



University of the
Sunshine Coast
Queensland, Australia

Course Outline

Code: DEV702

Title: International Human Rights, Peace and Conflict, and Environmental Justice

Faculty of Arts, Business and Law

School of Social Sciences

Teaching Session: Semester 2

Year: 2018

Course Coordinator: Dr Cathryn Morriss

Email: Cmorriss@usc.edu.au

1. What is this course about?

1.1 Course description

This is an advanced course that provides you with an in-depth and extensive analysis of the theoretical and applied principles of peace and conflict transformation, human rights as a global ethical framework, as well as contemporary environmental issues that come together in specifically contemporary ways. The course will help you gain an in depth understanding of the complex issues within violence, conflict and peace.

1.2 Course content

This course is divided into two parts:

Part One: Foundations of Human Rights, Peace and Conflict, and Environmental Justice.

In part one the course examines theories, models and key concepts related to human rights, peace, conflict and environmental justice. This course is grounded in sociological and community development understandings of the peace and conflict disciplinary approach. It covers themes of peace culture; paradigms of violence and grievance; gender, identity and human rights; and conflict analysis.

Part Two: Applied Theory and Conceptual Frameworks

In part two the theories, models and concepts covered in part one are further explored through applied understandings of nonviolence; peace and conflict discourse, communication and ethics; ecologies of peace and environmentalism; and peace futures.

2. Unit value

12 units

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3. How does this course contribute to my learning?

Specific Learning Outcomes	Assessment Tasks	Graduate Qualities
On successful completion of this course you should be able to:	You will be assessed on the learning outcome in task/s:	Completing these tasks successfully will contribute to you becoming:
Critically reflect on concepts of peace and conflict, and environmental justice, to evaluate models and theories associated with these areas of study.	2, 3	Creative and critical thinkers.
Critically evaluate complex real life issues using peace and conflict theories, and environmental justice, to demonstrate the potentialities for sustainability and sustainable peace.	2, 3	Creative and critical thinkers.
Evaluate, compare and communicate research on peace and conflict, and environmental justice, using ethical and socially responsible strategies.	1, 2, 3	Engaged.
Develop advanced collaborative qualities to mimic that of a worker in an NGO in the fields of peace and conflict, human rights, and environmental justice.	1	Engaged. Knowledgeable

4. Am I eligible to enrol in this course?

Refer to the *Coursework Programs and Awards - Academic Policy* for definitions of “pre-requisites, co-requisites and anti-requisites”

4.1 Enrolment restrictions

Enrolled in any PGRAD program

4.2 Pre-requisites

Nil

4.3 Co-requisites

Nil

4.4 Anti-requisites

SCS216

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4.5 Specific assumed prior knowledge and skills

Not applicable

5. How am I going to be assessed?

5.1 Grading scale

Standard – High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL)

5.2 Assessment tasks

Task No.	Assessment Tasks	Individual or Group	Weighting %	What is the duration / length?	When should I submit?	Where should I submit it?
1	Critical Reflection	Individual	15%	1000 word	Weeks 3 or 4	Safe Assign
2	Presentation	Group Individual Peer assessment	45% (10% within the total 45%)	30 minutes	Weeks 6-12	In class & online
3	Analytical Essay	Individual	40%	3000 words	Week 13	Safe Assign
			100%			

Assessment Task 1: Critical Reflection

Goal:	Critically reflect on lectures topics in preparation for task 2
Product:	1000-word written reflection on the key concepts from the first four lectures
Format:	This task is a chance to reflect more deeply on the key concepts that will inform your Task 2 presentation. The reflections should demonstrate engagement with the course materials and the application of key concepts to one or more settings that enable you to identify, analyse and evaluate how these concepts aid in broadening your understanding of at least two areas of interest within the scope of the course. The format, negotiated with the Course Coordinator in the first tutorial, may be a written essay, or a combination of both a visual representation (artistic/video/creative work) and accompanying written contextualisation of the work.
Criteria:	<ul style="list-style-type: none"> • Critical and analytical reflection that demonstrates engagement with the course materials and resources; • Identification of concepts, models and theories associated with the themes of peace, conflict and environmental justice; <ul style="list-style-type: none"> • Application of key concepts to real-life settings; • Referencing; • Choice of content (currency, significance, relevance to course themes); • Appropriate application of a format that enables scholarly and thoughtful reflection
Generic Skill Assessed	Skill Assessment Level
Collaboration	Developing
Communication	Developing
Information Literacy	Developing

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Assessment Task 2: Presentation

Goal:	This assessment will give you the opportunity to apply knowledge and skills gained through engaging with the course materials, lectures and tutorials to an issue that has broader relevance to your degree or to your areas of personal interest. It will enhance your understanding of the relevance of human rights, peace and conflict studies, and environmental justice to a specific contemporary issue or event and how sociological approaches might enable a deeper understanding of the issue at hand. The oral presentation will allow you to demonstrate your understanding of why a creative approach to communicating for peace, especially as this relates to environmental issues, is helpful in engaging society in the processes for peacebuilding by using ethical and socially responsible strategies to engage an audience.	
Product:	Group presentation	
Format:	In groups of 2 or 3 you will produce a creative and informative presentation for a simulated conference setting based on a case study of your choosing that reflects one of the topics covered in the course. Your group's presentation will be 30 minutes in total. All group members must be involved as active participants. The presentation must demonstrate competency in applying appropriate creative elements of engagement with the audience. All students will then offer a brief individual critique of at least two presentations other than their own.	
Criteria	This task will be assessed in terms of level of achievement in the following: <ul style="list-style-type: none"> • Critical reflection on concepts of peace and conflict, and environmental justice. • Evaluation of models and theories associated with peace and conflict, and environmental justice • Critical evaluation of complex real-life issues using peace and conflict theories, and environmental justice. • Demonstration of the potentialities for sustainability and sustainable peace. • Evaluation, comparison and communication of research on peace and conflict, and environmental justice, using ethical and socially responsible strategies. • Demonstrated understanding of creative strategies, including the use of contextually appropriate creative technologies, for effective and non-violent communication. Demonstration of an appropriate mix of independence and interdependence in the seminar presentation. • Evidence of appreciative inquiry, critical analysis and acceptance of diverse views. • Extent of ethical and social understanding that is demonstrated. • Demonstrated capacity to successfully work in a collaborative and supportive group environment • Individual critiques posted to Blackboard in a timely manner. 	
Generic skill assessed	Skill assessment level	
Information literacy	Graduate	
Collaboration	Graduate	

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Assessment Task 3: Analytical Essay

Goal:	This task is designed to demonstrate your ability to integrate personal reflections with theoretical analysis. You will critically apply your knowledge of key concepts and advanced theories of human rights, peace and conflict, environmental justice, conflict resolutions frameworks, social, political, cultural and ethical considerations to a specific self-identified circumstance and develop the capacity to succinctly reflect upon how those factors impact on identifiable or perceived outcomes. This task requires you to critically evaluate diverse real-life issues using peace and conflict, and environmental justice theories to demonstrate the potentiality of sustainable and sustainability in peace engagement, and to communicate your understandings, perceptions and analysis of the content in a well-developed scholarly fashion.	
Product:	Analytical Essay	
Format:	This task involves preparation of an analytical essay of 3000 words. The topic of the essay is self-identified and may either build upon the task 2 topic or introduce a new topic for analysis. This essay will incorporate theoretical understandings and frameworks to analyse a contemporary conflict situation. The essay structure is negotiable and must be approved by the Course Coordinator during an individual planning meeting to be scheduled no later than week 10.	
Criteria	<p>This task will be assessed in terms of level of achievement in the following:</p> <ul style="list-style-type: none"> • Critical analysis and evaluation on concepts of peace and conflict, and environmental justice of specific relevance to the topic; • Evaluation of models and theories associated with peace and conflict, and environmental justice; • Demonstrated capacity to apply peace and conflict theories and models to complex real-life issues with the aim of raising critical questions around human rights, social justice and/or environmental justice; • Demonstration of the potentialities for sustainability and sustainable peace; • Evaluation, comparison and communication of research on peace and conflict, and environmental justice, using ethical and socially responsible strategies; • Quality of academic style writing: logical, coherent and informed analysis, which is properly referenced; • Demonstrated critical engagement with disciplinary literature. • 	
Generic skill assessed	Skill assessment level	
Communication	Graduate	
Information literacy	Graduate	

5.3 Additional assessment requirements

Plagiarism

In order to minimise incidents of plagiarism and collusion, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

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Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- a) The final mark is in the percentage range 47% to 49.4%
- b) The course is graded using the Standard Grading scale
- c) You have not failed an assessment task in the course due to academic misconduct

5.4 Submission penalties

Late submission of assessment tasks will be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day
- 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task.

Weekdays and weekends are included in the calculation of days late. To request an extension, you must contact your course coordinator to negotiate an outcome.

6. How is the course offered?

6.1 Directed study hours

Lecture: 2 hours per week

Tutorial: 1 hour per week

6.2 Teaching semester/session(s) offered

Semester 2 – Sippy Downs

7. What resources do I need to undertake this course?

7.1 Prescribed text(s)

Information regarding prescribed texts or other associated resources will be made available on the BlackBoard site prior to commencement of study

7.2 Required and recommended readings

Lists of required and recommended readings will be found in hard copy as a book of readings via MaPS (see 7.1) or as e-reserve readings. These materials/readings will assist you in preparing for tutorials and assignments, and will provide further information regarding particular aspects of your course.

7.3 Specific requirements

Not applicable

7.4 Risk management

There is minimal health and safety risk in this course. It is your responsibility to familiarise yourself with the Health and Safety policies and procedures applicable within campus areas.

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8. How can I obtain help with my studies?

In the first instance you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Peer Advisors and Academic Skills Advisors. You can drop in or book an appointment. To book: Tel: +61 7 5430 2890 or Email: student_central@usc.edu.au

9. Links to relevant University policies and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

<http://www.usc.edu.au/university/governance-and-executive/policies-and-procedures#academic-learning-and-teaching>

10. General enquiries

In person:

- **Sippy Downs** - Student Central, Ground Floor, Building C
- **USC SouthBank** - Student Central, Building B, Ground floor (level 1)
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Building A

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au