course content, evaluation methods, or delivery should first reach out to the course instructor. If your concern remains unresolved after speaking with the instructor, you may then reach out to the relevant Area Chair for further consideration.

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

\* Non-Commerce students must follow the Missed Course Work protocols outlined by their home faculty and Program Office.

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### **COURSE MODIFICATION**

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From time to time there may be a need to remove/add topics or to change the schedule or the delivery format. If these are necessary, you will be given as much advance notice as possible.

## ***GENERATIVE AI***

### **USE PROHIBITED**

Students are not permitted to use generative AI in this course. In alignment with [McMaster academic integrity policy](#), it “shall be an offence knowingly to ... submit academic work for assessment that was purchased or acquired from another source”. This includes work created by generative AI tools. Also state in the policy is the following, “Contract Cheating is the act of “outsourcing of student work to third parties” (Lancaster & Clarke, 2016, p. 639) with or without payment.” Using Generative AI tools is a form of contract cheating. Charges of academic dishonesty will be brought forward to the Office of Academic Integrity.

## ***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](#).

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.

## ***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. Avenue to Learn, 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).

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

**Some courses may** use on-line elements (e.g. e-mail, Avenue to Learn, 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](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.

### ***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.

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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, Avenue to Learn and/or McMaster email.

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### ***ACKNOWLEDGEMENT OF COURSE POLICIES***

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Your enrolment in IBH IBD3 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.

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COURSE SCHEDULE (SEE PAGE 17, ABOVE, AND A2L)

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