To be adopted:

Proposed New Minor Peace and Conflict Studies (PCST)

PRESENT:

PROPOSED:

Students must take 5 upper-division courses as specified in sections A and B below.

Majors must take:

A. At least one course from each of the following three rubrics plus a fourth course from the list below from any rubric:

1) Perspectives from Religion, Philosophy, Literature and the Arts

2) Social Scientific Perspectives
   ETST 111, POSC 123, POSC 124, POSC 124S, POSC 129, POSC 142L, POSC 150, POSC 159, POSC 160, POSC 169, SOC 122

3) Historical Perspectives
   HISA 114, HISA 135/ETST 112, HISA 162/LNST 172, HISA 165, HISA 166, HISE 145, HISE 146, HIST 184/AST 160/SEAS 184/VNM 184, MCS 173 (E-Z)/CPLT 173 (E-Z), POSC 125, POSC 162/LNST 142

B. Required: Capstone Course; one of the following:
   PCST 190, PCST 197, PCST 1981

JUSTIFICATION:

The importance of understanding conflict and resolving or managing it constructively cannot be overstated, given the force and frequency of conflict in daily life, locally and globally. Since various courses in the Arts, Humanities, and Social Sciences pay attention to conflict and peace from a variety of disciplinary standpoints, it is appropriate that faculty offer students an opportunity to access a minor concentration in Peace and Conflict Studies.
The value of this focus on Peace and Conflict Studies can be seen in three ways: 1) as a literature worthy of sustained study, 2) as a skill set relevant to life and work in the every day, and 3) as a career track all its own.

Given the diversity of the UCR campus which claims the most diverse student population among the UC campuses, and given the fact that diversity regularly generates conflict, it seems particularly appropriate that the UCR faculty foster and offer courses in understanding and resolving or managing conflict as constructively as possible. Whether conflicts are rooted in cultural heritages and the differing expectations characteristic of each, in ethnic identity or in religious and philosophical worldviews, in loyalties related to political affinities and affiliations, in the biology, psychology, and socialization of gender, or in socio-economic class, or other differences, understanding and processing conflict, together with generating proactive peace-building work becomes an everyday challenge – and opportunity.

Courses constituting an academic minor offer opportunities for students to give sustained attention to the diverse origins and expressions of conflict, to models for resolution advised by scholars and practitioners, to proactive peacemaking through the investigative and creative strategies fostered in higher education.

The Chairs of units whose courses are included were consulted at a Chairs’ meeting with Dean Cullenberg on January 6th. None objected to the proposal. Notes from those who formulated their approval in writing are included in the proposal packet.

APPROVALS:

Effective: Fall 2009
Approved by the faculty Committee of Peace and Conflict Studies: January 12, 2009
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: March 11, 2009
Approved by the Committee on Educational Policy: April 8, 2009
Peace and Conflict Studies Minor
Response to Guidelines for Establishing a New Undergraduate Academic Program

1. Name and Administering Unit:

Minor in Peace and Conflict Studies, to be administered through the Interdisciplinary Studies Office.

2. Justification:

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3. Relationship of the minor to existing programs:

As an interdisciplinary minor, the proposed curriculum in Peace and Conflict Studies draws on existing courses in a variety of academic units in CHASS. More courses may be added as faculty interest, opportunity, and encouragement in this area of studies expand.
The PCS minor will include two additional resources made possible by an annual grant from Forrest S. Mosten and Jody Mosten with a matching donation from the Southern California Mediation Association:
   a) an annual lecture in conflict resolution, mediation, and peace-building;
   b) one or two internships per year for students interested in these areas.

UCR Ombuds Indu Sen (J.D., I.M) is planning to offer mediation training workshops in the coming years and has offered to give priority space to PCST minors. This offering will be a complementary and beneficial experiential-learning option available to interested students and would prepare such students for internships and further study or employment. See Attachment B.

4. Proposed Curriculum:

   See Attachment A: the curriculum grid which provides an overview; the course descriptions which provide detail.

5. Faculty Involvement:

   Faculty Committee Members:
   Georgia Warnke, primary faculty contact for advising and administering, June O'Connor, Erith Jaffe-Berg, Derek Burrill, Thomas Patterson, Juliann Allison

   Teaching Faculty:
   James Brennan, Brian Lloyd, David Biggs, Ann Goldberg, Kiril Tomoff, Thomas Scanlon, Christopher Chase-Dunn, Bronwyn Leebaw, Feriel Cherif, William Barndt, David Pion-Berlin, Lan Duong, Robert Patch, Sabine Duran, John Kim, among others.

6. Degree of Participation and Roles of Participating Departments

   Academic unit participation is evident in the range of courses listed and the support of Chairs. (E-mails and letters of support are enclosed). No new resources are needed to launch this minor. Rather, it will tap into existing resources and offer a wide range of options to students in order to accommodate their varying schedules.

7. Projected Enrollments

   Student interest is evident in the 331 signatures gathered within a two-week period in late winter quarter, 2007, by students requesting this minor. This list of student signatures is available upon request.

8. Name of Degree:

   Not applicable.
9. Potential Impact on Existing Program

Please see e-mails and letters from chairs of departments offering courses in the minor.

10. Required Resources

The minor neither requires nor requests new resources.

11. Supporting Letters

We include some letters of support for the minor but request a waiver with regard to extramural letters. The proposed program is a minor, not a major; it requires no new resources and offers no degree. Asking faculty from other institutions to review and to approve the minor curriculum is unduly burdensome.

12. Approvals:

The UCR Peace and Conflict Studies Minor Committee has approved this proposal. We will appreciate the approval of the Executive Committee of CHASS, the college faculty, and the Senate Committee on Educational Policy so it may go before the full Senate.

13. Timing

We send this proposal forward, hoping that approvals will be swift and smooth and placed on the agenda of the May Senate Division Meeting. We thank all who participate in this process.
Proposed Curriculum for a Minor in Peace and Conflict Studies
[5 upper division courses as specified in Sections A and B below]

A. Required: **One course from each of the following three rubrics plus a fourth course from the list below from any rubric:**

<table>
<thead>
<tr>
<th>1) Perspectives from Religion, Philosophy, Literature and the Arts</th>
<th>2) Social Scientific Perspectives</th>
<th>3) Historical Perspectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLA 141: Militarism and Hegemony in Asia and Greece</td>
<td>ETST 111: Ethnic Politics; Practicum in Social Change</td>
<td>HISA 114: The American Civil War</td>
</tr>
<tr>
<td>CPLT 115: Modern German History through Film</td>
<td>POSC 123: Conflict Resolution</td>
<td>HISA 135: The Civil Rights Movement, 1950-1970</td>
</tr>
<tr>
<td>CPLT 132: Rousseau and Revolution</td>
<td>POSC 124 or 124S: International Relations</td>
<td>HISA 162: Twentieth-Century Latin America</td>
</tr>
<tr>
<td>CPLT 134: Cinematic War Memory</td>
<td>POSC 129: The Proliferation of Weapons of Mass Destruction</td>
<td>HISA 165: Modern Brazil: State and Society</td>
</tr>
<tr>
<td>ENGL 135: Modern Irish Literature</td>
<td>POSC 142L: The United Nations</td>
<td>HISA 166: Modern Argentina: Democracy and Dictatorship</td>
</tr>
<tr>
<td>RLST 174: Power of Nonviolence</td>
<td>POSC 159: The Armed Forces and Politics</td>
<td>HISE 146: The Second World War</td>
</tr>
<tr>
<td>RLST 175: Religion and Human Rights</td>
<td>POSC 160: Globalization and Underdevelopment</td>
<td>HIST 184: The Vietnam Wars</td>
</tr>
<tr>
<td>RLST 176: Peace and War</td>
<td>POSC 169: Terrorism and Political Violence</td>
<td>MCS 173 (E-Z): International Cinemas</td>
</tr>
<tr>
<td>THEA 191J: Staging the Middle East</td>
<td>SOC 122: Social Change</td>
<td>POSC 125: United States Foreign Policy Since World War II</td>
</tr>
<tr>
<td>VNM 162: Vietnamese Literary History</td>
<td>SOC 135: Conflict</td>
<td>POSC 162: Latin America: The Quest for Development and Democracy</td>
</tr>
</tbody>
</table>

B. Required: **Capstone Course; one from the following:**

PCST 190: Special Studies

PSCT 197: Research for undergraduates

PCST 198I: Individual internship in Peace and Conflict Studies

[These three courses are being proposed through the course approval process.]
Appendix A

1. Perspectives from Religion, Philosophy, Literature and the Arts:

CLA 141. Militarism and Hegemony in the Ancient World (4) Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Comparative study of ancient warfare and hegemony in two or more civilizations of the ancient world. Perspectives may include social and political contexts, gender and war, acquisition of empire, religious wars, and weapons, strategies and tactics in theory and practice. Study of primary source material in texts and visual arts. Cross-listed with AST 145, CHN 141, CPAC 141, and POSC 140.

CPLT 115. Modern German History through Film (4) Lecture, 3 hours; screening, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Explores twentieth-century German history through film. Includes World Wars I and II, inflation and polarization of classes, Nazi Germany, representations of the Holocaust, and a divided and reunited Germany. Cross-listed with GER 163, HISE 163, and MCS 115.

CPLT 132. Rousseau and Revolution (4) Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Introductory study of the French philosopher and novelist Jean-Jacques Rousseau and the age of revolution in France, Germany, and England. Topics include social inequality, slavery, gender, subjectivity, violence, and political rights. All readings are in English. Cross-listed with FREN 132 and GER 132.

CPLT 134. Cinematic War Memory (4) Lecture, 3 hours; screening, 2 hours; extra reading, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. Examines cinematic confrontations involving World War II in Germany and Japan. Topics include desire between victims and perpetrators, representation of trauma, and ethical responsibility. All screenings have English subtitles. Cross-listed with GER 134, JPN 134, and MCS 114.
ENGL 135. Modern Irish Literature (4) Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-Division standing or consent of instructor. A critical study of modern Irish literature, set against the background of the political and religious conflicts of Irish history.

RLST 116. Religion and Violence (4) Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Explores the capacity of religion to mobilize and legitimate violence. Materials covered include theoretical texts by Rene Girard, Walter Burkert, Jonathan Z. Smith, and others, and case studies dealing with religion and violence in India, Northern Ireland, Egypt, Lebanon, Israel, Palestine, Sri Lanka, and the United States.

RLST 174. The Power of Nonviolence (4) Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. A cross-cultural exploration of the traditions of nonviolent change as fundamental worldviews and lifestyles, as strategic alternatives to war and socioeconomic oppression, and as practical forms of interpersonal and social conflict resolution.

RLST 175. Religion and Human Rights (4) Lecture, 3 hours; independent research, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. An examination of selected human rights struggles with particular attention given to the role of religion. Case examples are taken from North and Latin America, South Africa, South Asia, or China, among others.

RLST 176. Peace and War (4) Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. A study of peace and war from diverse religious and ethical perspectives. Addresses nuclear and conventional war and revolutionary wars of liberation as ethical issues requiring social policy and personal decision. Topics include “just war,” “holy war,” nonviolence, and pacifism.
THEA 191 (E-Z). Seminar in Theatre (4) Seminar, 3 hours; discussion, 1 hour. Prerequisite(s): consent of instructor. Covers various topics on a rotating basis. Includes playwriting, acting, directing, scenic design, theatre history, and dramatic literature. J. Staging the Middle East; M. American Frontier in American Drama; N. Theatre of Eugene O'Neill; S. Script to Production; W. Women in Theatre: Theory and Performance.

VNM 162. Vietnamese Literary History (4) Lecture 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing. A historical analysis of Vietnamese literature from its oral tradition to contemporary fiction. Follows the formation of the nation-state and the subsequent struggles with the Chinese, French, Japanese, and Americans. No knowledge of Vietnamese required. Readings are in translation or bilingual editions. Classes are conducted in English.

2. Social Scientific Perspectives

ETST 111. Ethnic Politics: Practicum in Political Change (4) Lecture, 3 hours; practicum, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Studies theories and practices of comparative ethnic political change. Examines topics intrinsic to the understanding of how to effect political change within the Chicano, African American, Asian American, Native American, and other ethnic communities, as well as the dominant societies. Fulfills the Social Sciences requirement for the College of Humanities, Arts, and Social Sciences.

POSC 123. Conflict Resolution (4) Lecture, 3 hours; extra reading, 1 hour; term paper, 2 hours. Prerequisite(s): upper-division standing or consent of instructor. A survey of conflict resolution in international relations and domestic conflict. Topics covered include theories of conflict and conflict resolution, negotiation, the role of external powers, mediation, and peacekeeping.
POSC 124. International Relations (4) Lecture, 3 hours; term paper, 1 hour; extra reading, 2 hours. Prerequisite(s): POSC 020. An in-depth consideration of the major theories of contemporary international relations. Focuses on core issues in international security affairs, such as the causes of war and peace, cooperation and conflict, alliances, perception and misperception, ethnic conflict, and the link between democracy and war. Credit is awarded for only one of POSC 124 or POSC 124S.

POSC 124S. International Relations (5) Lecture, 3 hours; discussion, 1 hour; extra reading, 2 hours; written work, 1 hour. Prerequisite(s): POSC 020; upper-division standing or consent of instructor. An in-depth consideration of the major theories of contemporary international relations. Focuses on core issues in international security affairs, such as the causes of war and peace, cooperation and conflict, alliances, perception and misperception, ethnic conflict, and the link between democracy and war. Credit is awarded for only one of POSC 124 or POSC 124S.

POSC 129. The Proliferation of Weapons of Mass Destruction (4) Lecture, 3 hours; individual study, 1 hour; extra reading, 1 hour; term paper, 1 hour. Prerequisite(s): upper-division standing. Introduces students to the politics of weapons of mass destruction, including nuclear, chemical, and biological weapons. Topics covered include why states develop such weapons and whether possession of them increases or decreases the likelihood of war. Also covered are international efforts to stop weapons proliferation, and specific cases of proliferation such as those in India, and Pakistan, North Korea, Iraq, and Iran.

POSC 142L. The United Nations (2) Lecture, 2 hours. Examination of the structure and functioning of the United Nations with major emphasis on the principal organs (Security Council, General Assembly), ECOSOC, the Trusteeship Council and the leading committees. The course will examine theories on the pacific settlement of disputes, collective security and
functionalism. The focus will be on the United Nations as a living, contemporary political institution.

POSC 150. Human Rights in Theory, Law, and Politics (4) Lecture, 3 hours; extra reading, essays, and research paper, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. An introduction to the theory, politics, and law of human rights. Examines the emergence of human rights institutions since World War II and ongoing dilemmas in the field. Topics include cultural relativism, criminal tribunals, truth commissions, and refugees.

POSC 159. The Armed Forces and Politics (4) Lecture, 3 hours; term paper, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. An introduction to the origins, nature, and behavior of the military within political systems. Focuses on the political interaction between the armed forces and civilians. Topics include military intervention, democracy, human rights, missions, defense organizations, and civilian control. Explores case studies of the United States, Russia, and countries from Latin America and Asia.

POSC 160. Globalization and Underdevelopment (4) Lecture, 3 hours; individual study, 1 hour; extra reading, 1 hour; term paper, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. Critical evaluation of issues and theories about underdevelopment and the prospects for development within the context of globalization. Examines areas of continuity and change, resistance and conflict, and crises and solutions emerging in a post-World War II developing world increasingly connected to a single global economy.

POSC 169. Terrorism and Political Violence (4) Lecture, 3 hours; extra reading and term paper, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Explores the nature and origin of political conflict, violence, and rebellion. Examines political violence as a political pathology and as an instrument of supporters and opponents of regimes. Examines types of political violence: terrorism, ethnic and communal conflict, rebellion, and revolutionary and counter-revolutionary violence.
SOC 122. Social Change (5) Lecture, 3 hours; outside research, 3 hours; extra reading, 3 hours. Prerequisite(s): SOC 001 or SOC 001H. A study of patterns of social change, resistance to change, and change-producing processes and agencies.

SOC 135. Conflict (4) Lecture, 3 hours; term paper, 3 hours. Prerequisite(s): SOC 001 or SOC 001H. Analysis of the sources of social conflict, especially class conflict. Studies social movements arising out of such conflicts, which attempt to bring about fundamental social change.

3. Historical Perspectives

HISA 114. The American Civil War (4) Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. An analysis of the American Civil War. Topics will include: Slavery as a cause of the war, the impact of emancipation and of the war on both North and South.

HISA 135. The Civil Rights Movement, 1950-1970 (4) Lecture, 3 hours; term paper, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. The Civil Rights Movement of the 1950s and 1960s. The main focus will be on the “grass roots.” African American aspects of “The Movement,” as it was popularly known, from school desegregation to voting rights and beyond. Cross-listed with ETST 112.

HISA 162. Twentieth-Century Latin America (4) Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Topics include the Mexican Revolution, the Great Depression, populism, industrialization, revolution, and the emergence of conservative regimes in the age of neoliberalism. Cross-listed with LNST 172.
HISA 165. Modern Brazil: State and Society (4)
Lecture, 3 hours; extra reading, 3 hours.
Prerequisite(s): upper-division standing or consent of instructor. Analyzes power and resistance in Brazilian history with emphasis on the social and political movements challenging state power. Topics include slave rebellions, banditry, millenarian uprisings, the industrial working class, the urban poor, social Catholicism, feminism, and “Black Power.”

HISA 166. Modern Argentina: Democracy and Dictatorship (4) Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Examines the major issues in modern Argentine history. Topics include industrialization and trade union politics, Peronism, the rise of the revolutionary left, militarism, state terrorism, political culture and the cultural dimensions of violence, and state and society during the democratic transition.

HISE 145. World War I (4) Lecture, 3 hours; term paper, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. An examination of the origins of the conflict and its development into the world’s first war and the first total war. Special attention given to the role of technology in the war and to the social consequences of the war.

HISE 146. The Second World War (4) Lecture, 3 hours; extra reading, 2 hours; term paper, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. The diplomatic origins of the war; the fighting in Europe, Asia and Africa; Nazi oppression in conquered Europe and the destruction of the Jews; the social, economic and technological impact of the conflict; and the origins of the Cold War.

HIST 184. The Vietnam Wars (4) Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. An in-depth introduction to Vietnamese history in the twentieth century that covers the three Indochina Wars (1945-1986) primarily
from different Vietnamese perspectives. Begins with experiences during French colonial rule and then covers anti-colonial movements, periods of French and American military involvement to 1975, post-war society, and post-
doi moi society.

MCS 173 (E-Z). International Cinemas (4) Lecture, 3 hours; screening, 3 hours. Prerequisite(s): MCS 020 or upper-division standing or consent of instructor. Considers non-Hollywood cinemas in the national, historical, political, and cultural contexts which produced them. E. Experimental and Avant-Garde Film; F. French New Wave; G. New German Cinema; I. Italian Neorealism; T. Third World Cinema; V. Global Perspectives on the Vietnam War. Cross-listed with CPLT 173 (E-Z). Fulfills the Humanities requirement for the College of Humanities, Arts, and Social Sciences.

POSC 125. United States Foreign Policy Since World War II (4) Lecture, 3 hours; outside research, 1 hour; extra reading, 1 hour; term paper, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. A survey and evaluation of the major developments in U.S. foreign policy from 1945 to the present. Focuses on relations with the Soviet Union, its successor states, and the Third World, within which the uses of force and diplomacy are emphasized.

POSC 162. Latin America: The Quest for Development and Democracy (4) Lecture, 3 hours; individual study, 1 hour; extra reading, 1 hour; term paper, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. A comparative examination of central issues in and components of Latin American political life, including economic development, regimes and alliances, guerrilla wars, the armed forces, human rights, and democratic consolidation. Countries studied include Argentina, Brazil, Chile, El Salvador, and Cuba. Cross-listed with LNST 142.
PCST 190 Special Studies (4)
Individual study in the literature on conflict resolution and mediation; upper division standing; to be taken under the direction of a faculty member with the approval of the Chair of the Committee.

PCST 197 Research for Undergraduates (4)
Directed original research in the field of conflict resolution and mediation; upper division standing; to be taken under the direction of a faculty member with the approval of the Chair of the Committee.

PCST 198-I Individual Internship in Peace and Conflict Studies (4)
Intern appointment in an office or agency that provides students observation and/or participation in mediation and conflict-resolution training and practice; to be taken under the direction of a faculty member with the approval of the Chair of the Committee. A paper with reflections based on the internship experience will be required.

[These three courses are being proposed through the course approval process.]
MEDIATION TRAINING SYNOPSIS
University of California, Riverside
Indu Sen, Ombudsman
Office of the Ombudsman

I. Subject of Training: Mediation—Theories, Techniques, and Practice

II. Audience: All Students, All Faculty, All Administration and Staff / Current UCR constituencies

III. Trainers: UCR Ombudsman; Other UC Ombudsmen; Community Action Partnership of Riverside County ("CAP")

IV. Hours: 40 hours / One-week Intensive

V. Credit: Certification in Mediation as offered by CAP

VI. Frequency: Once per academic year

VII. Class size: 25 – 30

VIII. Anticipated Start Date: Fall, 2009

IX. Goals

(A) Educate the campus community, on an annual basis, on skill-sets in conflict resolution, theories on mediation, and practical application of different mediation techniques.

(B) Provide mediation training certification to participants in the 40 hours of training.

(C) Create a qualified pool from which successful applicants can pursue further training and participation in peer mediation.

(D) Coordinate, and work in parallel, with relevant academic programs, such as the Minor in Conflict Resolution currently in development to assist students in the Minor receive practical training in mediation, and open up volunteer and internship opportunities.

(E) Based on the Office of the Ombudsman’s organizational critical self-analysis function, feedback function on common issues, trends and broad-based systemic problems, and recommendation function, innovatively incorporate productive dialogue and conflict resolution into mediation training and peer mediation programs to address the issues that more specifically affect UCR.

349 Surge Building
University of California
Riverside, CA 92521
Phone: (951) 827-3213 / Fax: (951) 827-7071
http://ombuds.ucr.edu
Professor Georgia Warnke, Associate Dean
CHASS

Dear Georgia:

With this letter I would like to express my support for the proposed minor in Peace and Conflict Studies, a field that will include several history courses as part of its curriculum. I assume that as chair I have the power to express my support. If the department’s approval is also required, I will submit the proposal to the department when asked to do so.

Thank you for your attention.

Sincerely,

Robert W. Patch, Chair
History Department
University of California, Riverside

cc: June O’Connor, Chair, Religious Studies
Victoria Cross

From: June O'Connor [joconnor@ucr.edu]
Sent: Wednesday, January 21, 2009 8:13 PM
To: 'Victoria Cross'
Subject: PCST Approval

Victoria, please save this for the full PCST proposal (required by guideline #6).

June

From: Toby Miller [mailto:tobym@ucr.edu]
Sent: Wednesday, January 21, 2009 8:09 PM
To: June O'Connor
Subject: Re: PCST

Dear June

Please consider me a definite supporter of the minor as conceived. Congratulations on the work you all have done, and thanks for involving our department in it!

Regards

Toby

Toby Miller
tobym@ucr.edu
Media & Cultural Studies
INTS 3136
900 Univ Ave
Riverside, CA 92521

GreenCitizen
http://greencitizenship.blogspot.com/

New Book: Makeover Nation
Interview: http://will.illinois.edu/mediamatters/

"Where is Riverside?"--Robert Graysmith
(Zodiac, 2007)

http://ucr.facebook.com/profile.php?id=658700872

Editor of Television & New Media http://tvn.sagepub.com/

Co-Editor of Social Identities http://www.tandf.co.uk/journals/journal.asp?issn=1350-4630&linktype=5


TOBY'S TELEVISION: http://worldtv.com/tobymillertv
From: June O'Connor [joconnor@ucr.edu]
Sent: Thursday, January 22, 2009 2:05 PM
To: 'Victoria Cross'
Subject: FW: PCST

Follow Up Flag: Follow up
Flag Status: Completed

For the PCST proposal, item # 6 on the guidelines sheet. Thanks. June O'Connor

From: Shaun Bowler [mailto:shaunb@ucr.edu]
Sent: Thursday, January 22, 2009 9:31 AM
To: June O'Connor
Subject: Re: PCST

Dear June

I'm writing in support of the PCST proposal.

This promises to be an exciting minor that - I'm sure - many students will find both appealing and rewarding. Faculty in Political Science are also supportive of the proposal and anticipate a fruitful collaboration and participation over the coming years.

If I can add to or clarify these comments in any way please do not hesitate to ask... and good luck with the programme

Shaun

--

Shaun Bowler
Department of Political Science
UC Riverside
Riverside
CA 92521
Tel. 951.827.5595
Fax 951.827.3933
Email: shaunb@citrus.ucr.edu
http://www.politicalscience.uci.edu/index.html
More for guideline #6  JOE

From: Thomas Scanlon [mailto:thomas.scanlon@ucr.edu]
Sent: Thursday, January 22, 2009 1:44 PM
To: June O'Connor
Cc: 'Thomas Scanlon'; 'Georgia Warnke'
Subject: Re: PCST

Dear June,

Yes, you can certainly count on my support for this minor, which looks very good and seems quite original.

Best wishes,

Tom

At 7:34 PM -0800 1/21/09, June O'Connor wrote:

Tom, as we prepare to propose the Peace and Studies Minor (announced at the last Chair's meeting), Georgia Warnke and I as co chairs need your written approval of the creation of the program since some courses in your domain are included in the options provided students. Attached is another copy of the justification and curriculum  May we count on your written support? Hopefully, June (and Georgia)

June O'Connor, PhD, Professor and Chair
Religious Studies Department
University of California, Riverside
Riverside, CA 92521
Phones: 951 827 1251
or 3743
or 3612
Fax: 951 827 3324

Attachment converted: Macintosh HD:PCSMinorJustification 1.doc (WDBN«IC») (0019C066)
Attachment converted: Macintosh HD:PCStCurriculumJanuary09 1.doc (WDBN«IC») (0019C067)
Victoria Cross

From: June O'Connor [joconnor@ucr.edu]
Sent: Friday, January 23, 2009 11:01 AM
To: Victoria.cross@ucr.edu
Subject: Follow Up Flag:
Follow Up Flag: Follow up
Flag Status: Completed

Another statement of support for item #6. June

-----Original Message-----
From: Thomas Patterson [mailto:tompat@ucr.edu]
Sent: Friday, January 23, 2009 10:44 AM
To: June O'Connor
Subject: Re: PCST Proposal

Dear June,

I vote yes on the proposal

Best wishes,
Tom

At 01:06 PM 1/21/2009, you wrote:
> Colleagues on the Peace and Conflict Studies minor proposal:
> Attached once again is the justification for the minor and an
> updated curriculum presented to the CHASS Chairs at our meeting Jan
> 6th. We are almost ready to push this forward along with the other
> required paperwork. I need your vote at this point and ask you to
> respond by Monday, Jan 26th. [I will use the system we use in our
> RLSI department, namely, that no response means approval.] Thanks.
> June
Victoria, let's add this to the other faculty affirmations of the PCST proposal. Thanks. JOC

Thanks June! Glad to see this is moving forward. It looks great.

At 02:11 PM 1/21/2009, you wrote:

Greetings. Georgia Warnke and I are co-chairing a faculty initiative proposing a minor in Peace and Conflict Studies in CHASS. We have put a curriculum together which is attached and which includes one or more courses you teach. In addition to the academic courses component of the minor, we are hoping students will elect to enroll in training in conflict-resolution and mediation workshops that will be periodically offered by the Office of the Ombuds.

The process of proposing a new program requires my being in contact with faculty whose courses are included and so I write to notify you of this. We are hoping more courses will develop in this important field. Perhaps in the distant future new resources will enrich this beginning effort. At this time we are not requesting any new resources and we expect student interest to be small and slow.

Enclosed is a justification and a curriculum. Please review them and if you have any hesitations, please let me know asap. Otherwise, I am likely to send this and other materials forward soon.

Sincerely, June O'Connor
Let's add this to the other faculty affirmations of the PCST proposal June.

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From: David Biggs [mailto:dbiggs@ucr.edu]
Sent: Thursday, January 22, 2009 11:32 AM
To: June O'Connor
Subject: Re: PCST and you

hi june-

this looks great! I'm happy to be involved with it.

-david

June O'Connor wrote:

Greetings. Georgia Warnke and I are co-chairing a faculty initiative proposing a minor in Peace and Conflict Studies in CHASS. We have put a curriculum together which is attached and which includes one or more courses you teach. In addition to the academic courses component of the minor, we are hoping students will elect to enroll in training in conflict-resolution and mediation workshops that will be periodically offered by the Office of the Ombuds.

The process of proposing a new program requires my being in contact with faculty whose courses are included and so I write to notify you of this. We are hoping more courses will develop in this important field. Perhaps in the distant future new resources will enrich this beginning effort. At this time we are not requesting any new resources and we expect student interest to be small and slow.

Enclosed is a justification and a curriculum. Please review them and if you have any hesitations, please let me know asap. Otherwise, I am likely to send this and other materials forward soon.

Sincerely, June O'Connor
June, I am out of the country, but will send a message in this email.

The Office of Interdisciplinary Programs agrees to manage the new minor in Peace and Conflict Studies and to assign an advisor in our unit to handle student advising.

Dr. Anne Sutherland
Director, Interdisciplinary Programs
Professor of Global Studies & Anthropology
University of California, Riverside
March 9, 2009

June O'Connor  
Chair, Department of Religious Studies  
CAMPUS

Dear June:

I am writing regarding the proposed minor in Peace and Conflict Studies. The new minor sounds like a wonderful opportunity for students to develop a strong foundation in these important topics.

We do want to make certain that the proposal reflects the additional workload for advisors. The College Advising Office does need to be notified about your plans for handling the advising load. Based on experiences we have had with other interdisciplinary programs, we have particular concerns about whether you can ensure that courses in the minor will be offered regularly enough for students to complete their work in the minor in a timely way. In addition, I want to remind you that advisors will need promotional materials in order to inform potentially interested students about the minor. The expenses for these materials will be the responsibility of the Interdisciplinary Studies Office, perhaps with help from the Peace and Conflict Studies program committee.

I would appreciate a brief note indicating how you plan to ensure that courses will be offered regularly and how you plan to provide funds for promotional materials.

The program will make an important contribution to the life of the campus, and I look forward to the next steps in its implementation.

Best wishes,

Steven G. Brint  
Associate Dean

Cc: Anne Sutherland, Director, Interdisciplinary Studies  
Thomas C. Patterson, Chair, CHASS Executive Committee  
Georgia Warnke, Associate Dean, CHASS  
Jose Beruvides, Student Affairs Manager, CHASS  
Gabrielle Brewer, Secretary, CHASS Executive Committee
March 10, 2009

Steven Brint, Associate Dean, Student Affairs, CHASS

Dear Steve,

I write to address your two inquiries regarding the proposed Peace and Conflict Studies minor.

1. With respect to frequency of course offerings, our preliminary research led us to include those courses that have been taught “regularly” by which we mean every year or every other year. Courses that do not fit this frequency were excluded.

2. With respect to the cost of promotional materials, we anticipate that the Office of Interdisciplinary Studies will supply these, perhaps with the help of units represented by the participating faculty, if necessary. We do not envision nor anticipate costly materials nor great numbers of minors.

Thank you for your support for and interest in this minor.

Sincerely,

June O’Connor, for the Peace and Conflict Studies Minor Committee

Cc: Georgia Warnke
    Gabrielle Brewer
    Victoria Cross