

North Hennepin Community College

PHIL 1210: Global Justice, Peace and Conflict

A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: *.*

Lab Hours/Week: *.*

OJT Hours/Week: *.*

Prerequisites: None

Corequisites: None

MnTC Goals: Goal 06 - Humanities/Fine Arts, Goal 08 - Global Perspective

This course acquaints the student with the major philosophical and ethical dilemmas arising from conflicts within and between societies, with an effort to promote critical awareness and communication around peace and global justice. From a range of philosophical perspectives, students will consider global conflicts, such as those arising from war, nationalism, immigration, environmental crises, discrimination, terrorism, and global poverty. Students will seek to understand such concepts as justice, tolerance, self-determination, equality, fairness, and governance, in an effort to draw conclusions about causes of and solutions to global crises. Students will consider personal and societal strategies for conflict resolution and nonviolent change.

B. COURSE EFFECTIVE DATES: 01/12/2004 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Study of key concepts of global justice, including rights, tolerance, fairness, nonviolence, autonomy, equality, governance, and diversity. Examination of these concepts as manifested in global crises, such as war, poverty, nationalism, inequality, discrimination, anthropogenic environmental change. Approaches to non-violent action to promote an understanding of how social justice and peace can be established in societies.

D. LEARNING OUTCOMES (General)

1. Demonstrate awareness of key concepts and ideals disputed in global conflicts today, and their grounding in the philosophical literature. (MnTC G6, comps. a, b; MnTC G8, comps. a, c; ELOs 1, 2, 3)
2. Understand and be able to articulate the role cultural differences play in conflicts within and between societies, as well as strategies for peaceful resolution. (MnTC G6 comp b, MnTC G8, comps. b, d; NHCC ELOs 1, 2, 3, 4)
3. Articulate the dynamics of several specific international problems, demonstrating understanding of causes and ability to critique with informed personal reaction. (MnTC G6 comps. c, e; MnTC G8 comps. c; NHCC ELOs 1, 2, 3, 4)
4. Students will express their own informed judgments regarding the societal changes that could be made today to contribute to a more just, peaceful and equitable future, and be able to situate their attitudes within the context of the philosophical literature. (MnTC G6 comps. a, b, c, e; MnTC G8 comps c, d; NHCC ELOs 1, 2, 3, 4)

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

Goal 06 - Humanities/Fine Arts

1. Demonstrate awareness of the scope and variety of works in the arts and humanities.
2. Understand those works as expressions of individual and human values within an historical and social context.
3. Respond critically to works in the arts and humanities.
4. Articulate an informed personal reaction to works in the arts and humanities.

Goal 08 - Global Perspective

1. Describe and analyze political, economic, and cultural elements which influence relations of states and societies in their historical and contemporary dimensions.
2. Demonstrate knowledge of cultural, social, religious and linguistic differences.
3. Analyze specific international problems, illustrating the cultural, economic, and political differences that affect their solution.
4. Understand the role of a world citizen and the responsibility world citizens share for their common global future.

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

1. Knowledge of Human Cultures and the Physical and Natural World--Through study in the sciences, mathematics, social sciences, humanities, histories, languages, the arts, technology and professions.
2. Intellectual and Practical Skills--Including: Inquiry and analysis; Critical and creative thinking; Written and oral communication; Quantitative literacy; Information literacy; Teamwork and problem solving.
3. Personal and Social Responsibility and Engagement--Including: Civic knowledge and involvement--campus, local and global; Intercultural knowledge and competence; Ethical reasoning and action; Foundations and skills for lifelong learning.
4. Integrative and Applied Learning--Including: Synthesis and advanced accomplishment across general education, liberal studies, specialized studies and activities in the broader campus community.