

Analytic Program

1. Identification data:

Name of the learning unit:	Culture of Peace
Guided time (theory and practice):	40
Guided time per week:	2
Total autonomous time:	20
Modality:	Scholarized
Number and type of academic period:	1° or 2° semester
Type of learning unit:	Mandatory
Cycle:	First
Curricular area:	General Initial Training (ACFI-G)
UANL credits:	2
Elaboration date:	16/05/16
Responsible for elaboration:	Dr. Paris Alejandro Cabello Tijerina, Dra. Reyna Lizeth Vázquez Gutiérrez, Dra. Emilia de los Angeles Iglesias Ortuño, Dra. Sandra Emma Carmona Valdés.
Date of last actualization:	16/05/2020
Responsible for actualization:	Dr. Paris Alejandro Cabello Tijerina y Dra. Reyna Lizeth Vázquez Gutiérrez. Profesoras Colaboradoras: Lic. Alejandra Cecilia Prieto Salcedo, Lic. Paola Vázquez Rodríguez

2. Presentation:

With the learning unit (UA) of Culture of peace, the Autonomous University of Nuevo León endorses its firm commitment to society in the satisfaction of their needs, through a comprehensive training in 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 establish the networks by which it is generated and a direct link 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 by which the structures of a peaceful, responsible society are built with greater participation in the self-regulation of conflicts, practice non-violence, and address conflict situations through dialogue and negotiation between individuals, groups and nations. This program develops the culture of peace proposed by the United Nations, emphasizing five proposed areas of action, which focus on

in promoting a culture of peace through; education, sustainable economic and social development, democratic participation, understanding, tolerance, solidarity and respect for human rights.

The UA is integrated by four phases through which the student will go through to know, 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 help him to build with his own words the idea of peace that best suits his environment.

In the second phase, the student will identify the main agencies that promote peace, describing the functioning of the international organizations responsible for peacekeeping and peacemaking, examining the main strategies used by them for the establishment of peace and assessing their role in the promotion of values, as well as the impact of actions aimed at strengthening the culture of peace.

In the third phase, the student will recognize the participation of values in the construction of peace. Understanding that peace is a precondition and 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 aim that the student can identify social problems, promoting citizen participation in the transformation and solution of them.

Finally, in the fourth phase the student will identify the basic foundations of peace education, valuing the responsibility and importance of peace education in the university environment, in addition to distinguishing the benefits of its inclusion as an effective way to generate structural change that allows the construction of the culture of peace in the country. All this will serve as a guide in the design and implementation of a dissemination strategy on the culture of peace, in the elaboration of the integrating product at the end of the AU.

3. Purpose:

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

The UA seeks to sensitize the student in universal values that integrate 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 diffusers of values based on dialogue and non-violence, in the construction of more participatory societies and



solidarity, founded on relations of equality and cooperation, with skills in the management and peaceful transformation of conflicts.

The UANL includes within its curricula this UA to strengthen the culture of peace and legality, and democracy in the country; since the student with the baggage of acquired knowledge will be able to establish and apply strategies in the different areas of interaction to achieve the objective of a culture of peace, which influences the transformation of a more participatory, collaborative, supportive, peaceful and equitable Mexico.

The UA of Culture of peace maintains relationship with the unit of learning of Leadership, entrepreneurship and innovation by promoting the participation of students to generate proposals for peaceful resolution of conflicts that impact on the social context. It also establishes a direct link with the ethics and culture of legality learning unit by integrating the knowledge, respect and dissemination of human rights that form in students a high ethical and social commitment to integrate them into global citizenship. In the same way, it is related to 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 special 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, the direct, the structural and the cultural.

Culture of peace contributes to developing the general competences of the University by identifying the implications of its actions both in itself and in other people, using peaceful alternatives in the resolution of emerging problems in the academic, family and social environment (5b.2.2), likewise, it creates or improves strategies of social intervention considering education for peace in the transformation of today's society (5c.2.1). It practices the values of the culture of peace by treating people other than it, because of their social, cultural or other status, with respect, tolerance, justice and equity (9.2.3). Finally, it provides relevant social intervention projects that address a problem or need by applying the principles of peace education in the construction of its integrative learning product (13.2.1).

1. Competencies of the graduate profile:

General competences to which this learning unit contributes:

Instrumental competences:

4. Employ logical, critical, creative and purposeful thinking to analyze natural and social phenomena that allow you to make relevant decisions in your sphere of influence with social responsibility.

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 in order to promote environments of peaceful coexistence.



Integrative competences:

13. Assume leadership committed to social and professional needs to promote pertinent social change.

Specific competences of the graduation profile to which the learning unit contributes:

Each educational program will align the specific competencies according to the disciplinary context declared in the graduation profile.

5. Phase structure:

Phase 1. Historical evolution of peace.

Element of competence: To assess the main concepts of peace from their different perspectives that allow it to generate alternatives of peaceful solution to different events.

Evidence	Performance criteria	Learning activities	Content	Resources
1. Film review of a historical event of social conflict.	<p>It summarizes the content, organized in its elements of structure: introduction, development and conclusion.</p> <p>introduction: Mentions film title and director.</p> <p>Describes in general form the context in which the film takes place.</p> <p>Development: Recognizes the problems that arise.</p> <p>Identify the most relevant events in the film.</p> <p>Includes opinions and assessments regarding the</p>	<p>Framing: The teacher in plenary presents to the students the design and structure of the analytical program, to establish class rules.</p> <p>The professor makes an oral presentation on peace.</p> <p>Students in plenary develop a group definition of peace.</p> <p>Students in pairs design a comparative picture/mind map between the positive and negative perspective of peace.</p> <p>Students investigate individually, what other characters have contributed to the peace and draw up a timeline</p>	<p>What is peace?</p> <p>Eastern and Western perspective.</p> <p>Negative peace and positive peace.</p> <p>Pacifist movements.</p> <p>Theory of peace.</p>	<p>libraries.</p> <p>Electronic database.</p> <p>Suggested films:</p> <p>Films: Rojo amanecer. Diarios de motocicleta. No. La ola.</p> <p>Cabello et al. (2020).</p>



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	peace perspective identified.	where they describe their main contributions.		
	Conclusion:			



	<p>It proposes a peaceful alternative for the solution of the social conflict from the vision of the agents involved in the film.</p> <p>Use some of the films recommended in the resources section to develop the evidence.</p> <p>Timely delivery of learning evidence.</p> <p>It uses Calibri letter 12, line spacing 1.5, in justified text alignment and inserting page number.</p> <p>It contains a minimum extension of 3 quartiles, maximum 5.</p> <p>Includes cover page with the identification data of the student and name of evidence.</p>	<p>Students perform a radio program on irenology and pacifist movements or characters in teams of 3 members.</p>		
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Phase 2: The culture of peace in the world

Elements of competence: Determine the influence of international organizations in the construction, consolidation and maintenance of peace for the dissemination of a culture of peace in their environment.

Evidence	Performance criteria	Learning activities	Content	Resources
<p>2. Report on the importance and influence of different agencies in favor of the culture of peace.</p>	<p>Includes interviews or surveys that show university public opinion.</p> <p>Design the script or questionnaire to be applied.</p> <p>Apply the designed instrument.</p> <p>Analyzes the results obtained.</p> <p>Identifies the effectiveness and importance of the UN, UNESCO and UNICEF in the construction, maintenance and peacebuilding.</p> <p>It defines the degree of influence in strengthening the culture of peace in the different countries.</p>	<p>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.</p> <p>The student analyzes individually, the main actions of peacemaking of the UN, UNESCO and UNICEF exposed in the textbook.</p> <p>The students in a team of three members, research on three agencies or programs that are carried out in the University or in the locality that have as objective to seek peace.</p> <p>Team students design an infographic on an international and a national agency, declaration, treaty or program to communicate in social media.</p>	<p>United Nations (UN):</p> <ol style="list-style-type: none"> organization chart. <ul style="list-style-type: none"> Función. Member States. actions. <p>United Nations Educational, Scientific and Cultural Organization (UNESCO):</p> <ul style="list-style-type: none"> organization chart. Función. Member States. actions. <p>United Nations Children's Fund (UNICEF):</p> <ul style="list-style-type: none"> Executive board. function. 	<p>libraries.</p> <p>Electronic database.</p> <p>Updated press and news.</p> <p>Agency websites.</p> <p>Cabello et al. (2020)</p> <p>Padlet.</p>



	<p>It includes some proposals that will help to improve the spread of peace.</p> <p>It concludes with a critical reflection on the effectiveness of international organizations in building more participatory societies.</p> <p>It is clear, concrete, respecting the rules of spelling and formal wording.</p> <p>Delivery printed on white sheet letter size with the format of calibre 12 letter, line spacing 1.5 in justified text alignment, inserting page number and in the case of using references, must adhere to the APA format.</p>	<p>Students participate individually in the discussion forum called Improvements to Peace, providing their opinion on the strengths, weaknesses and proposals for improvement of the chosen programs or agencies (it is recommended to use padlet's tool).</p>	<ul style="list-style-type: none"> • Actions. 	
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Phase 3. Fundamental elements of the culture of peace

Elements of competence: Practice the universal values of the culture of peace in your daily environment, so that it can help you in the peaceful transformation of your conflicts.

Evidence	Performance criteria	Learning activities	Content	Resources
<p>3. Tv spot to raise awareness about the culture of peace.</p>	<p>It promotes the values of the culture of peace.</p> <p>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?</p> <p>It highlights the role that social inclusion plays in the culture of peace.</p> <p>Check that the length of the video does not exceed 10 minutes.</p> <p>Use persuasive speech.</p> <p>Delivery on USB stick and edited.</p> <p>Upload the video to some digital platform.</p>	<p>The professor makes an oral presentation with formality and theoretical foundation before the group on the fundamental elements of the culture of peace.</p> <p>The students individually perform the activity called value barometer to rank in order of importance the values exposed.</p> <p>Individual students reflect on the guide questions and perform the activity "my half minute of fame" (see textbook).</p> <p>Students in teams prepare a report on Human Rights using different sources of information: teachers, students of the profession and students of other faculties (extra classroom activity, consult textbook).</p>	<p>Transcendence and transformation of the conflict for peaceful coexistence.</p> <p>Values of the culture of peace (tolerance, respect, solidarity, justice, equity).</p> <p>Strengthen the culture of peace through respect for human rights (1st, 2nd and 3rd generation).</p> <p>Social inclusion from the perspective of the culture of peace and human rights.</p> <p>Strategies that facilitate social welfare in inclusion.</p>	<p>libraries.</p> <p>Cabello et al. (2020)</p> <p>Electronic database.</p> <p>Updated press and news.</p> <p>Web portals of organisms.</p> <p>Suggested videos and movies: Thirteen days, Remember the titans or un padre no tan padre.</p>



		<p>Students individually or in pairs, interview people with disabilities (see textbook).</p> <p>The professor conducts a guided discussion on alternative dispute resolution methods.</p> <p>Individual students analyze a film to identify problems and possible peaceful solutions (extra classroom activity, Consult textbook and resources).</p>	<p>The importance of citizen participation in the construction of the culture of peace.</p> <p>Strategies for the improvement of coexistence in favour of the culture of peace</p> <p>Alternative dispute resolution methods (MASC) as tools of peace.</p>	
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Phase 4. Contextualization of peace education at the university level

Elements of competence: Promote peace education through pacification strategies that strengthen the culture of peace in order to face present and future challenges, in the social, academic and professional environment in which it operates.

Evidence	Performance criteria	Learning activities	Content	Resources
4. Dissemination plan on a strategy of peaceful solution to a social conflict real and present.	<p>It describes the real and current social conflict.</p> <p>Highlights the importance of resolving the selected conflict.</p> <p>Identifies the actions that have been taken to try to resolve it.</p>	<p>Individual students make a timeline on the evolution of peace education and its foundations that includes origin, evolution, and contemporary models.</p> <p>Students in teams, design a blog where the community university can share initiatives on education for the</p>	<p>Basic foundation of peace education.</p> <p>Foresight of education for peace from the transversality in education.</p>	<p>libraries.</p> <p>Electronic database</p> <p>Updated press and news.</p> <p>Web portals of organisms.</p>



	<p>It proposes innovative strategies to solve the selected social conflict.</p> <p>It establishes the relationship of the proposal with culture and education for peace.</p> <p>It establishes objectives, goals and activities that promote peace education.</p> <p>Establishes a work plan to carry out the project.</p> <p>It presents in plenary about the strategy</p> <p>.</p> <p>Use audiovisual support material complying with the established formality requirements: it must be clear, concrete and respect the rules of spelling and formal wording</p>	<p>peace: "How would you practice peace education?" (see textbook and resources).</p> <p>The students in teams make a reading report on the sections of the Educational Model of the UANL that refer to social responsibility, highlighting the general objectives, specific to the Model and the actions for each one.</p> <p>The students individually draw up a fish plot indicating the actions carried out by their unit in peace education and its impact on the community.</p> <p>Team students hold a discussion, where they expose the areas of opportunity that are obstacles to achieving peace education in their institution of higher education.</p>	<p>Practicing peace in education.</p> <p>The role of peace education as a social responsibility of higher education institutions.</p>	<p>International decrees by UNESCO.</p> <p>Suggested platforms: WordPress.com SiteW Wix</p> <p>Cabello et al. (2020)</p>
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6. Assessment of learning:

Phase	Aspects to evaluate	Weight
1	Film review of a historical event of social conflict.	10
2	Report on the importance and influence of different agencies in favor of the culture of peace.	15
3	Television spot to raise awareness of the culture of peace.	10
4	Dissemination plan on a strategy for a peaceful solution to a real and current social conflict.	15
1-4	Textbook learning activities.	10
PIA	Integrative learning product.	40
	Total	100

7. Integrative learning product:

Social intervention project aimed at promoting the foundations and values of the culture of peace in relation to a social problem of choice of the student team (see annex).

8. Literature:

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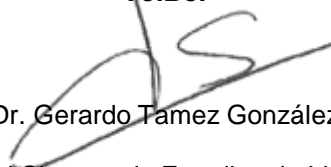
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Annex

Integrative learning product:

social intervention project

instructions:	The team must be composed of a minimum of three students and a maximum of 5. The team must carry out a social intervention project for the culture of peace, a project that must meet the required requirements: introduction, description of the problem, justification of the intervention (relating to the culture of peace), theoretical framework, complete operational phase (general and specific objectives, activities carried out, population to whom it is addressed, schedule of activities) and results achieved.
Weigth:	40 points
Evaluation criteria:	<ul style="list-style-type: none">•Adequate justification of the project where the theoretical elements studied in class are included and the relevance of the social area of work is specified.•Appropriate approach to the problem, background of approach from various agencies or institutions and social magnitude of the problem.•Originality and innovation in relation to the culture of peace.•Adequate, functional and viable operational wording (objectives, actions, resources).•Main results obtained.
Mode:	Teams.
Delivery mode:	<ul style="list-style-type: none">• Print and platform.