



ARIZONA STATE UNIVERSITY

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

College/School: New College of Interdisciplinary Arts and Sciences Department: School of Humanities, Arts & Cultural Studies
Prefix: PAX Number: 230 Title: Introduction to Peace Studies Units: 3
Is this a cross-listed course? No If yes, please identify course(s) N/A

Is this a shared course? No If so, list all academic units offering this course N/A

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested.

Is this a permanent numbered course with topics? No

If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). Chair/Director Initials: N/A (Required)

Course description: Intensive, one-semester introductory course. Explores multidisciplinary approaches to the study of peace, conflict and human rights as well as the historical background of peace studies (trans)disciplinary orientation.

Requested designation: Global Awareness-G Mandatory Review: No

Note- a separate proposal is required for each designation.

Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2016 Effective Date: October 1, 2015

For Spring 2017 Effective Date: March 10, 2016

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas.

Checklists for general studies designations:

- Complete and attach the appropriate checklist
Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SO/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

A complete proposal should include:

- Signed course proposal cover form
Criteria checklist for General Studies designation(s) being requested
Course catalog description
Sample syllabus for the course
Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name: Patricia Friedrich E-mail: patricia.friedrich@asu.edu Phone: (602)543-6046

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Louis G. Mendoza Date: 9/16/16

Chair/Director (Signature):

Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Reviewed 4/2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[G] CRITERIA			
GLOBAL AWARENESS [G]			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	Syllabus, Required Text (see TOC),
		2. The course must match at least one of the following descriptions: (check all which may apply):	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.	Syllabus
<input type="checkbox"/>	<input checked="" type="checkbox"/>	b. The course is a language course for a contemporary non-English language, and has a significant cultural component.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures."	Syllabus

Course Prefix	Number	Title	Designation
PAX	230	Introduction to Peace Studies	Global Awareness (G)

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue	SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.	SAMPLE: Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.
1 This course leads to understanding of international peace studies and themes of peace throughout the world.	The course examines how diversity of beliefs, values and social expectations can impact peace processes and cross-cultural understanding and the mediation of conflict.	See Course Description, Course Objectives, Learning Outcomes, Weekly Course Schedule, and TOC. Students write journal entries, based upon amplification of lectures on peace in various contexts and cultures, reflecting on how their own cultural beliefs mediate their decision-making and discussing how awareness of such values or its lack thereof can potentially affect conflict and its resolution.
2a. Examination of cultures of peace in various nation states and international institutions.	The course visits different areas of the world where conflict has erupted to analyse some of the causes of said conflict and to contextualize these conflicts within Peace Studies frameworks.	See Course Description, Course Objectives, Learning Outcomes, Weekly Course Schedule, and TOC. Concepts such as negative and positive peace, a culture of peace, cross-cultural differences in conflict resolution, differences in rhetorical patterns, and peace linguistics are examined vis-a-vis different areas of the world, such as the Middle East, Latin America and Europe.
2c. The course is a comparative cultural study with the majority of the course focusing on non-US areas	The course material allows students to compare and contrast the different beliefs held by different cultures around the world.	Page 2 and 3: Students write journal entries comparing and contrasting such values as individualism, risk avoidance, time elasticity, gender equality in different parts of the world and explain how and why these could potentially lead to conflict.

Global Awareness [G]

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<p>2d. The course is a study of the cultural significance of a non-US centered global issue.</p>	<p>Peace is certainly a universal construct and all effort is made in this course to connect it to cultural expectations and beliefs across all continents.</p>	<p>Page 2 and 3: Students write papers about threats to peace in a country or region of the globe of their choosing.</p>
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**PAX 230 Introduction to Peace Studies
General Syllabus**

Instructor: Patricia Friedrich
Office: FAB N230I
Office Hours: TBD
Office Phone : 602-543-6046

Email: patricia.friedrich@asu.edu
Semester: TBD
Class #: TBD
Days /Times: TBD

Course Description

Introduction to Peace Studies is an intensive, one-semester introductory course that examines the historical background of its (trans) disciplinary orientation as well as multidisciplinary approaches to the study of peace, conflict, and human rights on a global level. Topics include truth and reconciliation process, international law, treaties and covenants.

Commented [TE1]: 1 and 2a: Course addresses contemporary international peace studies and cultures outside the U.S.

Course Objectives

This course is designed to help you:

1. Learn about the history of international Peace Studies;
2. Understand concepts around the idea of peace and conflict;
3. Understand the basis for peace in its broader sense (e.g. respect for diversity, cross-cultural sensitivity, global considerations, building of strong social institutions);
4. Learn about the role of government, institutions and individuals in promoting peace;
5. Learn and practice methods for academic research and inquiry in Peace Studies;
6. Learn and practice skills associated with serious academic study for success in college;
7. Develop skills in information literacy: the ability to locate, evaluate, and use information in a variety of forms using appropriate methods of documentation.

Commented [TE2]: 1 and 2a: Course focus is on contemporary international peace studies and cultures outside the U.S.

Learning Outcomes

1. Identify major concepts within the study of international peace and conflict studies as well as significant international laws, treaties, and covenants establishing and promoting peace.
2. Explain how peace, historically and currently, has been/is promoted by governments, individuals, and other stakeholders.
3. Research peace studies themes and produce well-written essays.
4. Identify important historical events related to contemporary international human rights, justice, peace, and conflict.
5. Present informed arguments regarding course materials.

Commented [TE3]: 1 and 2a: International peace and conflict studies; international human rights; current law, treaties, and covenants.

Required Text

Barash and Webel (2008). *Peace and Conflict Studies*. Sage.

Commented [TE4]: 1, 2a, 2b, 2d

Evaluation

Students will be evaluated on the basis of performance in the following:

1. **One midterm exam**
2. **One final exam**
3. **One documented essay:** Choose a country or region of the globe (outside of the U.S.) in which there are threats to peace. Identify peace theories and concepts from lectures and text, as well as cultural issues contributing to conflict or the threats.
4. **Class participation**
5. **Academic Journals:** In your journal entries you will contrast and compare values as individualism, risk avoidance, time elasticity, gender equality in different parts of the world and explain how and why these could potentially lead to conflict.
6. **Quizzes**

Commented [TE5]: 2d

Commented [TE6]: 2c

For the written component, your evaluation will be based on:

1. The effectiveness and insightfulness of each writing assignment;
2. The level of organization and development of your paper;
3. The use of clearly appropriate examples to support your ideas;
4. The use of language usage that is clear and concise;
5. The level of variety in sentence structure and the range of pertinent vocabulary.

Grades

Your final grade will be comprised of the grades received for each of the assessment components including overall class participation (i.e. engagement in discussions, in-class writings) as follows:

Assignment	Points Possible
Midterm	25
Final	25
Class participation	15
Documented essay	15
Journals	10
Quizzes	10

Grade Scale

100 - 91 =	A
90 - 81 =	B
80 - 71 =	C
70 - 61 =	D
60 - and below	E

Weekly Course Schedule

Date	Readings, Discussions, and Assignments	Due
Week 1	Topic: Peace Theory	
Week 2	Topic: Conflict Theory	
Week 3	Topic: War and its causes	
Week 4	Topic: Negative Peace – International Peace Movements	
Week 5	Topic: Negative Peace – Global Diplomacy	
Week 6	Topic: Negative Peace: International Arms Control	First Journal
Week 7	Topic: International Cooperation	
Week 8	Topic: Human Rights throughout the World	
Week 9	Topic: Religion	Midterm
Week 10	Positive Peace: Ecology	
Week 11	Positive Peace: Economic Justice	
Week 12	Positive Peace: Nonviolence	
Week 13	International NGOs	Second journal due
Week 14	Cross-Cultural Understanding	
2dWeek 15	Ideas for the Future	Documented Essay
Week 16	Final Exam	

Commented [TE7]: 1 and 2a: International themes of peace, culture, conflict, war, diplomacy, justice, NGOs, etc.

2c and 2d: Non-U.S. cultural studies and global centered issues, their significance and interrelatedness in terms of war, peace, conflict resolution, human rights.

Commented [TE8]: 2c

Commented [TE9]: 2c

Commented [TE10]: 2d

General Class Policies

Email Account

Every student in this university has free access to a personal e-mail account. You will need to set up your account as soon as possible since some assignments will be executed via this service. Also, your instructor's e-mail address, provided in the heading of this syllabus, will enable you to convey questions and comments about course material, and to receive responses in a convenient, timely manner not always possible by phone. Your instructor may also decide to communicate with you using BlackBoard.

Attendance

Attendance is important to your progress, so come on time and be prepared to discuss the assigned reading material. The attendance policy, standard for this course is as follows:

You are allowed THREE absences throughout the semester. If you miss more than three class

meetings, EVERY EXCESS ABSENCE WILL LOWER YOUR COURSE GRADE BY HALF A LETTER GRADE. If you are ill or a family emergency prevents you from attending a class, notify your instructor and make arrangements to obtain any material or information missed that day.

Excused absences related to religious observances/practices that are in accord with [ACD 304-04](#), "Accommodation for Religious Practices" will be respected. The same is true for excused absences related to university-sanctioned events/activities that are in accord with [ACD 304-02](#), "Missed Classes Due to University-Sanctioned Activities."

Academic Integrity

Plagiarism or presenting the ideas or words of another writer as your own—can happen intentionally or unintentionally. One of the objectives for this course is to learn the appropriate means of documentation. You should know that you must avoid plagiarism—the act of passing off someone else's work as your own—at any time.

Sometimes plagiarism is simple dishonesty. People who buy, borrow, or steal a paper to turn in as their own work know they are plagiarizing. Those who copy word-for-word— or who change a word here and there while copying—without enclosing the copied passage in quotation marks and identifying the author, should know that they are also plagiarizing. Another innocent way to plagiarize is to allow your fellow students, tutors or friends to give you too much rhetorical help or do too much editing and proofreading of your work. The penalties for academic dishonesty are severe, including failure of the class and possible expulsion from the University. Thus, if you put into your own words the information and ideas of another, you must acknowledge the source with: a footnote, a notation in parentheses in the text, quotation marks, or some other device. If you have doubts about the way you are using sources, talk to your instructor as soon as you can.

Disruptive Behavior

Disrespectful and disruptive behavior will not be tolerated. Learning occurs in an environment where people can express their ideas freely but in a constructive and non-threatening way. Unacceptable behavior will be dealt with according to the Student Services Manual, [SSM 104-02](#), "Handling Disruptive, Threatening, or Violent Individuals on Campus" guidelines.

Course/Instructor Evaluation

The course/instructor evaluation for this course will be conducted online 7-10 days before the last official day of classes of each semester or summer session. Your response(s) to the course/instructor are anonymous and will not be returned to your instructor until after grades have been submitted. The use of a course/instructor evaluation is an important process that allows our college to (1) help faculty improve their instruction, (2) help administrators evaluate instructional quality, (3) ensure high standards of teaching, and (4) ultimately improve instruction and student learning over time. Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is critical. About two weeks before the class finishes, watch for an e-mail with "ASU

Course/Instructor Evaluation" in the subject heading. The email will be sent to your official ASU e-mail address.

Accessibility Statement

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act as amended (ADAAA) of 2008, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

Qualified students with disabilities may be eligible to receive academic support services and accommodations. Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and providing qualifying documentation to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities.

Qualified students who wish to request an accommodation for a disability should contact the DRC by going to <https://eoss.asu.edu/drc>, calling (480) 965-1234 or emailing DRC@asu.edu. To speak with a specific office, please use the following information:

Downtown Phoenix Campus & ASU Online University Services Building, Ste 160 602-496-4321 (Voice)	West Campus University Center Building (UCB), Ste 130 602-543-8145 (Voice)
Tempe Campus 480-965-1234 (Voice)	Polytechnic Campus 480-727-1165 (Voice)

Barrash and Webel (2008) Peace and Conflict Studies. Sage

Required text Pax 230

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