Indicate (X) the component of the General Education Curriculum that the proposal impacts.

X System General Education Requirements

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

X Addition of a course to the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change
Add ENGL/GLST 125 Introduction to Peace and Conflict Studies to the list of courses approved to meet SGR #4 Humanities and Arts/Diversity.

Section 2. Provide the Effective Date for the Proposed Change
Fall 2014

Section 3. Provide a Detailed Reason for the Proposed Change
The components of the ENGL/GLST 125 Introduction to Peace and Conflict Studies course correspond with the SGR #4 objectives, and thus the department seeks approval and inclusion of ENGL/GLST 125 on the designated list of SGR #4 courses. These classes have been already approved to meet IGR #2.

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes
SGR #4 goals and SLO’s are detailed below, along with specific means by which this course will address each goal and achieve each objective. This course description is provided here for reference.

Course Description: ENGL/GLST 125 Introduction to Peace and Conflict Studies: Introduction to historical and contemporary debates within the discipline of Peace and Conflict Studies, during which each student is guided to identify her or his own interests within those debates, and then encouraged to evaluate and apply those interests within a coordinated service learning experience.
Cross-Listed: GLST 125 and ENG 125

SGR#4 goal: Students will understand the diversity and complexity of the human experience through study of the arts and humanities.

SGR #4 Student Learning Outcomes: As a result of taking ENGL/GLST 125, students will be able to:
1. **Demonstrate knowledge of the diversity of values, beliefs, and ideas embodied in the human experience;**
   As the result of a wide variety of readings and discussions, interactions with the diverse perspectives of guest speakers, and the service learning experience, students will be able to respond effectively in assigned writings to diversity questions.

2. **Identify and explain basic concepts of the selected disciplines within the arts and humanities.**
   As a result of course readings and discussions and the service learning experience, students will understand and be able to articulate, in assigned writings, some of the fundamental tenets of the discipline of literature and the related disciplines of history, geography, sociology, and philosophy.

   In addition, as a result of taking courses meeting this goal, students will be able to do at least one of the following:

3. **Identify and explain the contributions of other cultures from the perspective of the selected disciplines within the arts and humanities;**
   As a result of course readings and discussions, students will understand and be able to articulate, in assigned writings, a variety of past and present world cultures perspectives.

4. **Demonstrate creative and aesthetic understanding;**
   As a result of readings and class discussions, students will be able to creatively interpret literary art in its various forms and be able to explain those interpretations in assigned writings.

5. **Explain and interpret formal and stylistic elements of the literacy or fine arts;**

6. **Demonstrate foundational competency in reading, writing, and speaking a non-English language.**

Each course meeting this goal includes the following student learning outcomes: **Required: #1, #2, at least one of the following: #3, #4, #5 or #6.**

### Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation

Please see attached.

---

**English 125-1, 3 credit hours**  
**Introduction to Peace and Conflict Studies**  
**South Dakota State University**  
TTh 10:00-11:15, Scobey 020  
XXXX, Scobey Hall 00X, Phone 688-XXXX  
XXXX@sdstate.edu

**Office Hours:**  
Tuesday, 1:15-3:15  
Thursday, 1:15-4:00; 6:50-7:05  
Other times by appointment

**Required Texts:**  
Online journal articles and essays  
*Peace Is Every Step*, Thich Nhat Hahn  
*A Lesson Before Dying*, Ernest Gaines  
*The Reluctant Fundamentalist*, Mohsin Hamid
SGR #4 – ENGL 125 Introduction to Peace and Conflict Studies

Terror in the Name of God, Jessica Stern
Shaping Survival, ed. Marken and Woodard
The Little Book of Conflict Transformation, John Paul Lederach

There will also be supplementary handouts of poetry and prose.

SDSU Catalog Course Description:
Introduction to historical and contemporary debates within the discipline of Peace and Conflict Studies, during which each student is guided to identify her or his interests within those debates, and then encouraged to evaluate and apply those interests within a coordinated service learning experience.

Course Objectives and Goals:
The primary objective of the course will be to examine and discuss alternative means of conflict resolution on the personal, local, state-wide, national, and global levels. This objective will be achieved through reading and discussing the assigned literature, through discussions with guest speakers, and through a service learning experience. The following statements also represent some of the main ideas which will be reflected upon and discussed throughout the course:

Sometimes snakes can’t slough. They can’t burst their old skin. Then they go sick and die inside the old skin, and nobody ever sees the new pattern.
- D.H. Lawrence

There are two ways of spreading light; to be the candle or the mirror that reflects it.
- Edith Wharton

There is first the literature of knowledge, and secondly, the literature of power. The function of the first is to teach; the function of the second is to move.
- Thomas De Quincy

Let us put our minds together and see what life we can make for our children.
- Sitting Bull

Related objectives and goals of this course will be to:

achieve a better understanding of and appreciation for the history of the human spirit which is literature,

learn literary techniques which will be useful in other courses and in professional environments,

learn more about and develop greater appreciation for the human and biological diversity of the world,

learn how to make more connections between literatures and our lives and those of others, locally, regionally, nationally, and internationally, and

acquire more understanding of the practical value of a liberal education in the humanities.

Note: The English Department will be submitting a request to the Board of Regents asking that the course also fulfill the “Humanities and Arts/Diversity” and “Cultural and Aesthetic Awareness” goals listed and described on Pages 41 and 44 of the 2010-2011 Undergraduate Programs Catalog. It is possible that these applications will be available to you retroactively if the request is approved. The goals are as follows:

Goal 4 of the System General Education Requirements: “Students will understand the diversity and complexity of the human experience through the study of the arts and humanities.” As a result of this course, students will be able to:

1. “Demonstrate knowledge of the diversity of values, beliefs, and ideas embodied in the human experience.”
   Assessment: As the result of a wide variety of readings and discussions, interactions with the diverse perspectives of guest speakers, and the service learning experience, students will be able to respond effectively in assigned writings to diversity questions.

2. “Identify and explain basic concepts of the selected disciplines within the arts and humanities.”
   Assessment: As a result of course readings and discussions and the service learning experience, students will understand and be able to articulate, in assigned writings, some of the fundamental tenets of the discipline of literature and the related disciplines of history, geography, sociology, and philosophy.

3. “Identify and explain the contributions of other cultures from the perspectives of the selected disciplines within the arts and humanities.”
   Assessment: As a result of course readings and discussions, students will understand and be able to articulate, in assigned writings, a variety of past and present world cultures perspectives.

4. “Demonstrate creative and aesthetic understanding.”
   Assessment: As a result of readings and class discussions, students will be able to creatively interpret literary art in its various forms and be able to explain those interpretations in assigned writings.

Goal 3 of the Institutional Graduation Requirements: “Students will demonstrate social responsibility or cultural and aesthetic awareness to foster individual responsibility and creativity.” As a result of this course, students will be able to:

Course Form #11
AAC Feb2007
1. “Demonstrate an appreciation of the different ways in which people express their understanding of the human condition.”
   Assessment: As a result of reading and discussing diverse cultural perspectives, students will be able to articulate those perspectives in course writings and discussions.

2. “Understand their responsibilities and choices as related to behavioral, cultural, and/or institutional contexts.”
   Assessment: As a result of the service learning experience, students will be able to express their understandings of these contexts.

3. “Demonstrate their knowledge of the structures and possibilities of the human community.”
   Assessment: Through the practical experience of service learning and class readings and discussions, students will be able to express in assigned writings their understandings of community on all levels.

4. “Foster individual responsibility by use of service learning, leadership, or experiential learning activities.”
   Assessment: As a result of the service learning experience, students will be able to express orally and in writing their understandings of their individual responsibilities.

**Instructional Methods:**
Most of the classes will be devoted to discussions. In addition, there will be occasional topical mini-lectures, and a variety of guest speakers.

**Grades:**
In-Class Writings – ¼
Service Learning Assignment – ¼
Final Examination – ¼
Caring – ¼

There will be 6-7 unannounced in-class writings over assigned readings and discussions.

For your service learning experience, you will spend 12-15 hours working within and learning from an organization which must regularly employ conflict resolution methods to function effectively. You will have the option of either making your own arrangements with such an organization or accepting an assignment provided for you with a local organization such as Dakota Rural Action, the Domestic Abuse Shelter, Non-Violent Alternatives, and the Brookings Reconciliation Council. You will briefly explain your experience to your classmates during the last two weeks of class, and give each of them a page or two of excerpts from the 5 or 6-page written summary of your experience which you will submit on or before December 9, the last day of class. You will receive a fuller written explanation of this assignment soon.

The final examination will require short essay responses to philosophical questions about the course readings and your service learning experience.

Caring is attendance, keeping up with readings, bringing your assigned text to class every day, classroom attentiveness and participation, and a strong service learning effort.

There will also be extra credit opportunities, and those papers will be averaged in with your in-class writing grades and may also add to your caring grade. For extra credit, you may choose to attend one or more designated university events and submit an opinionated response paper of 1-2 pages, double-spaced typed.

All writings and the caring category will be assigned letter grades. At the end of the term, all letter grades will be changed to numbers (A is 11, A- is 10, B+ is 9, etc.) and averaged.

**Attendance:**
Regular attendance is essential. More than 4 absences will result in the loss of one letter grade.

If you have to miss a class, please contact a classmate for the reading assignment for the next class period or use my home email address to request the assignment.

**Conferences:**
Individual conferences will be scheduled as needed.

**Make-up Policy:**
Assignments due on the day of an excused absence (for illness, injury, official school activities, and unforeseeable work or family complications) can be made up without penalty.

**Academic Honesty:**
The consequences of academic dishonesty range from disciplinary probation to expulsion. The full policies are found in Chapter 1 of the Student Code (01:10:23/01-1:10:23:04) of the Student Policy Manual.

**Freedom in Learning:**
Under Board of Regents and University policy, student academic performances may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. A student who believes that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should first contact the instructor of the course to initiate a review of the evaluation. If the student remains unsatisfied, the student may contact the department head

Course Form #11
AAC Feb2007
SGR #4 – ENGL 125 Introduction to Peace and Conflict Studies

and/or dean of the college which offers the class to initiate a review of the evaluation.

Disability Services:
Any student who feels s/he may need an accommodation based on the impact of a disability should contact Nancy Hartenhoff-Crooks, Coordinator of Disability Services (605-688-4504 or Fax, 605-688-4987) to privately discuss your specific needs. The Office of Disability Services is located in room 065, the Student Union.

Tentative Course Outline/Schedule:
A daily reading schedule would not give us the flexibility we need for adequate discussion. We will be reading and discussing the course texts in the order in which they appear above, and we will be spending approximately 2-3 weeks on each of them. We will also be hearing from a guest speaker every 3-4 weeks.

Final Examination:
The final examination will be Monday, December 13, 12:00 – 1:40.

Grading Rubric for ENGL 125
Applies to Research Papers, Exams, Presentations, and Class Participation

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>A (4.0)</th>
<th>B (3.0)</th>
<th>C (2.0)</th>
<th>D (1.0)</th>
<th>F (0.0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FULFILLMENT OF ASSIGNMENT</td>
<td>fulfillment of the requirements and objectives of the assignment</td>
<td>fulfillment of most of the requirements and objectives of the assignment</td>
<td>fulfillment of the major requirements and objectives of the assignment, though minor ones are only partially fulfilled or unfulfilled</td>
<td>insufficient fulfillment of the requirements and objectives of the assignment</td>
<td>a failure to follow or complete the assignment</td>
</tr>
<tr>
<td>CONTENT</td>
<td>an excellent, impressive command of content</td>
<td>a competent command of content</td>
<td>an adequate command of subject matter</td>
<td>an inadequate command of content</td>
<td>a failure to control or comprehend the content</td>
</tr>
<tr>
<td>IDEAS</td>
<td>a clear explanation, development, and application of ideas</td>
<td>mostly clear explanation, development, and application of ideas</td>
<td>adequate explanation, development, and application of ideas, though lack of depth is evident</td>
<td>insufficient explanation, development, and application of ideas</td>
<td>a failure to sufficiently explain, develop, or apply ideas</td>
</tr>
<tr>
<td>INDEPENDENT THOUGHT</td>
<td>independent thought and analysis</td>
<td>a capacity for independent thought and analysis, though it is not fully realized</td>
<td>lack of independent thought or sustained analysis</td>
<td>unexamined, clichéd thinking and little analysis</td>
<td>a failure to analyze</td>
</tr>
<tr>
<td>SUBSTANTIATION</td>
<td>thorough and persuasive substantiation of claims</td>
<td>sufficient and mostly persuasive substantiation of claims</td>
<td>inconsistent substantiation of claims</td>
<td>inadequate substantiation of claims</td>
<td>a failure to sufficiently substantiate claims</td>
</tr>
<tr>
<td>ORGANIZATION</td>
<td>clear and effective organization</td>
<td>mostly clear and effective organization</td>
<td>adequate organization, though lapses are evident</td>
<td>inadequate organization, making the text hard to follow</td>
<td>a failure to organize the content, making the text or oral presentation largely incoherent</td>
</tr>
<tr>
<td>EXPRESSION</td>
<td>precise, fluent, and distinctive expression—written or oral</td>
<td>mostly precise, fluent, and clear expression—written or oral</td>
<td>adequate expression—written or oral—though lapses in precision, fluency, and clarity are evident</td>
<td>inadequate expression—written or oral—with significant lapses in precision, fluency, and clarity</td>
<td>a failure to write or speak with any degree of precision, fluency or clarity</td>
</tr>
<tr>
<td>GRAMMAR &amp; PUNCTUATION</td>
<td>correct grammar, punctuation, documentation, and format</td>
<td>mostly correct grammar, punctuation, documentation, and format</td>
<td>adequate grammar, punctuation, documentation, and format, though errors are evident</td>
<td>numerous and significant errors in grammar, punctuation, documentation, and format</td>
<td>a failure to abide by the conventions of grammar, punctuation, documentation or format</td>
</tr>
</tbody>
</table>
The grade of “A” ("exceptional") designates:

- fulfillment of the requirements and objectives of the assignment
- an excellent, impressive command of content
- a clear explanation, development, and application of ideas
- independent thought and analysis
- thorough and persuasive substantiation of claims
- clear and effective organization
- precise, fluent, and distinctive expression—written or oral
- correct grammar, punctuation, documentation, and format

4.00 Grade Points

The grade of “B” ("above average") designates:

- fulfillment of most of the requirements and objectives of the assignment
- a competent command of content
- mostly clear explanation, development, and application of ideas
- a capacity for independent thought and analysis, though it is not fully realized
- sufficient and mostly persuasive substantiation of claims
- mostly clear and effective organization
- mostly precise, fluent, and clear expression—written or oral
- mostly correct grammar, punctuation, documentation, and format

3.00 Grade Points

The grade of “C” ("average") designates:

- fulfillment of the major requirements and objectives of the assignment, though minor ones are only partially fulfilled or unfulfilled
- an adequate command of subject matter
- adequate explanation, development, and application of ideas, though lack of depth is evident
- lack of independent thought or sustained analysis
- inconsistent substantiation of claims
- adequate organization, though lapses are evident
- adequate expression—written or oral—though lapses in precision, fluency, and clarity are evident
- adequate grammar, punctuation, documentation, and format, though errors are evident

2.00 Grade Points

The grade of “D” ("lowest passing grade") designates:

- insufficient fulfillment of the requirements and objectives of the assignment
- an inadequate command of content
- insufficient explanation, development, and application of ideas
- unexamined, clichéd thinking and little analysis
- inadequate substantiation of claims
- inadequate organization, making the text hard to follow
- inadequate expression—written or oral—with significant lapses in precision, fluency, and clarity
- numerous and significant errors in grammar, punctuation, documentation, and format

1.00 Grade Points

The grade of “F” ("failure") designates:

- a failure to follow or complete the assignment
- a failure to control or comprehend the content
- a failure to sufficiently explain, develop, or apply ideas
- a failure to analyze
- a failure to sufficiently substantiate claims
- a failure to organize the content, making the text or oral presentation largely incoherent
- a failure to write or speak with any degree of precision, fluency or clarity
- a failure to abide by the conventions of grammar, punctuation, documentation or format
SGR #4 – ENGL 125 Introduction to Peace and Conflict Studies

System/Institutional (SDSU) Graduation Requirements (SGR) Course Review
Faculty Self-Report Form

Directions:
1. Complete this form for each course you are submitting for consideration as an SGR course.
2. Attach one copy of the proposed syllabus for the course. Please follow the SDSU/SDBOR guidelines for syllabi found on Inside State.

NOTE: For multiple section courses, please submit one syllabus that is representative of all course sections, unless the sections are taught substantially differently (then a syllabus for each section is needed). For courses that are listed as meeting both SGR, IGR and/or globalization include all information for SGR, IGR and/or globalization requirements.

Due: January 14, 2013 to (Doug Malo), Chair, Academic Affairs Committee-SGR/IGR Review Sub-committee. E-mail copy is required (Douglas.Malo@sdstate.edu).

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<table>
<thead>
<tr>
<th>SGR Goal</th>
<th>#1: Written Communication</th>
<th>#2: Oral Communication</th>
<th>#3: Social Sciences/Diversity</th>
<th>#4: Humanities and Arts/Diversity</th>
<th>#5: Mathematics</th>
<th>#6: Natural Sciences</th>
<th>Globalization</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>X</td>
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</tbody>
</table>

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1. SGR/global Course prefix, number, and title: ENGL 125: Introduction to Peace and Conflict Studies
2. Number of Credits: 3
3. Faculty member’s name, department, college: Charles Woodard, Paul Baggett, English, A&S
4. Department Head: Jason McEntee

(Electronic signature indicates approval)

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### DOES THIS SYLLABUS CONTAIN:

<table>
<thead>
<tr>
<th>Y</th>
<th>N</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix, Number Title, Credit Hours</td>
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</tr>
<tr>
<td>University Name</td>
<td>X</td>
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<tr>
<td>Academic Term, Year</td>
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<td></td>
</tr>
<tr>
<td>Course Meeting Time and Location</td>
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<tr>
<td>Instructor’s Contact Info (Name, Office Location, Office hours, Office Phone Number, Email Address)</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Course Description: Catalog description</td>
<td>X</td>
<td></td>
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<tr>
<td>Addition course description (optional)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Prerequisites: Catalog description Technology skills (optional)</td>
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<td></td>
</tr>
<tr>
<td>Description of Instructional Methods</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Course Requirements Required textbook(s) and other supplementary materials Class attendance policy Cheating and plagiarism policy Key deadlines</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Course Goals (includes specific reference to SGR goal)</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Student Learning Outcomes (SLOs)</td>
<td>X</td>
<td></td>
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<tr>
<td>Grading Procedures</td>
<td>X</td>
<td></td>
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<tr>
<td>ADA Statement and Freedom in Learning Statement</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Tentative Course Outline/Schedule</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>How SLOs Are Assessed/Covered in Course Schedule</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

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### GOAL(S) AND STUDENT LEARNING OUTCOMES (SLOs) MET (LIST ONLY THOSE GOALS AND STUDENT LEARNING OUTCOMES MET BY THE COURSE) *

<table>
<thead>
<tr>
<th>ARE THE GOAL(S) AND STUDENT LEARNING OUTCOMES INCLUDED ON THE SYLLABUS? (YES/NO)</th>
<th>DO THE MEASUREABLE ASSESSMENT METHODS INCLUDED MEASURE THE SLOs LISTED? (YES/NO)</th>
<th>LIST ASSESSMENT TOOLS AND HOW THEY DEMONSTRATE STUDENT PERFORMANCE RELATED TO EACH STUDENT LEARNING OUTCOME+</th>
</tr>
</thead>
<tbody>
<tr>
<td>SGR#4: “Students will understand the diversity and complexity of the human experience through study of the arts and humanities.” SLOs 1 and 2 (required); must meet one of SLOs 3-6.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Demonstrate knowledge of the diversity of values, beliefs, and ideas embodied in the human experience.  
   T, W, D, S; Assessment: As the result of a wide variety of readings and discussions, interactions with the diverse perspectives of guest speakers, and the service learning experience, students will be able to respond effectively in assigned writings to diversity questions.

2. Identify and explain basic concepts of the selected disciplines within the arts and humanities.  
   T, W, D, S; Assessment: As a result of course readings and discussions and the service learning experience, students will understand and be able to articulate, in assigned writings, some of the fundamental tenets of the discipline of literature and the related disciplines of history, geography, sociology, and philosophy.

3. Identify and explain the contributions of other cultures from the perspectives of the selected disciplines within the arts and humanities.  
   T, W, D, S; Assessment: As a result of course readings and discussions, students will understand and be able to articulate, in assigned writings, a variety of past and present world cultures perspectives.

4. Demonstrate creative and aesthetic understanding.  
   T, W, D, S; Assessment: As a result of readings and class discussions, students will be able to creatively interpret literary art in its various forms and be able to explain those interpretations in assigned writings.

5. Explain and interpret formal and stylistic elements of the literary or fine arts.  

* For courses meeting SGR / IGR/globalization requirements include goals and SLOs for all.

+ P = portfolio  
  T = tests/exams  
  C = clinical field demonstration  
  D = group discussion

S = speech or presentation  
  L = lab skill demonstration  
  W = written assignment (research paper, reaction paper, creative writing, etc.)  
  O = Other, please specify

E = performance (music, theatre, forensics)  
  V = visual arts/design studio work