



IRL 6010 Nature of Peace, Force and Non Violence
Class Location: Alliant International University, Campus Mexico
Class Time: Monday and Wednesdays 18:00-21:00
Instructor: Ana Cristina Castillo Petersen, M.A. PhDc
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Personal Phone: 04455-54569527
Office Hours: Prior or after class or by appointment

Grading: Letter
Units: 3

ALLIANT INTERNATIONAL UNIVERSITY—MEXICO CITY

SPRING SEMESTER 2012

Jan. 17 -20 Tuesday – Friday

New student orientation/Attendance is mandatory for new students

Jan. 23 Monday

Instruction begins for Spring Semester [full-term (16-week) and Session 1 (8-week) courses]

Feb. 6 Monday

Add/Drop Deadline for Spring Semester full-term courses. Last day to add or drop a full-term course without late fee. Last day to drop a full-term course for 100% refund

Monday, February 6-- Constitution Day Holiday—NO CLASSES

Feb. 17 Friday

Last day to withdraw from Spring Semester Session 1 courses in good standing

Mar. 8 Thursday

Annual Student Leadership Conference

Mar. 16 Friday

Last day to withdraw from Spring Semester full-term courses in good standing

Mar. 18 Sunday

Last day of Spring Session 1 courses

Mar. 19 Monday

Instruction begins for Spring Semester Session 2 (8-week) courses

Monday, March 19-- Benito Juárez Holiday—NO CLASSES

Mar. 30 Friday

Spring Semester Session 1 grades due to Registrar's Office

Apr. 2 – 8 Monday – Sunday

Spring Break. Classes do not meet

Apr. 20 Friday

Last day to withdraw from Spring Semester Session 2 courses in good standing. Spring Semester Session 1 grades available on-line.

Apr. 23 Monday

Registration for Summer Term and Fall Semester begins

Tuesday MAY 1—HOLIDAY—NO CLASSES

May 7 Monday

Last day to register for Summer Term without paying a late fee

May 13 Sunday

Last day of Spring Semester full-term courses

Tuesday MAY 15—HOLIDAY—MEXICO CAMPUS CLOSED

May 14-20 Monday – Sunday

Final Examinations; make up classes (in case of holidays, etc.); semester-end activities

May 20 Sunday

Last day of Spring Semester Session 2 courses

May 25 Friday

Spring Semester full-term grades due to Registrar's Office

June 1 Friday

Spring Semester Session 2 grades due to Registrar's Office

June 8 Friday

Spring Semester grades available on-line

COMMENCEMENT CEREMONIES—May 18, 2012

I. Rationale

Study of the major theories in international hostilities and tensions from an interdisciplinary perspective.

Alliant's Mission Statement

1. Multicultural and International Competence

Alliant is an inclusive institution committed to serving diverse populations around the world by preparing professionals to work effectively across cultural and national boundaries; by increasing the number of professionals working in underserved areas; and by understanding and responding to the needs of diverse communities.

2. Community Engagement

Alliant's faculty, students, alumni and staff are dedicated to making a positive difference in the world through professional education and practice. We measure the success of our university in part by the impact we have, both directly and indirectly, on the welfare of individuals, families, organizations and communities.

See also below, “Appendix: Alliant Mission, Values, Professional Practices and Competencies”

II. Course Description, Purpose, Student Learning Outcomes and Assessment:

A. Course Description

This course focuses on the study of Peace as an Alternative to War, not as the absence of it, thus contending traditional notions of war in International Relations Theory and its Practice.

B. Purpose of the Course

This course is a requirement in the MAIR program at Alliant International University Mexico City. It is intended to provide students with the necessary tools to draw alternatives to the current international scenario.

C. Specific Learning Outcomes:

Upon successful completion of the course students will be able to:

- Study the notion of peace and the evolution of the concept of non violence
- Understand peace as an alternative to war
- Analyze the different processes of war
- Understand the role of democracy in the development of peace
- Study peace from different religious perspectives
- Identify peacekeeping operations

The following are the general learning outcomes for the M.A. in International Relations:

1. Demonstrate familiarity with the history and language of Advanced International Relations Theory, paradigms and ideological perspectives.
2. Distinguish between descriptive, evaluative and analytical approaches to the study of International Relations.

3. Distinguish between problem-solving and critical approaches to the application of theory, paradigms and ideological perspectives in I.R.
4. Identify and discuss the strengths and weaknesses of these alternative approaches, analyze the application of theory in current real situations and cases.

D. Instructional Strategy

The course will be structured with a combination of classes, lectures and student's presentations. Active participation of students and their expertise is welcomed and required at all times.

E. Description of Course Requirements and Assessment Methods

1. Instructor Assumptions

Regular attendance and participation in class discussions will be figured into the final grade. Every unexcused absence after **two** missed classes will count for a loss of 5 points (5% of the final grade). Late papers will lose **2** points i.e. 20% for each day they are late. N.B. Maximum late delivery is one class.

Formal writing assignments must be submitted **in hardcopy and via mail**, double-spaced and in Times New Roman, Arial (or similar) 12 point font. They should be of professional quality, edited, and proofread. 10% of the grade will be based on mechanics; grammar, spelling, punctuation, citations, etc. Remember to use citations in APA.

Academic Honesty:

Policy Regarding Plagiarism

Plagiarism is not citing, quoting, or paraphrasing the works of others without proper textual and bibliographic citations. It is the responsibility of students to understand the rules of proper use of the intellectual production of others, and the forms of proper citation in academic works. For example, students **must not** copy and paste written sources from the internet, and present these sources as their own work. Plagiarism constitutes a violation of university ethics rules.

Documented cases of plagiarism will have the following consequences. In the first instances the student may fail the written assignment that was plagiarized or the course, at the

discretion of the class instructor. In the first instance of plagiarism the Program Director will create a file with a copy of the plagiarized work. In the second instance the student may be called before the Student Evaluation and Review Committee (SERC) that may consider suspension from the university for one semester. In the third instance the student may be called before the Student Evaluation and Review Committee (SERC) that may consider dismissal from the university.

If the student has any questions regarding the use of citations in papers or plagiarism, please ask the instructor or the Program Director.

Active participation is essential. Required readings should always be completed before class. Papers and oral presentations to be presented in class should be ready at the beginning of each class.

➤ Regular class attendance and participation:

You are required to attend all the classes (in accordance with the University regulations). If you cannot attend please let me know beforehand, or contact me afterwards.

Missing a class will result in a point reduction for the participation grade.

➤ Final paper:

Each student is required to write an original research paper of 10 to 15 pages dealing with current Peace, War or Non Violence issues. It is both descriptive and analytical in nature. The final paper will constitute 40 percent of the course grade.

The Essay (formal style), must use APA. Arial 12 Font, double space. The reference style must be consistent throughout the essay. Students must use a minimum of 10 sources.

Only word-processed or typewritten, double-spaced reports will be accepted.

An academic essay contains the following elements:

Introduction

In the introduction the student should explain the topic the student is going to research, giving a brief introduction for the reader to understand. The student should also describe the methodology to be used, and the outcome from the research project.

Main Body

In the body the student should develop the argument or arguments, and the evidence that supports to student's interpretation. The student should use

only the evidence that supports the arguments being made, and should not include extraneous information that is not germane to the arguments the student presents. Each paragraph should present a discrete idea or interpretation with supporting evidence. Be sure to avoid redundancies.

Conclusion

The conclusion should be the final part of the essay, where the student sums up the arguments presented and the findings that address the original question, if any.

o Weekly Short Paper

Each student is to write a weekly paper of 2-4 pages describing issues discussed in class and/or assigned readings. The short biweekly papers will constitute 30 per cent of the class grade.

- o Oral presentations and class participation

Each student will lead class discussions and actively participate in class discussions. Class participation constitutes 30 per cent of the class grade. This includes participation in class discussions as well as more formal oral presentations.

The following grading scale will be used for this course:

Grade	Per cent
A	100-95%
A-	94%-90%
B+	89%-87%
B	86%-84%
B-	83%-80%
C+	79%-77%
C-	76%-74%



		D+	69%-67%		
		D	66%-64%		
D-	63%F	D		Less than 60%	

Principal Rubrics:

1. Class Participation: Preparation, presentation, and participation in the class should demonstrate your capacity to successfully demonstrate the identified outcomes. Class questions will focus on your preparation and participation, which will be evaluated on the basis of five criteria:

Class Participation Rubric	Clear Evidence – 50 points	Minimal Evidence – 25 points	No Evidence – 0 points
Preparation, Familiarity & Reflection on reading	Student exhibits substantial familiarity with the reading (10 points)	Student demonstrates a basic familiarity with the reading. (7 points)	Student demonstrates a lack of preparation and familiarity with the reading. (0 points)
Understanding of Readings	Student has a clear understanding of the reading. (15 points)	Student has minimal understanding of the reading. (8 points)	Student lacks a basic understanding of the reading.(0 points)
Contribution to Others Learning	Student contributes to the learning of others. (10 points)	Student makes minimal contribution to the learning of others. (5 points)	Student failed to contribute to the learning of others. (0 points)
Clarity & Originality of Contribution	Student's contribution is clear and original. (15 points)	Student's contribution is minimal. (5 points)	Student contribution lacks clarity and originality. (0 points)

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2. Presentations (incl. power point: Objectives for this type of presentation include

1. Quality of oral presentation,
2. Focused, relevant research presented in a student-friendly manner,
3. Defense of one's analysis,
4. Response to questions,
5. Prompting relevant dialogue on important issues.

Presentation Scoring Rubric:

Grading Criteria			
Objectives:	Excellent – 50 points	Minimal Evidence – 25 points	No Evidence – 0 points
Oral Presentation	10 points	5 points	0 points
Research Presented	15 points	7 points	0 points
Defense of Analysis	15 points	7 points	0 points
Response to Questions	5 points	3 points	0 points
Prompting Relevant Dialogue	5 points	1 points	0 points

3. Research Paper Scoring Rubric:

Grading Criteria:	Excellent – 50 points	Proficient – 30 points	Poor – 0 points
Format			
Grammar & Punctuation	The paper has no major grammatical and punctuation errors and very few minor errors. Any minor errors do not interfere with the understanding of the paper. (5 points)	The paper has a few major errors and multiple minor errors, but almost all sentences are clear and understandable. (4 points)	The paper has so many basic grammar errors that the paper cannot be readily understood. (0 points)
Style of paper	Presentation style	Presentation	Style of paper



	assured real learning by reader and engaged the reader. (5 points)	style was adequate to advance reader learning. (4 points)	was confusing to reader. (0 points)
Presentation of research and design to class	Presentation was engaging for classmates. (5 points)	Presentation was interesting but lacked clarity and explanation (4 points)	Presentation lacked clarity and was not engaging of fellow students in the class (0 points)
Adherence to APA style	Paper demonstrated full adherence to APA style. (5 points)	Paper demonstrated partial adherence to APA style. (4 points)	Paper failed to utilize APA style. (0 points)

Grading Criteria: Content			
Organization	Writing is clear, logical, and very organized around a developed thesis. (10 points)	Writing has minimal organization and a basic thesis statement. (4 points)	The paper is unclear with no organization. (0 points)
Support	Every important point is clearly supported by strong evidence. (10 points)	The use of evidence is minimal, but it does support the thesis. (5 points)	The paper does not attempt to support a thesis. (0 points)
Analysis	Analysis shows a strong relationship between evidence and thesis. (10 points)	Analysis of the evidence stretches its meaning in an attempt to support the thesis. (5 points)	The paper does not attempt to explain how the content relates to the thesis. (0 points)

III. Course Readings

Text: Cortright, David, Peace, A History of Movements and Ideas, Cambridge University Press, 2011 ISBN978-0-521-67000-5

(Additional readings to be provided by lecturer)

IV. Policies and Procedures:

Behavioral Expectations/Attendance

2. Policies Related To Class Attendance, Lateness, Missed Exams or Assignments

The University expects regular class attendance by all students. Each student is responsible for all academic work missed during absences. When an absence is necessary, students should contact the instructor as courtesy and to check for assignments. See the University Catalog for the complete policy on attendance.

Attendance criteria for this class are:

Punctuality: Please be on time!

Attendance: More than four unexcused absences will lower course grade one level.

3. Information on Participation/types of participation required by the course

Readings and participation are the central elements in the course. The assignments provide details for class discussions, small and large work groups; and will vary on each assigned topic. This is an interactive course and students are expected to read the assigned material prior to class. The amount and quality of participation in activities and discussions will be reflected in the students' final grades.

4. Instructor Assumptions

It is the student's responsibility to identify and complete any work missed in the course. All written work is due at the beginning of class on the assigned dates. Late papers will be accepted only at the professor's discretion and will be penalized. Grades will be determined on the basis of these course requirements as follows:

You are always welcome to discuss this course or other academic issues with me during my office hours. I will also be happy to make an appointment for another time if you cannot see me during office hours. Don't hesitate to ask if you have any questions or problems.

5. Responsibility to Keep Copies

Remember – it is good practice to keep copies of ALL major assignments/papers you turn in. On rare occasions, work may be lost because of computer failure or other mishaps.

6. Respectful Speech and Actions

Alliant International University, by mission and practice, is committed to fair and respectful consideration of all members of our community, and the greater communities surrounding us. All members of the University must treat one another as they would wish to be treated themselves, with dignity and concern.

As an institution of higher education, Alliant International University has the obligation to combat racism, sexism, and other forms of bias and to provide an equal educational opportunity. Professional codes of ethics (e.g., from the APA for psychology students) and the Academic Code shall be the guiding principles in dealing with speech or actions that, when considered objectively, are abusive and insulting.

7. Academic Code of Conduct and Ethics

The University is committed to principles of scholastic honesty. Its members are expected to abide by ethical standards both in their conduct and in their exercise of responsibility towards other members of the community. Each student's conduct is expected to be in accordance with the standards of the University. ***The complete Academic Code, which covers acts of misconduct including assistance during examination, fabrication of data, plagiarism, unauthorized collaboration, and assisting other students in acts of misconduct, among others, may be found in the University Catalog.*** The University reserves the right to use plagiarism detection software.

8. Disability Accommodations Request

If you need disability-related accommodations in this class, please see me privately. All accommodations must be requested in a timely manner (at least 2 weeks ahead of time) with a letter of support for Alliant's

Office of Disability Services. If you have questions about accommodations, please contact the Office of Disability Services.

9. Policy on Course Requirements During Religious Holidays

Alliant International University does not officially observe any religious holidays. However, in keeping with the institution's commitment to issues of cultural diversity as well as humanitarian considerations, faculty are encouraged to appreciate students' religious observances by not penalizing them when they are absent from classes on holy days. Alliant International University faculty will be sensitive to these matters. Students should be similarly respectful of faculty members' right to observe religious days.

10. Resources for Obtaining Tutoring or Other Student Support Services

Tutors are available to help students with course-based or exam-based needs. Contact the Director of Student Support Services for information on obtaining tutoring – or other student support services – on your campus.

11. Problem Solving Resources

If problems arise with faculty, other students, staff, or student support services, students should use the University Problem Solving Procedures located on the web at: [http://www.alliant.edu/academic/studentproblemsolving/Student Grievance Policy.pdf](http://www.alliant.edu/academic/studentproblemsolving/Student_Grievance_Policy.pdf)

V. Course Schedule:

Session Number	Date	Day	Topic	Readings
1.	Jan 23rd	Mon	Introduction to syllabus and research requirements, scheduling of oral presentations	
2.	Jan 25th	Wed	Introduction to Peace studies	Chap. 1
3.	Jan 30th	Mon	The first peace societies	Chap. 2
4.	Feb 1st	Wed	Toward internationalism	Chap. 3
5.	Feb 6th	Mon	No Class, Mexican Holiday	
6.	Feb 8th	Wed	Facing Fascism, Debating disarmament	Chap. 4, Chap. 5
7.	Feb 13th	Mon	Confronting the cold War	Chap. 6

8.	Feb 15th	Wed	Banning the Bomb	Chap. 7
9.	Feb 20th	Mon	Refusing War	Chap. 8
10.	Feb 22nd	Wed	Religion	Chap. 9
11.	Feb 27th	Mon	A force more powerful, Democracy	Chap. 10 & Chap. 11
12.	Feb 29th	Wed	Social Justice	Chap. 12
13.	Mar 5th	Mon	Responsibility to Protect	Chap. 13
14.	Mar 7th	Wed	A moral equivalent	Chap. 14
15.	Mar 12th	Mon	Realizing disarmament & Realistic Pacificsm	Chap. 15 & Chap. 16
16.	Mar 14th	Wed	Final Presentations	

Reminder that Syllabus is Subject to Change

The preceding is the general structure and content of the course. Students should remember that the exact content and schedule of the syllabus is subject to change without prior notice to meet student, faculty, or other needs. We may spend more time on some topics as needed, and conversely, may move more quickly over other topics.

Appendix: Alliant Mission, Values, Professional Practices and Competencies

A. Alliant Mission

Description: Alliant's mission is:

Alliant International University prepares students for professional careers of service and leadership, and promotes the discovery and application of knowledge to improve the lives of people in diverse cultures and communities around the world.

Purpose: The purpose of this anchor is to ensure that the Program fits within the University and School mission and vision.

B. Alliant Core Values

Description: The Alliant Core Values are Integrity, Intellectual Advancement, Diversity, Social Responsibility, Innovation, Stewardship, Partnership and Collaboration.

Purpose: The purpose of this anchor is to ensure that Alliant's Programs are planning and operating in accordance with Alliant's Core Values.

C. Alliant Professional Practice University Components of Excellence from the Mission

Description: The four components of a professional practice university explained in Alliant's mission are:

- Education for Professional Practice
- Scholarship
- Multicultural and International Competence
- Community Engagement

Purpose: The purpose of this anchor is to ensure that the 4 components of Alliant as a professional practice university are incorporated into the Programs.

D. Professional Practice Competencies

Description: The Alliant Professional Practice Competencies (A-IMPACT) are:

- A** discipline-specific body of knowledge and research/scholarship
- Insight into the context of practice
- M**ulticultural/International competence
- P**rofessional literacies
- A**pplication of knowledge and research in new ways
- C**onduct, judgment, dispositions and ethics
- T**eam-based and multidisciplinary approaches

Purpose: The purpose of this anchor is to ensure that the competencies are part of all Alliant's Programs (at an appropriate level) and thus become a hallmark of an Alliant Program.