The University Of Toledo

NEW COURSE PROPOSAL

1. College: EDU
   Department: FOED

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

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

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

   If yes to either question, please list additional Alpha/Numberic 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:
   a. Activity Type: Lecture
   b. Minimum Credit Hours: 3
   c. Weekly Contact Hours: 3

   *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

11. Maximum Hours

Grading System:

Undergraduate

- Normal Grading (A-F,PS/NC,PR, I)
- Passing Grade/No Credit (A-C, NC)
- Credit/No Credit
- Grade Only (A-F)
- No Grade

Graduate

- Normal Grading (A-F,PS/NC,PR, I)
- Grade Only (A-F)
- Satisfactory/Unsatisfactory (G only)
- Audit only
- No Grade

12. Prerequisites (must be taken before):

a.  

b.  

c.  

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

13. Co-requisites (must be taken together):

a.  

b.  

c.  

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

Course to be removed from inventory  Final Term to be offered (YYYYT, i.e. use 20064 for Fall'06)

a.  

b.  

c.  

d.  

15. 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.

16. 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 manner 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: ________________________________ Date __/__/____ (mm/dd/yyyy)

Department Chairperson: ________________________________ Date __/__/____ (mm/dd/yyyy)

College Curriculum Authority: ________________________________ Date __/__/____ (mm/dd/yyyy)

College Dean: ________________________________ Date __/__/____ (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

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

<table>
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<tr>
<th>Strong Thesis Statement, developed through paper and answering question</th>
<th>A</th>
<th>B to C range</th>
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<tr>
<td>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.</td>
<td></td>
<td>Lacks developed thesis and/or fails to answer the stated question.</td>
</tr>
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<p>| 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. |</p>
<table>
<thead>
<tr>
<th><strong>Contextualized in discipline</strong></th>
<th><strong>Theoretical development</strong></th>
<th><strong>Writing</strong></th>
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<td>Nuanced contextualization, including theoretical, political economic, historical, and educational.</td>
<td>Creates a clear, supported and developed theoretical framework that is valid and insightful, and includes detailed and sophisticated theoretical analysis and interpretation</td>
<td>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.</td>
</tr>
<tr>
<td>Does not adequately contextualize</td>
<td>Lacks appropriate theoretical framework, and/or theory underdeveloped, and/or lacks theoretical analysis and interpretation of data</td>
<td>Demonstrates unacceptable professional writing skills in terms of grammar, spelling, sentence structure, punctuation, overall organization, transitions, systematic citation, and/or copyediting &amp; proofreading.</td>
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**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:**


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:


