

**GENERAL STUDIES COURSE PROPOSAL COVER FORM**

**Course information:**

Copy and paste **current** course information from [Class Search/Course Catalog](#).

|                |  |            |                           |
|----------------|--|------------|---------------------------|
| College/School | College of Integrative Sciences and Arts | Department | Social Science            |
| Prefix         | ISS                                      | Number     | 456                       |
|                |  | Title      | Culture, Conflict and War |
|                |  |            | Units: 3                  |

Is this a cross-listed course? No If yes, please identify course(s)

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

*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: Explores the complex relationship between culture and conflict through an analysis of past and present conflicts and the role of culture in those conflicts.

**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](mailto: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 Nicholas Alozie E-mail Alozie@asu.edu Phone 480-727-1395

**Department Chair/Director approval:** (Required)

Chair/Director name (Typed): Duane Roen Date: 12/14/16

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.

| <b>ASU--[G] CRITERIA</b>            |                                     |  |                                  |
|-------------------------------------|-------------------------------------|--|----------------------------------|
| <b>GLOBAL AWARENESS [G]</b>         |                                     |  |                                  |
| YES                                 | NO                                  |  | Identify Documentation Submitted |
| <input checked="" type="checkbox"/> | <input type="checkbox"/>            | 1. Studies <b>must</b> be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.  | ISS 456 Syllabus and textbook    |
|                                     |                                     | 2. The course must match at least one of the following descriptions: (check all which may apply):  |                                  |
| <input type="checkbox"/>            | <input checked="" type="checkbox"/> | a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. <b>The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</b>  |                                  |
| <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.   | ISS 456 Syllabus and textbook    |
| <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." | ISS 456 Syllabus and textbook    |

| Course Prefix | Number | Title                     | Designation          |
|---------------|--------|---------------------------|----------------------|
| ISS           | 456    | Culture, Conflict and War | 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<br>(from checklist)  | How course meets spirit<br>(contextualize specific examples<br>in next column)   | Please provide detailed evidence of how<br>course meets criteria (i.e., where in<br>syllabus)  |
|---|--|--|
| 1: Leads to understanding of world outside the US                         | The nature of this course requires a global perspective. The analysis of conflicts around the world require in-depth understanding of the cultural, economic, social, political, and geographic contexts of the situation. | The syllabus and textbok attest to the global reach of this course. This is not a course that deals with globalization as a side issue. Conflict and war are global phenomenon and this course deals with that global reach completely.<br><br>All students will carefully consider and analyze a current conflict that is not within the borders of the US, Canada, or Western Europe. This will be a crucial component of the final course project, an analysis of this conflict.  |
| 2c: Comparative cultural study with more than half examining non-US areas | The course involves processes and dynamics that are international and global rather than US-specific.  | This course is set in a manner that practically 100% of it is occurring on the international scene. Very little conflict and war are occurring in the U.S. at present. Instead, these are in Asia, Latin America, Africa, Middle East, and Eastern Europe. The syllabus for the course and the Learning Outcomes tap into these cultures very well.<br><br>Students will be required to actively search out information on conflicts outside the US. This includes the "News Hunt," in which students discover more about a particular conflict, as well as the case study and above-mentioned conflict analysis. The majority of the course content focuses on learning about conflict taking place well outside of the US borders. |
| 2d: Study of the cultural significance of a non-US-centered global issue  | The course is a study of the cultural significance of conflict and war as a non-US-centric global issue.   | All the modules for this course present evidence that the course revolves around the international study of conflict and war.<br><br>From the outset, students will consider concepts such as International Realism, International Liberalism, psychology, culture, and politics that remove the context of war and conflict far from the  |

|  |  |   |
|--|--|---|
|  |  | US. The resulting assignments in the course will require students to study these and other issues from a global rather than US-centric perspective. |
|--|--|---|

ISS 456  
Culture, Conflict and War  
3 semester hours

This course is offered by the College of Letters and Sciences. For more information about the college, visit our website: <https://cls.asu.edu/>. If you have questions or concerns, please send your inquiry to [cls@asu.edu](mailto:cls@asu.edu).

Instructor: Cynthia Hawkinson  
Office: Santa Catalina (SANCA) 252B, ASU Polytechnic  
Contact Info: [cynthia.hawkinson@asu.edu](mailto:cynthia.hawkinson@asu.edu)  
480-727-1526

**Course Goals:**

Explores the complex relationship between culture and conflict through an analysis of past and present conflicts and the role of culture in those conflicts.

**Learning Outcomes:**

By the end of this course, each student will have demonstrated that they are able to:

- Analyze current political, social, and economic developments in the context of a geographic location, or dispersed across geographic locations.
- Interpret sources of information into useful knowledge for understanding the complexity of conflicts and cultures.
- Identify triggers that may ignite conflict into war.
- Evaluate strategies for peace in the context of different cultures and conflicts.
- Conduct a thorough conflict analysis involving a situation analysis, relationships map, and causal analysis.

**Required Course Texts/ Readings/Materials:**

Betts, R. (2015) *Conflict after the Cold War: Arguments on Causes of War and Peace*, 4<sup>th</sup> ed., Routledge, 978-0-205-85175-1

**Course Format:**

Face-to-Face on Tuesday/Thursday at 9:30am-10:30am  
Bi-weekly lectures with: classroom discussions, weekly analysis papers, weekly news report hunts, weekly reflection journals, and 2 case study papers.

**Assignments:** Writing assignments are a major part of this course.

Case Study Analysis Papers (3-4 pages each)

The Case Study Analysis is designed to provide an opportunity for feedback on the evaluation and analysis of academic case studies conducted in a conflicted society.

News Hunts (3-4 pages each)

The News Hunt is designed to provide feedback on the analysis and evaluation of news sources.

Conflict Analysis Reports (12-15 pages)

The Conflict Analysis Report requires the gathering, evaluation, and analysis of evidence.

Weekly Analytical Briefs (2 pages each)

The Weekly Analytical Brief is practice for the research, evaluation, analysis, and problem solving that is required for the case study analysis, news hunt, and conflict analysis report. This will provide a means of regular feedback to students. Additionally, the Weekly Analysis requires the evaluation and analysis of sources.

**Coursework:**

|  |                   |
|--|-------------------|
| Case Study Analysis Papers (2 x 50 points) | 100 points        |
| News Hunts (2 x 15)                        | 30 points         |
| Conflict Analysis Report (2 x 15)          | 30 points         |
| Weekly Analytical Briefs                   | <u>40 points</u>  |
| <b>TOTAL</b>                               | <b>200 points</b> |

**Final Grades**

|    |         |                                    |
|----|---------|------------------------------------|
| A  | 90-100% | Excellent                          |
| B  | 80-89.9 | Good                               |
| C  | 70-79.9 | Average                            |
| D  | 60-69.9 | Passing                            |
| E  | <60     | Failure                            |
| XE |         | Failure due to Academic Dishonesty |

For your own protection, you should keep a copy of everything you hand in, and you should keep your graded assignments at least until grades are finalized at the end of the semester, and in the event you wish to contest any grades.

**Disability Accommodations for Students**

Students who feel they may need a disability accommodation(s) in class must provide documentation from the Disability Resource Center to the class instructor verifying the need for an accommodation and the type of accommodation that is appropriate.

Students who desire accommodations for a disability should contact DRC as early as possible (i.e., before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the DRC.

CLASS DATES (Fall 2016 Session C)

|                              |  |
|------------------------------|--|
| AUGUST 18                    | Syllabus & Welcome   |
| AUGUST 23 & 25               | Module 1: Visions of war and peace<br><i>Assignment Due 8/25: News Hunt #1</i>                                     |
| AUGUST 30 & SEPTEMBER 1      | Module 2: International Realism: Anarchy and Power   |
| SEPTEMBER 6 & 8              | Module 3: International Liberalism: Institutions and Cooperation<br><i>Assignment due 9/8: Case Study Paper #1</i> |
| SEPTEMBER 13 & 15            | Module 4: Psychology: The Human Mind and International Conflict  |
| SEPTEMBER 20, 22 & 27        | Module 5: Culture: Customs, Norms, and Learning<br><i>Assignment due 9/27: Conflict Analysis Report #1</i>         |
| SEPTEMBER 29 & OCTOBER 4 & 6 | Module 6: Economics: Interests and Interdependence   |
| OCTOBER 11                   | FALL BREAK   |
| OCTOBER 13, 18 & 20          | Module 7: Politics: Ideology and Identity<br><i>Assignment due 10/20: News Hunt #2</i>                             |
| OCTOBER 25 & 27              | Module 8: Military Technology, Strategy, and Stability<br><i>Assignment due 10/27: Conflict Analysis Report #2</i> |



|                          |  |
|--------------------------|--|
| NOVEMBER 1, 3 & 8        | Module 9: Revolution, Unconventional War, and Terrorism  |
| NOVEMBER 10, 15 & 17     | Module 10: New Threats and Strategies for Peace  |
| NOVEMBER 22              | Module 11: Peacebuilding in the Contemporary World<br><i>Assignment due 11/22: Case Study Paper #2</i> |
| NOVEMBER 24              | THANKSGIVING BREAK   |
| NOVEMBER 29 & DECEMBER 1 | Module 11: Peacebuilding in the Contemporary World   |

### **Extra Credit**

There will be no extra credit opportunities assigned for this course.

### **Course Policies**

No student is to use a cell phone while attending a lecture or one of discussions we have on a conservation topic. If texting is observed during a lecture I will confiscate the phone and only allow you to use it in the evening.

### **Grade Appeals**

ASU has formal and informal channels to appeal a grade. If you wish to appeal any grading decisions, please see <http://catalog.asu.edu/appeal>.

### **Incompletes**

A mark of "I" (incomplete) is given by the instructor when you have completed most of the course and are otherwise doing acceptable work but are unable to complete the course because of illness or other conditions beyond your control. You are required to arrange with the instructor for the completion of the course requirements. The arrangement must be recorded on the Request for Grade of Incomplete form (<http://students.asu.edu/forms/incomplete-grade-request>).

### **Student Standards**

Students are required to read and act in accordance with university and Arizona Board of Regents policies, including:

The ABOR Code of Conduct: Arizona Board of Regents Policies 5-301 through 5-308: <https://students.asu.edu/srr>

## **Academic Integrity**

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal.

For more information, see <http://provost.asu.edu/academicintegrity>

If you fail to meet the standards of academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the instructor, school, and/or dean. Academic dishonesty includes borrowing ideas without proper citation, copying others' work (including information posted on the internet), and failing to turn in your own work for group projects. Please be aware that if you follow an argument closely, even if it is not directly quoted, you must provide a citation to the publication, including the author, date and page number. If you directly quote a source, you must use quotation marks and provide the same sort of citation for each quoted sentence or phrase. You may work with other students on assignments, however, all writing that you turn in must be done independently.

If you have any doubt about whether the form of cooperation you contemplate is acceptable, ask the TA or the instructor in advance of turning in an assignment. Please be aware that the work of all students submitted electronically can be scanned using SafeAssignment, which compares them against everything posted on the internet, online article/paper databases, newspapers and magazines, and papers submitted by other students (including yourself if submitted for a previous class).

## **Note**

Turning in an assignment (all or in part) that you completed for a previous class is considered self-plagiarism and falls under these guidelines. Any infractions of self-plagiarism are subject to the same penalties as copying someone else's work without proper citations.

Students who have taken this class previously and would like to use the work from previous assignments should contact the instructor for permission to do so.

## **Prohibition of Commercial Note Taking Services**

In accordance with ACD 304-06 Commercial Note Taking Services, written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the note taker's name as well as the instructor's name, the course number, and the date.

## **Student Support and Disability Accommodations**

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, 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 their campus DRC at: <http://www.asu.edu/studentaffairs/ed/drc/>

If you are a student in need of special arrangements, we will do all we can to help, based on the recommendations of these services. For the sake of equity for all students, we cannot make any accommodations without formal guidance from these services.

Typically, once a student discloses the need for an accommodation through their study abroad application, the Study Abroad Office, the academic unit, the student and DRC will develop a plan on how to best accommodate the student within the parameters available within the onsite locations.

### **Drop and Add Dates/Withdrawals**

Please refer to the academic calendar on the deadlines to drop/withdraw from this course. Consult with your advisor and notify your instructor if you are going to drop/withdraw this course. If you are considering a withdrawal, review the following ASU policies: Withdrawal from Classes, Medical/Compassionate Withdrawal.

Please note that the ASU Academic Calendar only refers to withdrawal for the academic portion of your study abroad program. Please refer to the Study Abroad Withdrawal Policies for important dates regarding withdrawing from your Faculty Directed program.

### **Email Communications**

All email communication for this class will be done through your ASU email account. You should be in the habit of checking your ASU email regularly as you will not only receive important information about your class(es), but other important university updates and information. You are solely responsible for reading and responding if necessary to any information communicated via email. For help with your email go to: [http://help.asu.edu/sims/selfhelp/SelfHelpHome.seam?dept\\_pk=822](http://help.asu.edu/sims/selfhelp/SelfHelpHome.seam?dept_pk=822) and file a help desk ticket by clicking on “My Help Center.”

### **Campus Resources**

As an ASU student you have access to many resources on campus. This includes tutoring, academic success coaching, counseling services, financial aid, disability resources, career and internship help and many opportunities to get involved in student clubs and organizations.

- Tutoring: <http://studentsuccess.asu.edu/frontpage>
- Counseling Services: <http://students.asu.edu/counseling>
- Financial Aid: <http://students.asu.edu/financialaid>
- Disability Resource Center: <http://www.asu.edu/studentaffairs/ed/drc/>
- Major/Career Exploration: <http://uc.asu.edu/majorexploration/assessment>
- Career Services: <http://students.asu.edu/career>
- Student Organizations: <http://www.asu.edu/studentaffairs/mu/clubs/>

**Harassment Prohibited:**

ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status, and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact Student Life (UCB 221) if you feel another student is harassing you based on any of the factors above; contact EO/AA (480-965-5057) if you feel an ASU employee is harassing you based on any of the factors above.

**Establishing a Safe Environment:**

Learning takes place best when a safe environment is established in the classroom. In accordance with SSM 104-02 of the Student Services Manual, students enrolled in this course have a responsibility to support an environment that nurtures individual and group differences and encourages engaged, honest discussions. The success of the course rests on your ability to create a safe environment where everyone feels comfortable to share and explore ideas. We must also be willing to take risks and ask critical questions. Doing so will effectively contribute to our own and others intellectual and personal growth and development. We welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of others' viewpoints, whether you agree with them or not.

**Syllabus Disclaimer:**

The course syllabus is an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes via email, or in the Announcements section on Blackboard.

**Student Conduct Statement:**

Students are required to adhere to the behavior standards listed below:

- Arizona Board of Regents Policy Manual Chapter V– Campus and Student Affairs: Code of Conduct <http://www.azregents.edu/policymanual/default.aspx>
  
- ACD 125: Computer, Internet, and Electronic Communications <http://www.asu.edu/aad/manuals/acd/acd125.htm> , and
  
- the ASU Student Academic Integrity Policy <http://www.asu.edu/studentaffairs/studentlife/srr/index.htm>

Students are entitled to receive instruction free from interference by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under USI 201-10 (<http://www.asu.edu/aad/manuals/usi/usi201-10.html>).

Course discussion messages should remain focused on the assigned discussion topics. Students

must maintain a cordial atmosphere and use tact in expressing differences of opinion.

Inappropriate discussion board messages may be deleted if an instructor feels it is necessary. Students will be notified privately that their posting was inappropriate. Student access to the course Send Email feature may be limited or removed if an instructor feels that students are sending inappropriate electronic messages to other students in the course.

**Religious Accommodations for Students:**

In accordance with ACD 304-04 students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the faculty member. Students will not be penalized for missing class due to religious obligations/holiday observance. The student should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time.

**Missed Classes Due to University-Sanctioned Activities**

In compliance with ACD 304-02 students who participate in university-sanctioned activities that require classes to be missed, should be given opportunities to make up examinations and other graded in-class work. However, absence from class or examinations due to university-sanctioned activities does not relieve students from responsibility for any part of the course work required during the period of the absence.

The provost of the university or designee shall determine, for the purposes of this policy, whether a particular event qualifies as a university-sanctioned activity.

In each college, a specific individual (e.g., dean's designee) should be responsible for facilitating adherence to this policy. In particular, students who participate in university-sanctioned activities should be given the opportunity to make up examinations or other graded in-class work due to classes missed because of that activity, unless it can be shown that such an accommodation would constitute an unreasonable burden on the instructor. Should disagreement arise over what constitutes such a burden, the instructor and the student should initially contact the [academic unit chair](#) or the dean's designee.

The specific activity program coordinator (e.g., assistant athletics director for academic services, director of forensics, director of bands) should, as early as possible, provide the college-designated individual with the class schedule of any student who may be required to miss class because of a university-sanctioned activity.

Students should inform their instructors early in the semester of required class absences. Instructors should attempt to provide opportunities for equivalent work, either before or after the class absence, in accordance with any [academic unit](#) or college requirements, which may apply.

Incomplete grades (I) should not be used unless deemed necessary by the respective faculty.