

General Studies Gold Request Form

Consult the [General Studies Request FAQ](#) for more information and quick answers.

New permanent numbered courses must be submitted to the workflow in [Kuali CM](#) before a General Studies request is submitted here. The General Studies Council will not review requests ahead of a new course proposal being sent to the Senate.

Submission Information

College/School

New College of Interdisciplinary Arts and Sciences (CAS)

Department/School

School of Humanities, Arts, and Cultural Studies (CHUMARTCLT)

Submission Type

New Request

Requested Effective Date

Fall 2025

ASU Request

Is this request for a permanent course or a topic?

Permanent Course

Subject Code

PAX

Course Number

230

Units/Credit Hours

3

Course Information

Enter the course catalog information, found in the [web course catalog](#) or [Kuali CM](#).

Course Title

Introduction to Peace Studies

Course Catalog Description

Current 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.

Proposed New Course Description

Ever wonder what it takes to create real peace? In this course, students will be introduced to peace and conflict studies and explore how this discipline can be applied to education, public policy, laws,

community work, and ethics. Topics like the United Nations, human rights, environmental rights, non-governmental organizations, and the history of nonviolence and peace movements will be covered over the course of the semester. By applying what they learn, students can positively impact their local communities and the world.

Enrollment Requirements (Prerequisites, Corequisites, and/or Antirequisites)

None

Is this a crosslisted course?

No

Is this course offered by (shared with) another academic unit?

No

If this course or topic already carries a different General Studies Gold (not Maroon) designation than the one being requested, please check this box.

General Studies Gold Designation Request

Requested Designation

Global Communities, Societies, and Individuals (GCSI)

Attach a representative syllabus for the course, including course learning outcomes and descriptions of assignments and assessments.

[PAX 230 Syllabus fall 2025 \(updated\) 3.docx](#)

Global Communities, Societies, and Individuals (GCSI)

Courses in the Global Communities, Societies, and Individuals knowledge area explore the world from multiple vantage points. They consider historical, ongoing or transforming global issues across multiple scales and types of human experiences. Students will analyze ways that geographical and historical contexts influence communities, societies, and individuals. In addition to courses focused entirely on non-US American issues, courses structured to include comparative or transnational connections between the United States and other countries, i.e., courses that consider a global issue in multiple locations one of which is the United States, fall into this knowledge area. Courses focused mostly or only on US American issues or populations, however, even across diverse communities, are not included in this knowledge area. This knowledge area develops students' skills in global awareness, and the analysis of social, political, economic, or cultural systems, skills essential to participating more fully in communities.

Please note: Courses primarily focused on the acquisition of a language (e.g., Elementary Spanish II) are not eligible for the GCSI designation. A majority of the course content must cover the GCSI learning outcomes.

Instructions: In the fields below, state the assignment, project, or assessment that will measure each learning outcome, and provide a description. The description should provide enough detail to show how it measures the learning outcome. If needed, more than one can be identified.

The proposal does not need to include all course assessments that measure a given learning outcome. The provided assessment should include sufficient detail to allow the subcommittee to make their evaluation. When appropriate, the same assessment can be listed for more than one learning outcome (e.g., a culminating project).

You may provide links to a document (Google Drive or Dropbox) that includes the relevant details for the assessment. Do not provide links to Canvas shells.

GCSI Learning Outcome 1: Describe historical, contemporary, or transforming global issues through the perspective of specific individuals, communities, or societies.

The Short Essay 1 assignment involves selecting and analyzing an international peace movement from chapter 11 of the assigned textbook. For students, this offers a valuable lens for understanding how specific individuals, communities, and societies have addressed global issues through collective action. By examining their chosen peace movement through both the textbook and the required outside source, students will not only discover the historical context and evolution of the movement but also evaluate its impact on both the local and global stages, illuminating how diverse groups of people have mobilized to address conflicts, advocate for human rights, or influence policy changes, thus providing insights into the broader transformative effects of these movements.

Assignment description:

0..i. In this 1st short essay, students will explore select one international peace movement from chapter 11 of the textbook and describe this movement and its impact. In addition to quote your textbook at least 2 times, one reliable outside sources are required. Citations should made using MLA format.

Similarly, in the short essay 2 assignment students explore the relationship between Gandhi's nonviolence movement in India and the Civil Rights Movement in the United States. This should provides a rich framework for examining how historical and contemporary global issues are shaped by influential figures and their ideologies. By analyzing Gandhi's philosophy of nonviolence and its impact on the Civil Rights Movement, students gain insight into how specific individuals can inspire and influence social and political movements across different contexts. This comparative analysis not only highlights the transformative effects of Gandhi's ideas on Martin Luther King Jr. and the American struggle for civil rights but also illustrates how principles of nonviolence and justice can transcend national boundaries to address systemic inequalities. Through this perspective, students can better understand the global interconnectedness of social movements and the enduring relevance of specific strategies and philosophies in tackling ongoing issues of human rights, equality, and justice.

Assignment description:

0..i. In this 2nd short essay, students will explore the relationship between Gandhi and his nonviolence movement in India and the Civil Rights Movement of 1950s-1960s in the United States.

In addition to quote your textbook at least 2 times, one reliable outside sources are required. Citations should made using MLA format.

GCSI Learning Outcome 2: Analyze the interactions among social, political, economic, or cultural systems across local, regional, and global scales or spaces.

Again, the Short Essay 2 assignment will allow students to explore the relationship between Gandhi's nonviolence movement in India and the Civil Rights Movement in the United States, which should also encourage students to analyze how different social, political, economic, and cultural systems interact across various scales. By examining Gandhi's philosophy of nonviolence and its influence on the American Civil Rights Movement, students can investigate how these two movements, rooted in distinct historical and cultural contexts, intersect. This analysis will further reveal how Gandhi's principles inspired leaders like Martin Luther King Jr., illustrating the transcultural flow of ideas and strategies. Furthermore, it highlights how both movements addressed systemic injustices and sought societal transformation through similar yet culturally adapted methods. This assignment thus provides a comprehensive view of how localized struggles for justice can resonate on a global scale, influencing and reflecting broader social and political dynamics.

Assignment description:

0..i. In this 2nd short essay, students will explore the relationship between Gandhi and his nonviolence movement in India and the Civil Rights Movement of 1950s-1960s in the United States. In addition to quote your textbook at least 2 times, one reliable outside sources are required. Citations should made using MLA format.

GCSI Learning Outcome 3: Articulate ways in which dimensions of difference such as race, gender, socio-economic status, religion, language, or citizenship separately and together affect individuals and communities.

In the "Nourishing Peace" final essay assignment, which tasks students with selecting a topic from human rights, environmental well-being, the climate crisis, economic well-being, national reconciliation, or nonviolence and then developing a creative community project, encourages a deep exploration of how dimensions of difference such as race, gender, socio-economic status, religion, language, and citizenship intersect and impact individuals and communities. By focusing on these topics, students will have to consider how varying experiences and perspectives shape responses to these issues. For instance, a project addressing environmental well-being might examine how climate change disproportionately affects different socio-economic or racial groups. Similarly, creating an educational curriculum or a social media campaign requires students to think about how diverse cultural and linguistic backgrounds influence the effectiveness and reception of their messages. This approach fosters an understanding of the complex ways in which systemic differences influence both the challenges faced and the solutions proposed, highlighting the necessity for inclusive and contextually sensitive approaches to social issues.

Assignment description:

For this essay, you will be asked to select one of the main chapter topics from our module 5 and 6 readings that interests you. The main topics you can choose from are: Human Rights, Environmental Well-Being, The Climate Crisis, Economic Well-Being, National Reconciliation and Nonviolence. Once you have selected your topic, you will develop a creative way for promoting or spreading awareness about it in your local

community. There are lots of possibilities for fulfilling this, so you are encouraged to be creative when developing your idea.

Possible project ideas include, but are not limited to, the following: participate in a community service effort like a community garden or trash pickup, creating a series of songs or art pieces meant to promote peace among an audience, developing a hypothetical educational curriculum meant to educate your community, host a sports tournament at school with the purpose of spreading peace awareness, start a peace-awareness social media campaign, etc.

Your project must be structure according to the four-section outline provided below. Final submissions should be double-spaced and they should used Times New Roman 12-point font:

0..i. Write a 150-300 word introduction in which you state and explain the purpose of your project. In this section you will briefly explain your selected chapter topic and your creative method for promoting peace.

0..ii. In 250-400 words you will need to explain in detail how your project will promote your selected positive peace chapter topic. You must incorporate 1 or 2 supporting quotes from your selected chapter. Citations should made using MLA format.

0..iii. Find 3 scholarly sources which relate to your project. Then, in 450-700 words total, you will explain these sources' relationship to your project. Be sure to quote each source at least one time and be sure to properly cite the source using MLA formatting.

0..iv. In 100-150 words offer a brief conclusion statement regarding your project. How your project can support the creation of more peace globally.

GCSI Learning Outcome 4: Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

The “Nourishing Peace” final essay assignment, which involves selecting a topic from module 5 and 6 readings and creating a community-based project, helps students develop and communicate coherent arguments by integrating evidence from scholarly sources. By requiring students to find and reference three scholarly sources related to their chosen topic, the assignment ensures that their project is grounded in well-researched evidence. Students must explain how these sources support their project and quote them appropriately, thereby reinforcing their arguments with credible, academic data. For instance, if a student chooses to create a campaign about environmental well-being, they might use sources that provide quantitative data on environmental impacts or qualitative analyses of community responses to similar initiatives. This process helps students build strong, evidence-based arguments and enhances their ability to convey complex ideas clearly and effectively, demonstrating the practical application of academic research in real-world contexts.

Assignment description:

For this essay, you will be asked to select one of the main chapter topics from our module 5 and 6 readings that interests you. The main topics you can choose from are: Human Rights, Environmental Well-Being, The Climate Crisis, Economic Well-Being, National Reconciliation and Nonviolence. Once you have selected your topic, you will develop a creative way for promoting or spreading awareness about it in your local community. There are lots of possibilities for fulfilling this, so you are encouraged to be creative when developing your idea.

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0..iv. In 100-150 words offer a brief conclusion statement regarding your project. How your project can support the creation of more peace globally.

List all course-specific learning outcomes. Where appropriate, identify the associated GCSI learning outcome(s) in brackets (see below for example). Note: It is expected that a majority of course-specific learning outcomes will be associated with a GCSI learning outcome.

Students will be able to:

1. Identify and describe major concepts within the study of international peace and conflict studies as well as significant international laws, treaties, and covenants establishing and promoting peace. [GCSI LO2]
2. Explain how peace, historically and currently, has been/is promoted by governments, communities, individuals, and other stakeholders. [GCSI LO1]
3. Research various subtopics within the discipline of peace studies (such as peace movements, economic rights and environmental rights) and produce well-written/researched reflections about those themes. [GCSI LO2]
4. Identify and describe important historical events related to topics like the United Nations, human rights, non-governmental organizations, and the history of nonviolence and peace movements. [GCSI LO3]
5. Present informed arguments using evidence from course materials and from qualitative sources. [GCSI LO4]
6. Integrate themes from the peace studies into their daily lives.

Provost Use Only

Backmapped Maroon Approval

No Response

Form Submission - Proposer

Submitted for Approval | Proposer

Anders Lundin - September 16, 2024 at 9:59 AM (America/Phoenix)

Department Approval

Approved

Morgan Johnson

James Corbeille - September 16, 2024 at 10:06 AM (America/Phoenix)

GSC Coordinator Review

Approved

Alicia Alfonso - September 16, 2024 at 5:29 PM (America/Phoenix)

The first 4 items of the course-specific learning outcomes on the proposal are the 4 GCSI standard outcomes. The unit did not identify how the other 6 relate to the GCSI outcomes.

April Randall

Assistant Vice Provost Review

Sent Back

Tamiko Azuma - September 16, 2024 at 5:41 PM (America/Phoenix)

The course-specific learning outcomes need to be revised. The course-specific learning outcomes should be specifically tailored to the content of the course. The first four outcomes are reiterations of the GCSI category learning outcomes. The other course-specific learning outcomes listed also need to have the associated GCSI learning outcome specified. Not all course-specific learning outcomes need to be associated with a GCSI learning outcome, but a majority should be.

In reviewing the content of the course, the submitter may want to consider submitting the course for Governance and Civic Engagement (CIVI) rather than GCSI. This is just a suggestion, not a required action.

If you have any questions, please email me at: azuma@asu.edu

Form Submission - Proposer

Submitted for Approval | Proposer

Anders Lundin - September 17, 2024 at 10:05 PM (America/Phoenix)

Department Approval

Approved

Morgan Johnson

James Corbeille - September 18, 2024 at 8:46 AM (America/Phoenix)

GSC Coordinator Review

Approved

Alicia Alfonso - September 18, 2024 at 12:26 PM (America/Phoenix)

Unit has revised course-specific learning outcomes.

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - September 18, 2024 at 12:31 PM (America/Phoenix)

All required components confirmed.

Pre-GSC Meeting

Approved

Alicia Alfonso

April Randall - September 18, 2024 at 3:35 PM (America/Phoenix)

Global Communities, Societies and Individuals (GCSI) Subcommittee

Acknowledgement Requested

Susan Harmeling

Greg Wise

Annapurna Ganesh

Natalie Heywood - October 1, 2024 at 9:41 AM (America/Phoenix)

Revise and Resubmit. If possible, could the textbook chapter list be provided so that there is more information about the topics and content in the course? There is a question on whether this course is non-U.S. focused and based on the information provided, it can not be determined. If a list of textbook chapter titles, which highlight the course content (since the textbook appears to be the

most used resource in the course) is provided, this will allow the committee to determine if the course meets the GCSI designation. This course might be a better fit for the CIVI designation.

General Studies Council Meeting

Waiting for Approval

Alicia Alfonso

April Randall

Registrar Notification

Notification

Courses Implementation

Implementation

Approval

Rebecca Flores

Lauren Bates

Alisha Von Kampen

Proposer Notification

Notification

Anders Lundin

College Notification

Notification

James Corbeille

Morgan Johnson

ATCS Notification - ASU Course

Notification

Bryan Tinlin

Jessica Burns

Michele Devine

DARS Notification

Notification

Leticia Mayer

Peggy Boivin

EdPlus Notification

Notification

Sarah Shipp

Bronson Cudgel
