



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. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

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). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. 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. Knowledge gained in peace studies can be applied toward education, policy, law, cross-cultural communication, community-based organizations, nongovernmental organizations and ethics.

Requested designation: Literacy and Critical Inquiry-L 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. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

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: 9/30/16

Chair/Director (Signature):

Arizona State University Criteria Checklist for
LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014

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

ASU - [L] CRITERIA		
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:		
YES	NO	Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 1: At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i></p>
		Syllabus
<p>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: #ffff00; display: inline-block; padding: 5px;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1".</p> </div> <p style="text-align: left; margin-left: 20px;">C-1</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 2: The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</p>
		Syllabus and Instructions for Sample Assignments
<p>1. Please describe the way(s) in which this criterion is addressed in the course design.</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: #ffff00; display: inline-block; padding: 5px;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2".</p> </div> <p style="text-align: left; margin-left: 20px;">C-2</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 3: The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.</p>
		Syllabus
<p>1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: #ffff00; display: inline-block; padding: 5px;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3".</p> </div> <p style="text-align: left; margin-left: 20px;">C-3</p>		

ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i></p>	Syllabus
<p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 20px auto; width: 80%;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".</p> </div> <p>C-4</p>			

Course Prefix	Number	Title	General Studies Designation
PAX	230	Introduction to Peace Studies	L

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)
C-1	Of the five forms of evaluation, four involve writing (85% of the final grade). Both the midterm and final exam are narrative tests requiring a similar level of critical thinking skills. The other assignments, the journal entries and documented essay/research paper, require students to gather, interpret, and evaluate and summarize findings.	Midterm Exam = 25 points Final Exam = 25 points Class Participation = 15 points Documented Essay = 15 points Journals & Quizzes = 20 points Total 100 Points
C-2	Gathering evidence, researching, and conducting analyses, and evaluating are skills that lie at the center of this course.	For the exams, students must provide evidence supporting their arguments regarding specific examples of peace-seeking behavior. For example, when addressing diplomacy, they will identify instances of actual diplomatic actions and describe the strategy used in the achievement of goals, as well as explain why they think the strategies were effective, or not. When dealing with education, they will analyze policy and the likelihood that certain curricular actions will lead to an enhanced sense of peace. When dealing with peace-fostering words, students will investigate the nature of linguistic output and its possible effects on communication and rapport.
C-3	In-depth engagement with writing assignments.	The documented essay is the most in-depth of the class evaluation tools. In it, students are required to select a topic from the various areas of peace inquiry presented in the course and spend significant time reviewing the literature, stating the problem, discussing theory, and addressing it through research. The journal entries fulfill a similar purpose, although they are shorter than the essay. The students will, however, present a total of over 30 pages of analyses that go beyond the material discussed in class, and which will require research and critical thinking skills beyond the length of the narrative tests.

C-4	Sequence of assignments and feedback.	The assignments are spaced throughout the semester starting with Journal 1 about a quarter into the course, the midterm exam at the mid-point of the semester, then Journal 3 at the three-quarter mark, followed by the final test, and the documented essay at the end of the semester. Students will always receive their grade and feedback before the next assignment is due. Feedback is given in written form and focuses on both content and form. Rather than arbitrarily marking every mistake, the instructor will go over patterns (grammatical, argumentative, or content-based) that can be addressed so that the student can do increasingly better.
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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.

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.

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.

Required Text

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

Evaluation **C-1**

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**

For the written component, your evaluation will be based on: **C-3**

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:

C-1	Assignment	Points Possible
	Midterm	25
	Final	25
	Class participation	15
	Documented essay	15
	Journals/Quizzes	20
	Total	100

Grade Scale

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

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	<u>First Journal</u> C-4
Week 7	Topic: International Cooperation	
Week 8	Topic: Human Rights throughout the World	
Week 9	Topic: Religion	<u>Midterm</u> C-4
Week 10	Positive Peace: Ecology	
Week 11	Positive Peace: Economic Justice	
Week 12	Positive Peace: Nonviolence	
Week 13	International NGOs	<u>Second journal due</u> C-4
Week 14	Cross-Cultural Understanding	
2dWeek 15	Ideas for the Future	<u>Documented Essay</u> C-4
Week 16	<u>Final Exam</u> C-4	

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)

C-2

Critical Inquiry Journal Assignment

For these two graded assignments (20 out of 100 course points), you will write journal entries of about four-five pages each addressing an aspect of peace and social development by expanding on information from the classes and the book. These journal entries are not to be based solely on opinion but on knowledge gained in the class and through your research and reading. You can, for example, address one or more of the following:

- a) Given our classes up until this point, what about peace, diplomacy, conflict and the intersection of language, culture and society has surprised you, caused you to reconsider previous views, or solidified a belief you already had?
- b) What parallels can you draw between the historical data you are studying and the reality of peace and conflict around you?
- c) What are some influences on peace that you had not considered before but Peace Studies has caused you to consider?

You can address other items not listed here, but whatever you do, remember to give plenty of examples and draw parallels with the universe outside of class. You should gather sources, evaluate them, apply the knowledge gained through them to real-life instances, and thus reexamine your stance in light of evidence. Please remember to use proper citation conventions (APA, MLA, Chicago or another style you prefer --just remain consistent) and list a bibliography at the end.

Final Paper - Documented Essay

Choose a topic from Peace Studies. Your topic may be something we discussed in class, a challenge faced by a particular area of the globe, a universal concern that impacts peace keeping, something the book makes reference to, etc. Expand that into a 10-12-page research paper that examines the data in light of theories and practices of peace. Here are some of the specifications:

- Use a style guide consistently;
- Use at least seven academic references;
- Make sure to properly incorporate the ideas of others through good practices of paraphrasing and quoting. Remember that quotations should not be floating in the text. They need to be introduced and analyzed to be properly cited;
- Make sure your paper has a central point or idea that you disclose to us at the beginning and use your evaluating, analyzing, and critical thinking skills to construct arguments based on solid theory, tried practice, and sound interpretation.

Papers will be evaluated on their general effectiveness, how sound the arguments are, and on how clear the message is. Additional considerations are accuracy both in content and in form.

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

Required text Pax 230

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