

Course Outline

Code: DEV702

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

School: Social Sciences
Teaching Session: Semester 2
Year: 2019
Course Coordinator: Dr Cathryn Morriss - cmorriss@usc.edu.au
Course Moderator: Dr Harriot Beazley

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1 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 Field trips, WIL placements or activities required by professional accreditation

Activity	Details
Nil	Nil

2. What level is this course?

700 level Specialised - Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

Specific Learning Outcomes	Assessment tasks	Graduate Qualities or Professional Standards mapping
On successful completion of this course, you should be able to:	You will be assessed on the learning outcomes in task/s:	Completing these tasks successfully will contribute to:
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	2, 3	Creative and critical thinkers.

Specific Learning Outcomes On successful completion of this course, you should be able to:	Assessment tasks You will be assessed on the learning outcomes in task/s:	Graduate Qualities or Professional Standards mapping Completing these tasks successfully will contribute to:
potentialities for sustainability and sustainable peace.		
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

5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1 Enrolment restrictions

Must be enrolled in a postgraduate program

5.2 Pre-requisites

Nil

5.3 Co-requisites

Nil

5.4 Anti-requisites

SCS216

5.5 Specific assumed prior knowledge and skills (where applicable)

Nil

6. How am I going to be assessed?

6.1 Grading scale

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

6.2 Details of early feedback on progress

Timely and detailed feedback is provided for each assessment. Feedback is provided both within text and general comments to build scholarly skills. Students are able to seek feedback through face-to-face discussion with the course coordinator. Tutorials will include extended discussion and review of the assessment task requirements

6.3 Assessment tasks

Task No.	Assessment Product	Individual or Group	Weighting %	What is the duration / length?	When should I submit?	Where should I submit it?
1	Written Piece	Individual	15%	1000 words	Week 3-4	Online Assignment Submission
2	Oral	Group Individual	45% (10% within the total 45%)	30 Minutes	Week 6-12	Online Assignment Submission In Class
3	Essay	Individual	40%	3000 words	Week 13	Online Assignment Submission
			100%			

Assessment 1: Critical Reflection

Goal:	Critically reflect on lectures topics in preparation for task 2
Product:	Written Piece
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; • 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

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:	Oral
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:	<p>This task will be assessed in terms of level of achievement in the following:</p> <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.

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:	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;

	<ul style="list-style-type: none"> • 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.
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7. Directed study hours

The directed study hours listed here are a portion of the workload for this course. A 12 unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

Location: Specific Campus(es) or online:	Directed study hours for location:
Sippy Downs	Lecture: 2 hours per week & Tutorial: 1 hour per week
Online	

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

Please note that course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site. Please log in as soon as possible.

8.1 Prescribed text(s) or course reader

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

8.2 Specific requirements

Nil

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low.

It is your responsibility as a student to review course material, search online, discuss with lecturers and peers, and understand the health and safety risks associated with your specific course of study. It is also your responsibility to familiarise yourself with the University's general health and safety principles by reviewing the [online Health Safety and Wellbeing training module for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1 Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, 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.

10.2 Assessment: Additional requirements

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

10.3 Assessment: 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 and supply the required documentation to negotiate an outcome.

10.4 Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to [Student Hub](#).

Contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au

10.5 Links to relevant University policy 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

Visit the USC website:

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

10.6 General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au