

PACS CORE COURSES: Analytical skills

Program Learning Goals	PACS 10 (Intro to PACS)	PACS 100 (Peace Theory)	PACS 190 (Senior Seminar)
ANALYTICAL SKILLS			
A1 Demonstrate the ability to read, interpret and evaluate arguments and evidence.	Gain a working knowledge of key concepts and theories in PACS	Deepen understanding of key concepts and theories as they apply to areas of concentration in the major.	Be able to mount a response to contemporary challenges to the field.
A2 Identify and understand assumptions and values, the construction of narratives, and causal logics employed in the framing of problem-solution definitions.	Begin to identify and understand values, etc.	Evaluate value and causal claims of orthodox and alternative theories related to questions of peace and conflict.	Hone and sharpen analytical skills through examination of competing claims.
A3 Develop competence in interdisciplinary literacy and cross-national perspectives.	Become familiar with peace-related literature and its interpretation.	Critically examine epistemological schools, disciplinary roots, and global contributions to peace studies	Engage in in-depth reading and examination of works and genres from outside the field
A4 Achieve an integrative understanding of peace theory research and practice	Be introduced to academic, policy, and activist approaches	Develop greater understanding of the relationship between theory and practice through the framework of structure and agency	Apply theoretical and practical elements of peace studies to examples drawn from course readings
A5 Assess the strengths and weaknesses of policies, programs and actors	Write comparative analysis response papers.	Continued (same as above)...as applied to policies, programs and actors	Engage with real world scenarios and policies

PACS CORE COURSES: Communication and Citizenship Skills

Program Learning Goals	PACS 10 (Intro to PACS)	PACS 100 (Peace Theory)	PACS 190 (Senior Seminar)
COMMUNICATION SKILLS			
C1 Develop written fluency in ideas and applications.	Gain these skills through discussion sections and paper assignments.	Write a two-part (20-page) critical analysis of a selected problem from student's area of concentration	Write an extended essay linking together course readings and various elements from peace theory and practice
C2 Participate constructively in debate discussion and dialogue	Discussion section	Through lecture/discussion format.	Participate in large and small group discussions
C3 Formulate a thesis and argument supported by evidence	Develop a project proposal and strategy for implementation.	Compare and contrast problem-solution frameworks for the selected problem area cited above	Compose an "eloquent rebuttal to thematic challenges" above.
C4 Present and defend oral argument	Gain these skills by facilitating and participating into group debates within the assigned discussion section	Selective presentation of the above but opportunity limited due to class size.	Practice persuasive rhetoric in class debates
CITIZENSHIP SKILLS			
S1 Achieve an understanding of civic and ethical responsibility	Develop awareness of personal role	Explore the theoretical foundations of civic and ethical orientations	Synthesize ethical theory with practical public action
S2 Cultivate the habits of mind for active multi-level citizenship	Be introduced, through reading and guest lectures, to the work of social activists, community leaders and humanitarian workers around the world.	Engage through the analysis of agency and reflexivity	Cultivate links between local, national, and global issues
S3 Develop the skills for lifetime learning and public service	Develop (and defend) personal positioning on problematic and controversial issues by exploring, understanding and questioning the multi-faceted complexity of these very same issues	Develop critical thinking and ethical reasoning skills.	Translate classroom learning to real world capabilities

PACS CONCENTRATIONS: Analytical Skills

Program Skills	Human Rights (PACS 126-127)	Conflict Resolution (PACS 170)	Nonviolence (PACS 164A-B)	Global Governance (PACS 149)	Human Security (PACS 151)	Culture & Identity (PACS 125AC)
ANALYTICAL SKILLS						
A1 Demonstrate the ability to read, interpret and evaluate arguments and evidence.	Achieve critical understanding of human rights discourse, practice and instruments.	Become familiar with methods for analyzing conflict and conflict resolution (local to global).	Demonstrate ability to read, interpret and analyze nonviolence literature (ancient to contemporary; historical to theoretical).	Acquire the ability to compare and contrast major paradigms of world order.	Become familiar with the key questions of human security and inter-national conflict.	Explore the inter-relationship of war, race, and culture in the American context.
A2 Identify and understand assumptions and values, the construction of narratives and causal logics employed in the framing of problem-solution definitions.	Be able to locate human rights within religious, philosophical, and legal contexts.	Identify links between social change and peace building in the context of conflict transformation, global social justice movements and critical cosmopolitanism.	Identify and show understanding of religious, philosophical and other values that form the roots of nonviolence.	Identify and understand the underpinnings of realism, liberalism, and cosmopolitan-ism and their contemporary variants.	Compare and contrast the different framings and narratives of security and conflict.	Critically examine the meaning of war and its role in the construction of national identity and purpose.
A3 Develop competence in inter-disciplinary literacy and cross-national perspectives.	Recognize the impact of global political and economic issues and policies on human rights.	Students develop comparative understanding of various modes of conflict resolution.	Use research in psychology, religion, media/communication to study relationship of “human nature” to nonviolence.	Analyze the economic, political and cultural aspects of global change and cross-national views of world order.	Assess the merits of competing claims in the areas of peace-keeping and peacebuilding.	Compare and contrast traditional views of war with revisionist understandings.
A4 Achieve an integrative understanding of peace theory research and practice	Recognize the role of educating, framing, strategizing, and creativity in human rights advocacy and activism.	Gain appreciation of the role of communication, group problem solving, media and discourse in conflict and conflict transformation.	Develop an integrative understanding of nonviolence theory and practice as it relates to historical and contemporary events.	Compare and contrast different paradigms and actors in relation to security, development, and other world order issues.	Understand the origins and development of human security through constructivist analysis of institutions and actors.	N/A
A5 Assess the strengths and weaknesses of policies, programs and actors	Become familiar with techniques of applying human rights to cases; new directions in human rights activism.	Critically analyze various approaches to conflict resolution in specific environments and situations.	Utilize historical and theoretical knowledge to critically assess policies, approaches, organizations and actors engaged in nonviolence.	Continued (same as above) as applied to specific policies and actors	Assess policies, programs and actors in relation to different dimensions of security (personal to global).	Identify and understand the cultural and ideological currents of competing war-peace orientations.

PACS CONCENTRATIONS: Communication Skills

Program Skills	Human Rights (PACS 126-127)	Conflict Resolution (PACS 170)	Nonviolence (PACS 164A-B)	Global Governance (PACS 149)	Human Security (PACS 151)	Culture and Identity (PACS 125AC)
COMMUNICATION SKILLS						
C1 Develop written fluency in ideas and applications	Acquire fluency in the language and discourse of human rights; demonstrated through analysis papers.	Develop skills in listening; identifying premises, positions, restating, drawing disputants toward resolution and transformation.	Become skilled in Socratic dialogue and acquire ability to summarize ideas in writing through frequent short essays and semester project	Enhance critical thinking and writing skills through contrast and comparison of problem-solution frameworks of two world order paradigms	Enhance research and writing abilities through application of course material to specific case studies	Research and write a socio-biography, drawing on historical research, interviews of family members, and personal reflection on the impact of war on family history
C2 Participate constructively in debate discussion and dialogue	Students engage in discussion and debate on human rights issues.	Students examine their own perspectives through discussion of issues pertaining to peace building, social change.	Learn skills for effective listening and self-expression of ideas through constructive dialogue	Enhance communication skills by articulating theoretical and practical strengths and weaknesses of competing paradigms	Through lecture/discussion format	Through lecture/discussion format
C3 Formulate a thesis and argument supported by evidence	Acquire skills in “human rights framing” of issues through research papers and class content.	Apply critical knowledge of conflict resolution methods and peace building strategies to specific cases.	Enhance problem-solving skills by assessing, critiquing and developing ideas/theories for nonviolent action.	Embodied as a requirement of fulfilling C1 and C2 above	Draw out an understanding of lessons learned in C1 above (who should do what differently and how)	Develop a coherent narrative of family story through the interweaving of historical fact and family lore
C4 Present and defend oral argument	Opportunities to engage in productive communication, dialogue and debate.		In context of class dialogues, and oral presentations, students will present and defend a clear point of view.	N/A	Selective presentation of the above but opportunity limited due to class size.	N/A Class size prohibitive

PACS CONCENTRATIONS: Citizenship Skills

Program Skills	Human Rights (PACS 126-127)	Conflict Resolution (PACS 170)	Nonviolence (PACS 164A- B)	Global Governance (PACS 149)	Human Security (PACS 151)	Culture and Identity (PACS 125AC)
CITIZENSHIP SKILLS						
S1 Achieve an understanding of civic and ethical responsibility	Engage human rights principles and strategies for progress as part of the study of human rights history and practice.	Students consider the role they might play in conflict transformation, in diplomacy, as conflict resolution trainers, analysts, and in the media.	Develop an ethical approach to professional, civic and personal life via principles of nonviolence and cooperation.	Explore the meaning of solidarity and responsibility in public decision-making and global governance.	Become cognizant of and conversant in the “responsibility to protect,” the Millennium Development Goals, and climate change deliberations.	Be able to apply ethical standards to U.S. foreign policy and America’s purpose and place in the world.
S2 Cultivate the habits of mind for active multi-level citizenship	Through study of human rights advocacy and activism, students acquire a deeper understanding of the possibilities of “global citizenship.”	Practice applying skills in creative problem-solving and strategizing for conflict transformation and peace building .	Develop mental discipline and communication skills.	Apply critical thinking and ethical reason to world order issues and approaches.	Apply critical thinking and ethical reason to questions of international conflict and human security.	Apply critical thinking and ethical reason to questions of war and peace.
S3 Develop the skills for lifetime learning and public service	Students gain skills and know-ledge to contextualize and critically analyze world events and, if desired to augment this knowledge in order to take a central role in human rights public service.	Students acquire knowledge and skills of conflict resolution, which they may develop further in order to take an active role in the fields of resolution and peace building.	Expands the collective body of knowledge by finding new resources to share with fellow classmates and instructor.	Develop critical thinking and ethical reasoning skills.	Develop critical thinking and ethical reasoning skills.	Develop critical thinking and ethical reasoning skills.