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ADD APR 2011 2011

COLLEGE OF GRADUATE STUDIES

The University Of Toledo

NEW COURSE PROPOSAL

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APR 11 2011

COLLEGE OF GRADUATE STUDIES

1. College: EDU
Department: FOED

Level (check one)

- Undergraduate
- Graduate

Will this course impact program requirements? If yes, a Program Modification must be completed.

Type of course (check all that apply):

- Academic Skills Enhancement
- Writing Intensive (WAC)
- honors
- Univ. Core: English Hum Math Nat.Sciences Social Sciences

Multicultural: Diversity of US Culture Non-US Culture

Transfer module: Arts&Hum Engl Math Nat Sci & Phys Soc Sci
(to be considered as core curriculum, question 18 must be completed)

2. Contact Person: Dale Snauwaert Phone: 530-2478 Email: dale.snauwaert@utoledo.edu

3. Alpha/Numeric Code (Subject area - number): TSOC - 7500 7600 WMLH

4. Proposed title:
FOUNDATIONS OF PEACE PEDAGOGY

Proposed effective term: SPRING 2012

5. Planned enrollment per section: _____ per term: 30

6. Is the course cross-listed with another academic unit? Yes No

Is the course offered at more than one level? Yes No

If yes to either question, please list additional Alpha/Numeric codes, and submit a separate New Course form or Course Modification form for the course(s) referenced below.

a. TSOC - 5500 b. _____ c. _____

Approval of other academic unit (signature) _____
Name and title _____

If course is to be offered at more than one level, attach an explanation of the different requirements that students must meet for each level. If the requirements are the same for each level, justification must be provided.

7. Credit hours: Fixed: 3 or Variable: _____ to _____

8. Delivery Mode:	Primary	Secondary	Tertiary
a. Activity Type*	<u>Lecture</u>	<u>Recitation</u>	
b. Minimum Credit Hours	<u>3</u>		
Maximum Credit Hours	<u>3</u>		
c. Weekly Contact Hours			

Administrative Use Only

Code: _____

Approved (senate or Grad Council) _____

Effective Date: _____ / _____ / _____ (mm/dd/yyyy)

CIP Code: _____

Sub: _____ Prog: _____ Level: _____

*Choices are: Lecture, Recitation, Seminar, Regular Lab, Open Lab, Studio, Clinic, Field, Independent Study, Workshop, Computer Assisted Instruction, Other

9. Terms offered: Fall Spring Summer
 Years offered: Every Year Alternate Years

10. Are students permitted to register for more than one section during a term? No Yes

May the courses be repeated for credit? No Yes _____ Maximum Hours

11. Grading System: Undergraduate Graduate

<input type="radio"/> Normal Grading (A-F,PS/NC,PR, I)	<input checked="" type="radio"/> Normal Grading (A-F,PS/NC,PR, I)
<input type="radio"/> Passing Grade/No Credit (A-C, NC)	<input type="radio"/> Grade Only (A-F)
<input type="radio"/> Credit/No Credit	<input type="radio"/> Satisfactory/Unsatisfactory (G only)
<input type="radio"/> Grade Only (A-F, PR, I)	<input type="radio"/> Audit only
<input type="radio"/> Audit only	<input type="radio"/> No Grade
<input type="radio"/> No Grade	

12. Prerequisites (must be taken before): a. _____ b. _____ c. _____

PIN (Permisson From Instructor) PDP (Permission From Department)

Co-requisites (must be taken together): a. _____ b. _____ c. _____

13. If course is to replace an existing, course(s) will be deleted, and when should that deletion occur?

	<u>Course to be removed from inventory</u>	<u>Final Term to be offered (YYYYT. i.e. use 20064 for Fall'06)</u>
a.	_____	_____
b.	_____	_____
c.	_____	_____
d.	_____	_____

14. Catalog description (30 words Maximum)

The purpose of this course is to introduce the basic concepts, theories, and approaches to peace education. The course explores the theories of peace education, including pedagogical approaches to peace-learning. The course also introduces the substantive areas of peace education.

15. Attach a copy of a complete outline of the major topics covered. (Providing a syllabus that includes this information is acceptable.)

Syllabus: [Click here to view the Syllabus](#)
 Attachment 1 No Attachment
 Attachment 2 No Attachment

16. Where does this course fit in the University/College/Department curriculum? (Be specific by course level, if applicable). Indicate prospective demand.

The course offers an introductory course for graduate students in our graduate programs, as well as students in other programs, in the foundations of peace pedagogy. The course adds to and grounds one of the intellectual foci of our degree program. We anticipate a significant demand for the course within our program and in the college.

17. If the proposed course is similar to another course in the College or University, please describe the difference and provide a rationale for the duplication. (If this course duplicates material covered in another course within your department or college or in another college, attach a letter of endorsement from that area's dean and department chairperson indicating their support. Clarify the maner in which this course will differ).

18. If the course is intended to meet a University Undergraduate **Core** requirement, complete the following and submit a course syllabus using the template:

Please explain how this course fulfills the general education guidelines. (Guidelines are available in Faculty Senate Website)

Course Approval:

Department Curriculum Authority:

William M Gray

Date 03 / 18 / 2011 (mm/dd/yyyy)

Department Chairperson:

William M Gray

Date 03 / 18 / 2011 (mm/dd/yyyy)

College Curriculum Authority:

Benjamin Feltham

Date 07 / 01 / 2011 (mm/dd/yyyy)

College Dean:

Beverly Schmol

Date 04 / 11 / 2011 (mm/dd/yyyy)

After college approval, submit the original signed form to the Faculty Senate (UH 3320) for undergraduate-level courses; for graduate-level courses submit the original signed form to the Graduate School (UH3240). For undergraduate/graduate dual-level courses, submit the proposals to each office.

Faculty Senate Undergrad. Curriculum Comm.:

Date / / (mm/dd/yyyy)

Faculty Senate Core Curriculum Comm :

Date / / (mm/dd/yyyy)

Graduate Council :

Date / / (mm/dd/yyyy)

Office of the Provost :

Date / / (mm/dd/yyyy)

Registrar's Office:

Date / / (mm/dd/yyyy)

Foundations of Peace Pedagogy
The University of Toledo
Department of Educational Foundations and Leadership
TSOC 5600/7600

Course Description

The purpose of this course is to introduce the basic concepts, theories, and approaches to peace education. The course explores the theories of peace education, including pedagogical approaches to peace-learning. The course also introduces the substantive areas of peace education.

Orientation – Peace Pedagogy

Pedagogy refers to the integration of teaching method, theoretical basis, and the logical structural and value dimensions of the specific subject matter being taught. The course introduces the fundamentals and foundations of the pedagogy of peace based upon an introductory exploration of the following question:

What theoretical frameworks and learning strategies underline, and can be employed in, the teaching and learning of the concepts, skills, and values of peace (building)?

- How? Develop teaching methods (teaching strategies and assessment)
- What? Identify concepts, skills and values to teach (peace-learning objectives)
- Why? Grounded in theoretical, philosophical and empirical frameworks (umbrella)

The course is interdisciplinary, integrating the critical disciplinary lenses of Peace Studies, Educational Psychology, Philosophy of Education and Educational Theory, and the Social Foundations of Education.

Objectives

- Students will understand the theoretical frameworks and learning strategies that underline, and can be employed in, the teaching and learning of the concepts, skills, and values of peace (building).
- Students will understand the how to develop teaching methods (teaching strategies and assessment)
- Students will be able to Identify concepts, skills and values to teach (peace-learning objectives)

Class Format

The class will be conducted in a lecture-discussion format, with emphasis on question-driven dialogue and inquiry. Students will enter into the debate concerning the specified topics.

Assessment

Performance in the course will be evaluated in terms of the following: active and thoughtful class participation (20%) and two well executed papers exploring the central questions of the seminar (40% each). The essays will be written from the perspective of the course readings and discussions, in addition to other sources. Questions will be provided. The essays will be evaluated in terms of how well knowledge of the issues in question is demonstrated and the strength of the defense of the articulated opinion.

Masters (6360) Level Requirements: Each essay should be approximately 10-15 pages, double-spaced, Times New Roman, 12 point font. Masters students are required to demonstrate both comprehension and ability to apply the course material by providing performative understanding of the course material and coherent analysis and argumentation in support of their paper thesis. Reference to the course materials is required. The essays should be at a level of sophistication, in terms of style, analysis, argumentation, and background knowledge, of a doctoral level academic and/or professional.

Masters Essay Evaluation Rubric

	A	B to C range
Strong Thesis Statement, developed through paper and answering question	Develops a valid thesis; answers question in thoughtful way; argument developed throughout the paper and culminating in reasonable conclusions.	Lacks developed thesis and/or fails to answer the stated question.
Disciplinary content knowledge demonstrated	Uses relevant citations from the course material, presented in such a way as to demonstrate comprehension of them.	Includes inadequate citations and/or lacks meaningful discussion of them.
Contextualized in discipline	Places clearly within the appropriate contexts, including theoretical, political economic, historical, and educational.	Does not adequately contextualize

Theoretical development	Creates a clear, supported and developed theoretical framework that is valid in framing the answer, and includes theoretical analysis and interpretation	Lacks appropriate theoretical framework, and/or theory underdeveloped, and/or lacks theoretical analysis and interpretation
Writing	Demonstrates appropriate, systematic, intentional sentence structure, paragraph structure (with transitions), overall organizational structure; conventional or intentional spelling, grammatical, and punctuation conventions; approved citation style; copyedited and proofread.	Demonstrates unacceptable professional writing skills in terms of grammar, spelling, sentence structure, punctuation, overall organization, transitions, systematic citation, and/or copyediting & proofreading.

Doctoral (8360) Level Requirements: Each essay should be article length, approximately 20-30 pages, double-spaced, Times New Roman, 12 point font. Doctoral students are required to demonstrate mastery of the course material by providing coherent, compelling and detailed analysis and argumentation in support of their paper thesis. In addition to references to the required course materials, Doctoral students are required to research and apply outside primary and secondary sources. The essays should be at a level of sophistication, in terms of style, analysis, argumentation, and background knowledge, of a doctoral level academic and/or professional.

Doctoral Essay Evaluation Rubric

	A	B to C range
Strong Thesis Statement, developed through paper and answering question	Develops a valid and innovative thesis; answers research question in a philosophically sophisticated way; detailed argument developed throughout the paper and culminating in reasonable and insightful conclusions.	Lacks developed thesis and/or fails to answer the stated question.
Disciplinary content knowledge demonstrated	Uses relevant citations to the course materials and outside primary and secondary sources presented in such a	Includes inadequate citations and/or lacks significant understanding of them.

	way as to demonstrate a significant understanding of them.	
Contextualized in discipline	Nuanced contextualization, including theoretical, political economic, historical, and educational.	Does not adequately contextualize
Theoretical development	Creates a clear, supported and developed theoretical framework that is valid and insightful, and includes detailed and sophisticated theoretical analysis and interpretation	Lacks appropriate theoretical framework, and/or theory underdeveloped, and/or lacks theoretical analysis and interpretation of data
Writing	Demonstrates strong, systematic, intentional sentence structure, paragraph structure (with transitions), overall organizational structure; conventional or intentional spelling, grammatical, and punctuation conventions; approved citation style; copyedited and proofread.	Demonstrates unacceptable professional writing skills in terms of grammar, spelling, sentence structure, punctuation, overall organization, transitions, systematic citation, and/or copyediting & proofreading.

Structure -- Outline

Part 1 – Introduction to the theory of peace education: concepts, fundamental, and theoretical foundations – core topics include:

1. The nature of violence as the core problematic
2. The nature of peace: negative and positive peace
3. Theories of conflict resolution
4. Theories of peace education
5. The nature of peace-learning

Readings:

Baja, Monisha, ed. 2008. *Encyclopedia of Peace Education*. Charlotte, NC: Information Age Publishing, Inc.

- Bok, Sissela. 1989. *A Strategy for Peace: Human Values and the Threat of War*. New York: Pantheon Books.
- Freire, P. (1970). *Pedagogy of the oppressed*. New York: Herder and Herder.
- Freire, P. (1998). *Pedagogy of freedom: Ethics, democracy, and civic courage*. Lanham: Rowman & Littlefield Publishers.
- Galtung, Johan. 2008. Form and Content of Peace Education. In *Encyclopedia of Peace Education*, edited by M. Baja. Charlotte, NC: Information Age Publishing, Inc.
- Haavelsrud, Magnus. 2004. Target: Disarmament Education. *Journal of Peace Education* 1 (1):37-58.
- . 2008. Conceptual Perspectives in Peace Education. In *Encyclopedia of Peace Education*, edited by M. Baja. Charlotte, NC: Information Age Publishing, Inc.
- Harris, Ian. 2004. Peace Education Theory. *Journal of Peace Education* 1 (1):5-20.
- Reardon, Betty A. 1988. *Comprehensive Peace Education: Educating for Global Responsibility*. New York: Teachers College Press.
- . 1995. *Educating for human dignity : learning about rights and responsibilities, Pennsylvania studies in human rights*. Philadelphia: University of Pennsylvania Press.
- . 1996. *Sexism and the war system*. 1st Syracuse University Press ed, *Syracuse studies on peace and conflict resolution*. Syracuse, N.Y.: Syracuse University Press.
- . 1999. *Peace Education: A Review and Projection*. Sweden: School of Education, Malmo University.
- . 2010. *Meditating on the Barricades: Concerns, Cautions and Possibilities for Peace Education for Political Efficacy*. New York.

Part 2 – Introduction to the substantive areas of peace pedagogy and peace education:

1. The Nature of Peace and Violence
2. Justice, Human Rights, and Values
3. Non-Violent Conflict Resolution
4. Environmentalism
5. Culture and Diversity: Self and Others, and
6. Knowledge (in) Society and Technology

Readings:

- Andreopoulos, George J and Richard Pierre Claude, ed. 1997. *Human Rights Education for the Twentieth Century*. Philadelphia: University of Pennsylvania Press.
- Arendt, Hannah. 1958. *The Origins of Totalitarianism*. New York: Meridian.
- . 1970. *On Violence*. New York: Harcourt Brace & Company.
- . 1994. *Eichmann In Jerusalem: A Report on the Banality of Evil*. New York: Penguin Books.
- Bobbio, Norberto. *The Age of Rights*. Cambridge, UK: Polity Press, [1990] 1996.

- Bowers, C. A. 1995. *Educating for an Ecologically Sustainable Culture : Rethinking Moral Education, Creativity, Intelligence, and Other Modern Orthodoxies*, *Suny Series in Environmental Public Policy*. Albany, N.Y.: State University of New York Press.
- . 1993. *Education, Cultural Myths, and the Ecological Crisis : Toward Deep Changes*. Albany, N.Y.: State University of New York Press.
- Christopher, Paul. 2004. *The Ethics of War and Peace: An Introduction to Legal and Moral Issues*. Upper Saddle River, New Jersey: Pearson Prentice Hall.
- Corcoran, Peter Blaze, ed. 2005. *The Earth Charter in Action: Toward a Sustainable World*. Amsterdam: KIT Publishers, In cooperation with the Earth Charter Initiative, San Jose, Costa Rica.
- Devall, Bill, and George Sessions. 1985. *Deep ecology*. Salt Lake City, Utah: G.M. Smith.
- Elshtain, Jean Bethke, ed. 1992. *Just War Theory*. New York: New York University Press.
- Fornari, Franco. [1966]1975. *The Psychoanalysis of War*. Bloomington: Indiana University Press.
- Fox, Warwick. 1990. *Toward a Transpersonal Ecology: Developing new Foundations for Environmentalism*. Boston: Shambhala Publications.
- Golding, Martin P. 1988. On the Idea of Moral Pathology. In *Echoes from the Holocaust: Philosophical Reflections on a Dark Time*, edited by A. a. G. E. M. Rosenberg. Philadelphia: Temple University Press.
- Hayden, Patrick, ed. 2001. *The Philosophy of Human Rights*. St. Paul: Paragon House.
- Andrew Light and Homes Rolston III (editors), 2003. *Environmental Ethics: An Anthology*. Oxford: Blackwell Publishing.
- Lifton, Robert J. and Eric Markusen. 1990. *The Genocidal Mentality: Nazi Holocaust and Nuclear Threat*. New York: Basic Books.
- Alice Miller, *For Your Own Good: Hidden Cruelty in Child-rearing and the Roots of Violence* (New York: Noonday Press, [1980]1983), translated by Hildegard and Hunter Hannum.
- Naess, Arne. 1974. *Gandhi and group conflict. An exploration of satyagraha. Theoretical background*. Oslo: Universitetsforlaget.
- . 1989. *Ecology, Community, and Lifestyle: Outline of an Ecosophy*. Translated by D. Rothenberg. Cambridge: Cambridge University Press.
- . 1992. *Spinoza and the deep ecology movement*. Delft: Eburon.
- Neiman, Susan. 2002. *Evil in Modern Thought: An Alternative History of Philosophy*. Princeton, NJ: Princeton University Press.
- Nardin, Terry, ed. 1996. *The Ethics of War and Peace: Religious and Secular Perspectives*. Princeton, NJ: Princeton University Press.
- Olafson, Lori. “Good” Americans and “Bad” Americans: Personal Epistemology, Moral Reasoning, and Citizenship.” *In Factis Pax* 4(1) (2010): 11-39.
- Orr, David W. 1992. *Ecological Literacy: Education and the Transition to a Postmodern World*. Edited by David Ray Griffin, *Suny Series in Constructive Postmodern Thought*. Albany, NY: State University of New York Press.
- Ruitenber, Claudia “Conflict, Affect and the Political: On Disagreement as Democratic Capacity” *In Factis Pax* 4(1) (2010): 40-55.

Schraw, Gregory, Lori Olafson, Michelle Vander Veldt, and Jennifer Ponder. "Teachers' Epistemological Stances and Citizenship Education" *In Factis Pax* 4(1) (2010): 78-107.

Sessions, George. 1994. *Deep ecology for the twenty-first century*. Boston: Shambhala.

Taylor, Charles. 1994 *Multiculturalism* Princeton: Princeton University Press.

Turner Johnson, James. 1981. *Just War Tradition and the Restraint of War: A Moral and Historical Inquiry*. Princeton: Princeton University Press.

———. 1999. *Morality and Contemporary Warfare*. New Haven: Yale University Press.

Walzer, Michael. 1997. *Just and Unjust Wars: A Moral Argument with Historical Illustrations*. New York: Basic Books.

———. *On Toleration* (New Haven: Yale University Press, 1999).

Wasserstrom, Richard A., ed. 1970. *War and Morality*. Belmont, CA: Wadsworth Publishing Company.

Weinstock, Michael "Epistemic Understanding and Sound Reasoning Skills that Underlie Effective Democratic Engagement." *In Factis Pax* 4(1) (2010): 56-77.