

Course Outline

Code: SCS216

Title: Introduction to Environmental Justice, Peace and Conflict: Contemporary Issues

Faculty of Arts, Business and Law

School of Social Sciences

Teaching Session: Semester 2

Year: 2018

Course Coordinator: Dr Cathryn Morriss

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1. What is this course about?

1.1 Course description

This course is a cross disciplinary and transformative experience. It provides a critical overview of theoretical and applied principles of peace and conflict, human rights, and environmental studies with a focus on upcoming grounds for violence and how communities are mobilising for, and adapting to, these shifts. You will also be exposed to international human rights principles to further understand conflicts and their possible solutions. This will allow you to leverage these models to unpack violence, conflict and sustainable peace in the context of local to global social issues.

1.2 Course content

This course is divided into two parts:

Part One: Foundations of Peace and Conflict, and Environmental Justice

In part one the course examines theories, models and key concepts related to peace, conflict and environmental justice. This course is grounded in sociological understandings of the discipline and 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 identify models and theories associated with these areas of study.	2 and 3	Creative and critical thinkers
Critically evaluate diverse real life issues using peace and conflict theories, and environmental justice, to demonstrate the potentialities for sustainability and sustainable peace.	2 and 3	Creative and critical thinkers.
Evaluate and communicate research on peace and conflict, and environmental justice, using ethical and socially responsible strategies.	1, 2, 3	Engaged.
Develop 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

Nil.

4.2 Pre-requisites

Nil

4.3 Co-requisites

Nil

4.4 Anti-requisites

SCS 211

4.5 Specific assumed prior knowledge and skills

N/A

5. How am I going to be assessed?

5.1 Grading scale

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

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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 reflections	Individual	15%	800 words	Week 3	Safe Assign
2	Presentation	Group Individual peer assessment	45% (10% within the total 40%)	20 minutes	Weeks 6-12	In class & online
3	Critical Reflective Essay	Individual	40%	2500 words	Week 13	Safe Assign
			100%			

Assessment Task 1: Critical Reflections

Goal:	To critically reflect on concepts of peace and conflict and environmental justice core concepts. and gain some initial feedback on your depth of understanding of the concepts in preparation for tasks 2 and 3.	
Product:	Four critical reflections posted to the Blackboard discussion forum.	
Format:	Review and critically reflect upon the concepts and theories that underpin the themes covered in the first four lectures. Each critical reflection should demonstrate understanding by critical application of the concepts and theme to a real-life situation.	
Criteria:	<ul style="list-style-type: none"> • Thoughtful critical 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 . • Thoughtful and considered identification of key concepts within real-life settings • Referencing; • Choice of content (currency, significance, relevance to course themes) 	
Generic Skill Assessed		Skill Assessment Level
Collaboration		Developing
Communication		Developing

Assessment Task 2: Presentation

Goal:	This assessment uses experiential and constructivist learning methodologies. Development of a research poster is an effective means of developing both research skills and creative abilities. It encourages active and deeper learning. This task will give you the opportunity to critically evaluate diverse real-life issues using peace and conflict mapping models and theories, and to demonstrate the potentialities for sustainable and environmentally just pathways for peacebuilding through collaborative evaluation methods.
Product:	Group poster presentation
Format:	In groups of 3-5 you will produce a creative and informative 20-minute poster presentation, to be delivered to the class in a simulated conference setting. The poster presentation will demonstrate and justify a method of conflict mapping and analysis that is appropriate to a

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	<p>significant community-based conflict in Australia. For all students the presentation will receive a group mark (35%) and an individual mark (10%). You will be expected to demonstrate a scholarly understanding of conflict evaluation and analysis from a disciplinary perspective. The presentation will allow you to demonstrate a creative approach to communicating the scope and depth of contemporary conflicts using ethical and socially responsible strategies to engage an audience.</p> <p>All students will then offer a brief individual critique of at least two presentations other than their own.</p>
Criteria	<p>This task will be assessed on:</p> <ul style="list-style-type: none"> • Thesis (significance of topic and its relationship to the conflict topic); • Abstract (clear and concise, inclusion of essential information and central thesis); • Choice of content (currency, significance, relevance to central thesis); • Critical analysis of issues; • Research and application of conflict mapping models and processes (use of relevant and scholarly sources); • Referencing; • Visual appearance (appealing, professionally prepared, use of colour, graphics and font, arrangement of text and graphics, readability); • Organisation of poster; • Individual critiques posted to Blackboard in a timely manner.
Generic skill assessed	Skill assessment level
Communication	Developing
Collaboration	Developing

Assessment Task 3: Analytical Essay

Goal:	<p>This task is designed for you to apply an analytical critique of a peacebuilding strategy to a contemporary conflict setting by critically engaging with key concepts, models and theories studied throughout the course. This is intended for you to practice the application of theory and frameworks that have the potential for moving conflict resolution beyond conflict mapping, to active peacebuilding. It will help you to learn to critically evaluate that potentiality of your chosen strategy through analytical application of peace and conflict, and environmental justice theories, methods and principles to contemporary peacebuilding processes.</p>
Product:	Analytical essay
Format:	<p>This 2500-word essay will analyse a contemporary issue of conflict within an Australian society and/or environmental setting. It should identify all contributing factors to the conflict and draw on ethical peacebuilding strategies to propose a pathway toward conflict resolution. Contemporary disciplinary theories of nonviolence and peace ethics are to be applied to the conflict to inform and shape recommended pathways to peace. The essay will be scholarly, analytical, critical, and grounded in the literature of the discipline of peace and conflict studies from a sociological perspective.</p>
Criteria	<p>This task will be assessed on:</p> <ul style="list-style-type: none"> • Demonstrated critical evaluation of diverse real-life issues using peace and conflict, and environmental justice theories and/or conceptual frameworks; • Demonstration of depth of knowledge of environmental sustainability and its impacts on, and relativity to, sustainable peace;

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	<ul style="list-style-type: none"> • Demonstrated ability to evaluate and communicate peacebuilding methods and practices using ethical and socially responsible strategies; • Evidence of logical and coherent recommendations for peacebuilding pathways • Quality of academic style writing: logical, coherent and informed analysis, which is structured and referenced correctly.
Generic skill assessed	Skill assessment level
Information Literacy	Developing
Communication	Developing

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.

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 (Flipped Classroom and Engagement with Learning Materials)

Tutorial: 1 hour per week

6.2 Teaching semester/session(s) offered

Semester 2 – Sippy Downs

Session 8

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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 available via the library e-reserve, or in hard copy via Mail and Printing Services, in the Resources Building, E Street. 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

N/A

7.4 Risk management

For courses that have only classroom time (for example, lecture theatres, tutorial rooms, office environments, outdoor grassed area, gallery, library):

Health and safety risks for this course have been assessed as low. It is your responsibility 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 and to familiarise yourself with the University's general health and safety principles by reviewing the online induction training for students, and following the instructions of the University staff.

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: studentcentral@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