ANALYTIC PROGRAM

1. Identification data:

Name of learning unit	**Peace culture**
Total guided time (theory and practice):	**40**
Guided time per week:	**2**
Out-of-classroom hours	**20**
Tyoe od¿f modalityi	Curricular
Number and type of academic period	**1st or 2n° semester**
Type of learning unit:	**Required**
Cycle:	Fourth semester
Curricular area:	**General University Education (ACFI-G)**
UANL credits	**2**
Date of elaboration	**16/05/16**
Responsable Of Design	**Paris Alejandro Cabello Tijerina PhD, Reyna Lizeth Vázquez Gutiérrez PhD, Emilia de los Ángeles Iglesias Ortuño PhD, Sandra Emma Carmona Valdés PhD.**
Date of last update:	**16/05/2020**
Update responsables Responsable(s) :	**Paris Alejandro Cabello Tijerina PhD and Reyna Lizeth Vázquez Gutiérrez PhD.** Collaborators: **Alejandra Cecilia Prieto Salcedo BA, Paola Vázquez Rodríguez BA**

1. Presentation:

With the learning unit (LU) of Culture of Peace, the Autonomous University of Nuevo Leon reaffirms its firm commitment to society in the satisfaction of its needs through comprehensive training for all its students, which benefits the strengthening of values, behaviors, and peaceful lifestyles both in their role as students and in all areas of their daily lives and establishes the networks through which a direct link is generated between the university, its students and strategic alliances applied to the social environment.

. The promotion and dissemination of values, attitudes, and lifestyles based on the culture of peace becomes the transversal axis through which the structures of a peaceful, responsible society are built, with greater participation in the self-regulation of conflicts, practicing non-violence, and addressing conflict situations through dialogue and negotiation between people, groups, and nations. This program develops the culture of peace proposed by the United Nations, emphasizing five proposed areas of action, which focus on promoting a culture of peace through education, sustainable economic and social development, democratic participation, understanding, tolerance, solidarity, and respect for human rights.

The LU comprises four phases through which the student will learn, describe, apply, analyze, and design strategies as an agent of social change in the construction of more participatory and peaceful societies. In the first phase, related to the historical evolution of peace, the student will understand the conceptual progress of peace, managing to differentiate the historical perspectives of peace and determine the degree of influence of some movements or characters that promoted peace, which will help them to construct, in their own words, the idea of peace that best suits their environment.

In the second phase, the student will identify the main organizations that promote peace, describe the functioning of the international organizations in charge of maintaining and securing peace, examine the main strategies used by them to establish peace, and assess their role in promoting values and the impact of actions aimed at strengthening the culture of peace.
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 In the third phase, the student will recognize the role of values in constructing peace. Understanding that peace is a precondition and an indispensable requirement to guarantee full respect for Human Rights, the student will distinguish the evolution of Human Rights so that they know what their rights and obligations are that allow them to improve social coexistence through the planning of pacification strategies based on dialogue with the objective that the student can identify social problems, promoting citizen participation in the transformation and solution of the same.

Finally, in the fourth phase, the student will identify the basic foundations of peace education, assess its responsibility and importance in the university environment, and distinguish the benefits of including it as an effective way to generate the structural change that allows the construction of a culture of peace in the country. All of this will guide the designing and implementation of a dissemination strategy on the culture of peace in elaborating the integrative product at the end of the LU.

3. Purpose:

In this learning unit (LU), the student will make proposals for intervention in social conflicts in the immediate local environment using pacification strategies that adhere to the principles of the culture of peace.

The LU seeks to sensitize students to universal values that make up the culture of peace, to develop skills and attitudes that promote dialogue, empathy, and solidarity, to be considered as agents of peace with a high social commitment and guarantors of human rights so that they are disseminators of values based on dialogue and non-violence, in the construction of more participatory and supportive societies, founded on relations of equality and cooperation, with skills in the management and peaceful transformation of conflicts.

The UANL includes this LU in its study plans to strengthen the country's culture of peace, legality, and democracy. The student with the acquired knowledge will be able to establish and apply strategies in the different interaction areas to achieve the acculturation objective of peace, which influences the transformation of a more participatory, collaborative, supportive, peaceful, and equitable Mexico.

The LU of Culture of Peace maintains a relationship with the learning unit of Leadership, Entrepreneurship and Innovation by promoting students' participation in generating proposals for peaceful resolution of conflicts that impact the social context. Likewise, it establishes a direct link with the learning unit Ethics and Culture of Legality by integrating the knowledge, respect, and dissemination of Human Rights that form in students a high ethical and social commitment to incorporate them into global citizenship. Likewise, it has a relationship with the learning unit Social Responsibility and Sustainable Development by establishing a direct link with the community seeking to generate a participatory, inclusive, and supportive society. In addition, it maintains a unique link with the UA of Gender Culture by generating actions that facilitate the construction of a culture with a gender perspective because the culture of peace aims to reduce and eliminate the three types of violence: direct, structural, and cultural.

A culture of peace contributes to developing the general competencies of the University by identifying the implications of its actions both on itself and on other people, using peaceful alternatives to resolve emerging problems in the academic, family, and social environment (5b.2.2). Likewise, it creates or improves social intervention strategies that consider education for peace in the transformation of society. He practices the values of the culture of peace by treating people who are different from him due to their social, cultural, or other conditions with respect, tolerance, justice, and equity (9.2.3). Lastly, he contributes relevant social intervention projects that address a problem or need by applying the principles of peace education in constructing his integrative learning product (13.2.1).

4. Competencies of the graduate profile:

General competencies to which this learning unit contributes:

Instrumental competencies:
5. Use logical, critical, creative, and propositional thinking to analyze natural and social phenomena that allow you to make pertinent decisions with social responsibility in your area of influence.

Personal and social interaction competencies:
9. Maintain an attitude of commitment and respect towards the diversity of social and cultural practices that reaffirm the principle of integration in the local, national, and international context with the purpose of promoting environments of peaceful coexistence

Integrative competencies:

13. Assume leadership is committed to social and professional needs to promote relevant social change.
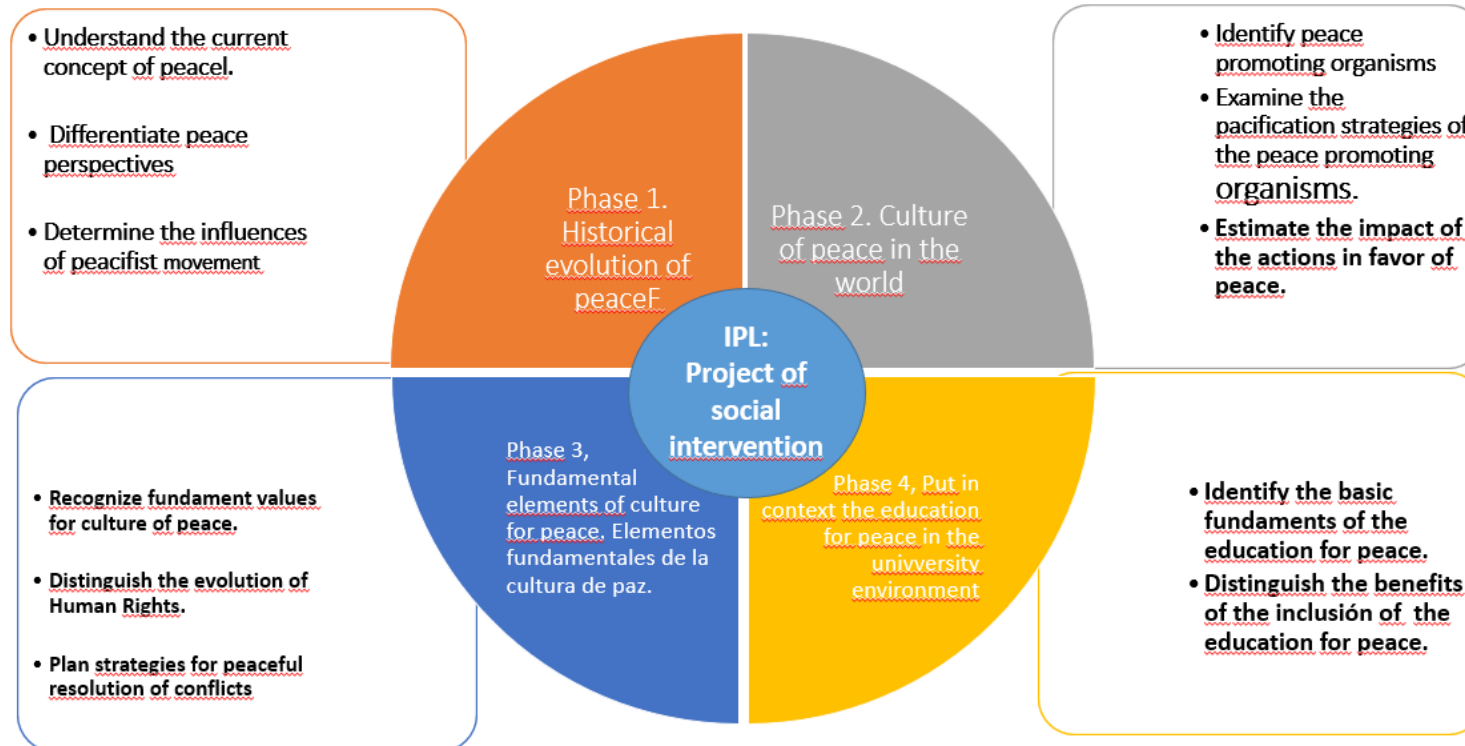Integrative competencies:

Specific competencies of the graduate profile to which the learning unit contributes:
Each educational program will align the specific competencies according to the disciplinary context declared in the graduate profile.
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Each educational program will align the specific competencies according to the disciplinary context declared in the graduate profile.

5. Grafic representation:

- Understand the current concept of peacel.
- Differentiate peace perspectives
- Determine the influences of peacifist movement

- Identify peace promoting organisms
- Examine the pacification strategies of the peace promoting organisms.
- Estimate the impact of the actions in favor of peace.

Phase 1. Historical evolution of peaceF

Phase 2. Culture of peace in the world

IPL: Project of social intervention

Phase 3, Fundamental elements of culture for peace. Elementos fundamentales de la cultura de paz.

Phase 4, Put in context the education for peace in the univversity environment

- Recognize fundament values for culture of peace.
- Distinguish the evolution of Human Rights.
- Plan strategies for peaceful resolution of conflicts

- Identify the basic fundaments of the education for peace.
- Distinguish the benefits of the inclusión of the education for peace.

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6. Structuring in phases:

Phase 1. Historical evolution of peace.

Competence element: Assess the main concepts of peace from their different perspectives that allow you to generate alternative peaceful solutions to different events.

Learning Evidence	Criteria for evaluating evidence	Teaching and learning activities	Contents	Resources
	Summarizes the content, organized into its structural elements: introduction, development, and conclusion. Introducción: Menciona título y director de la película.	Framework: In a plenary session, the teacher presents the design and structure of the analytical program to the students to establish internal regulations. El profesor realiza una exposición oral con formalidad y fundamento teórico ante el grupo sobre la paz.	What is peace?	Library. Electronic databases.

1. Critical film review about a historical event of social conflict.	Describes the general context in which the film takes place. Development: Recognizes the problems that arise. Identify the most relevant events in the film. Include opinions and assessments regarding the identified perspective of peace.	Students work together to create a group definition of peace. Students work in pairs to create a comparison chart/mind map between peace's positive and negative perspectives. Students individually research what other people have contributed to peace and create a timeline describing their main contributions.	Eastern and Western perspectives. Negative peace and positive peace. Pacifist movements. Theorization of peace.	P Suggested movies: Movies: Red Dawn. The Motorcycle Diaries. No. The Wave. Cabello et al. (2020). Cabello et al. (2020). . .

	Proposes a peaceful alternative for the solution of the social conflict from the perspective of the agents involved in the film. Uses one of the films recommended in the resources section to prepare the evidence. Deliver the learning evidence in a timely manner.. Use Calibri 12 font, 1.5 line spacing, justified text alignment, and insert page number. It contains a minimum length of 3 pages, maximum 5. It includes a cover page with the student's identification data and the name of the evidence.	Students make a radio program about irenology and pacifist movements or characters in teams of 3 members.		

Phase 2. The culture of peace in the world

Elements of competence: Determine international organizations' influence in constructing, consolidating, and maintaining peace to diffuse a culture of peace in their environment.

Learning Evidence	Criteria for evaluating evidence	Learning activities	Contents	Resources
	Include interviews or surveys that show university public opinion. Design the script or questionnaire to be applied.	The professor makes an oral presentation with formality and theoretical foundation before the group on the international organizations that build, consolidate, and maintain peace in the world..	United Nations Organization (UN): • Organizational chart. • Function. • Member States.	

2. Report on the importance and influence of different organizations in favor of the culture of peace.	Apply the designed instrument. Analyze the results obtained. Identify the effectiveness and importance of the UN, UNESCO and UNICEF in the construction, maintenance, and consolidation of peace. Defines the degree of influence in strengthening the culture of peace in different countries.	The student individually analyzes the main peace-making actions of the UN, UNESCO, and UNICEF presented in the textbook. Students, in teams of three members, investigate three organizations or programs carried out at the University or in the locality that seek peace. Students, in teams, design an infographic about an international organization, declaration, treaty or program, and a national one to publicize their actions on their social networks.	• • Actions. • • United Nations Educational, Scientific and Cultural Organization (UNESCO): • • Organizational chart. • • Function. • • Member States. • Actions. • • United Nations Children's Fund (UNICEF): • • Executive Board. • • Function.	Libraries. Electronic database. Press and updated news. Agency websites. Cabello et al. (2020) Padlet.

	It includes some proposals to help improve the dissemination of peace. It concludes with a critical reflection on the effectiveness of international organizations in building more participatory societies. It is clear, concrete, respecting spelling rules, and formal writing. Delivered printed on letter-sized white paper with Calibri 12 font and line spacing. 1.5 in justified text alignment, inserting page numbers, and in the case of using references, they must adhere to the APA format .	Students participate individually in the discussion forum Improvements to Peace, providing their opinions on the strengths, weaknesses, and proposals for improvement of the chosen programs or organizations (it is recommended that they use the Padlet tool).	☐ Actions.	

Phase 3. Fundamental elements of the culture of peace

Elements of competence: Practicing the universal values of the culture of peace in their daily environment to help them in the peaceful transformation of their conflicts.

Learning Evidences	Performance criteria	Learning activities	Contents	Resources
3. Television spots to raise awareness about the culture of peace.	Promotes the values of the culture of peace. It includes the following questions: What is the culture of peace? What are its main values? What can we do as students to build peaceful societies? Highlight the role that social inclusion plays in the culture of peace. Check that the video does not exceed 10 minutes in length. Use a persuasive speech. Deliver on a USB flash drive and edited. Upload the video to a digital platform.	The teacher makes a formal and theoretically based oral presentation to the group on the fundamental elements of the culture of peace. The students individually carry out the activity called the values barometer to rank the values presented in order of importance... Individual students reflect on the guiding questions and carry out the activity "My half a minute of fame" (see textbook). Students work in teams to prepare a report on Human Rights using different sources of information: teachers, students of the profession, and students from other schools (this is an extra-class activity; see the textbook).	Transcendence and transformation of conflict for peaceful coexistence. Values of the culture of peace (tolerance, respect, solidarity, justice, equity). Strengthening the culture of peace through respect for human rights (1st, 2nd, and 3rd generation). Social inclusion from the perspective of the culture of peace and human rights. Strategies facilitating social well-being through inclusion.	Libraries. Cabello et al. (2020) Electronic database. Press and updated news. Web portals of the organizations. Suggested videos and films: Thirteen Days, Remember the Titans or A not-so-cool Father.

		Individually or in pairs, students interview people with disabilities (see textbook).	The importance of citizen participation in building a culture of peace.	
		The teacher conducts a guided discussion on alternative methods of dispute resolution.	Strategies for improving coexistence in favor of a culture of peace	
		Individually, students analyze a film to identify problems and possible peaceful solutions (extra-class activity; see textbook and resources).	Alternative dispute resolution methods (ADR) as tools for peace.	

Fase 4. Contextualización de la educación para la paz en el ámbito universitario

Elementos de competencia: Promover la educación para la paz a través de estrategias de pacificación que fortalezcan la cultura de paz con la finalidad de hacer frente a los retos presentes y futuros, en el entorno social, académico y profesional en que se desenvuelve.

Learning Evidences	Performance criteria	Learning activities	Contents	Resources

4. Dissemination plan on a strategy for a peaceful solution to a real and current social conflict.	Describes the current and real social conflict. Highlights the importance of resolving the selected conflict. Identify the actions that have been taken to try to resolve it..	Individual students create a timeline on the evolution of peace education and its foundations, including: origin, evolution, and contemporary models. Students work in teams to design a blog where the university community can share initiatives on education. For the	Basic foundations of peace education. The perspective of peace education from transversality in teaching.	Libraries. Electronic database. Updated press and news. Web portals of the organizations.

| | Proposes innovative strategies to solve the selected social conflict.

Establishes the relationship of the proposal with culture and education for peace.

Establishes objectives, goals, and activities that promote education for peace.

Establishes a work plan to carry out the project.

Presents the strategy to be carried out in plenary.

Uses audiovisual support material complying with the established formality requirements: it must be clear and concrete and respect the rules of spelling and formal writing. | paz: "¿Tu cómo practicarías educación para la paz?" (consultar libro de texto y recursos).

Los estudiantes en equipos realizan un reporte de lectura sobre los apartados del Modelo Educativo de la UANL que hacen referencia a la responsabilidad social, destacando los objetivos generales, específicos del Modelo y las acciones para cada uno.

Los estudiantes de manera individual, elaboran un diagrama de pescado donde señalen las acciones que realiza su dependencia en educación para la paz y su impacto en la comunidad.

Los estudiantes por equipos realizan un debate, en donde se expongan las áreas de oportunidad que son obstáculos para lograr la educación para la paz en su institución de educación superior. | Practicing peace in education.

The role of peace education as a social responsibility of higher education institutions. | International decrees issued by UNESCO.

Suggested platforms: WordPress.com SiteW Wix

Cabello et al. (2020) |
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7. 7. Assessment of learning:

Phase	**Aspects to evaluate**	**Grade weighting**

	1 Critical film review on a historical event of social conflict.	10
	2 Report on the importance and influence of different organizations in favor of the culture of peace.	15
	3 Television spot to raise awareness about the culture of peace.	10
	4 Dissemination plan on a strategy for peaceful resolution to a real and current social conflict.	15
	1-4 Learning activities from the textbook.	10
	Integrative learning product. ILP (PIA)	40
	Total	**100**

8. Integrative learning product. ILP (PIA)

9. Social intervention project that aims to promote the foundations and values of the culture of peace in relation to a social problem chosen by the student team (see appendix).

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Annex
Integrative learning product:
social intervention project

Instructions:	The team must comprise a minimum of three students and a maximum of five. It must carry out a social intervention project for the culture of peace, a project that must meet the specified requirements: introduction, description of the problem, justification of the intervention (related to the culture of peace), theoretical framework, complete operational phase (general and specific objectives, activities carried out, population to whom it is directed, schedule of activities), and results achieved.
Grade weighting	40 points
Evaluation criteria	• • Adequate justification of the project, including the theoretical elements studied in class and specifying the relevance of the social area of work. • • Adequate description of the problem, background of approach from various organizations or institutions and social magnitude of the problem. • • Originality and innovation in relation to the culture of peace. • Adequate, functional and viable operational writing (objectives, actions, resources) • Main results obtained.
Delivery method:	Through each team
Delivery method:	☐ NEXUS platform or print out