

HJ International Graduate School for Peace
and Public Leadership

PST 5143 - Unification Approaches to Peace

Syllabus Draft

Online Course, 3 credits

January 27 – May 23, 2025

Instructor Info:

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Course Description

This course covers approaches to peace based on the life and teachings of Drs. Sun Myung Moon and Hak Ja Han Moon and the work of the Unification Church/Movement (UCM). It considers the historical and theological foundations of Unification approaches to peace, particularly those associated with conflict transformation and peace-building. It examines Unification initiatives in the areas of marriage and family, ecumenism and interfaith, global affairs, media, business and sustainable development, the arts and culture, and education. Specific initiatives studied include International Marriage Blessings, the Assemblies of the World's Religions, the International Coalition for Religious Freedom (and Forum for Religious Freedom), the Middle East Peace Initiative, the "Peace UN", the Peace Highway, Ambassador of Peace, Parliamentarians for Peace, Summit Councils for Peace, Sisterhood Ceremonies, and the Sunhak Peace Prize. The effort throughout will be to assess these and other efforts in comparative perspective, thereby gaining an understanding of the space Unificationism occupies as a peace movement and how it relates to contemporary peace thought and practice. The course will consider how the categories of realism and idealism apply to Unification Approaches to Peace, when addressing issues like communism, human rights or traditional values. Students are encouraged to relate course content to their personal and professional commitments.

Learning Outcomes

Upon completion of the course, students will be able to:

1. Identify key themes and initiatives associated with Unification approaches to peace;

2. Compare and contrast Unification methodologies of peace and outcomes in two or more case studies of Unification initiatives;
3. Demonstrate critical awareness of the space Unificationism occupies as a peace movement and how it relates to contemporary peace thought and practice;
4. Relate the course content to their personal and professional commitments.

Assessment Rubrics

Outcomes	Needs improvement	Progressing	Good	Excellent
Identify key themes and initiatives associated with Unification approaches to peace	Displays vague knowledge and understanding of some themes and initiatives, with little sense of context	Displays adequate knowledge and understanding of themes and initiatives and an emerging ability to apply them in their practical context	Displays comprehensive knowledge and understanding of all themes and initiatives and their interrelatedness; is able to properly apply them in their practical context	Displays advanced knowledge and understanding of primary and secondary themes and initiatives, as well as their interrelatedness; is able to properly and creatively apply them in their practical context

<p>Compare and contrast Unification methodologies of peace and outcomes in two or more case studies of Unification initiatives</p>	<p>Analysis and evaluation lack critical perspective and are merely based on personal opinion or wishful thinking presented as fact</p>	<p>Elements of critical analysis coexist with mere personal opinion or wishful thinking presented as fact; the difference between the two appears vaguely</p>	<p>Analysis and assessment present strengths and weaknesses of initiatives and their results; assessment is based on sound criteria and arguments, includes references</p>	<p>Analysis and assessment present strengths and weaknesses of initiatives and their results; assessment is based on sound criteria and arguments; arguments are well referenced to resources</p>
<p>Demonstrate critical awareness of the space Unificationism occupies as a peace movement and how it relates to contemporary peace thought and practice</p>	<p>Demonstrates limited knowledge and understanding of Peace Studies and Unificationism with little or no awareness of connections</p>	<p>Demonstrates acceptable knowledge and understanding of Peace Studies and Unificationism with emerging awareness of connections</p>	<p>Demonstrates significant knowledge and understanding of Peace Studies and Unificationism with solid awareness of connections and of Unificationism's relevance to Peace Studies</p>	<p>Demonstrates considerable knowledge and understanding of Peace Studies and Unificationism with advanced awareness of connections and of Unificationism's relevance to Peace Studies, laid out in a clear and comprehensive way</p>

Relate the course content to their personal and professional commitments	Displays minimal ability to relate course insights to own activities and commitments	Displays some capacity to usefully relate course insights to own activities and commitments	Displays significant ability to usefully relate course insights to own activities and commitments, with capacity to offer feedback	Displays considerable ability to usefully relate course insights to own activities and commitments, with capacity to offer extensive, creative feedback
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Requirements (course work)

The present course is special in that its subject matter is close to the heart and life experience of most, if not all, enrolled students. Some among the participants will be experts in specific areas covered by this course, which will thus be collaborative in nature, perhaps more than other courses. Nevertheless, such advance knowledge is not a prerequisite for succeeding in this course.

General requirements for this course consist of participation, preparedness, and initiative. Students are required to complete all readings, activities, and assignments each week throughout the course. Questions for online discussion or other assignments will be indicated each week. Completing the readings and assignments on time is crucial to your involvement in the discussion and preparing assignments.

Grading

1. **Weekly submissions** in the form of 1) discussions on suggested themes and questions. Each student will thus contribute to all participants' overall learning experience; or 2) summary-evaluations of studied material. Summaries demonstrate that knowledge has been acquired and brief evaluations or discussions will demonstrate that acquired knowledge has been understood. Both will demonstrate that the student has read the assigned material and become seriously involved in the process of reflecting on the issues (40%).

2. **Midterm assessment:** this assessment will consist of a first, limited application of one key insight of Unificationism in relation to Peace Studies, identified by each student at the beginning of the course. The formulation of that insight will be adjusted as needed and applied to one particular project or organization. A full explanation of expectations will be provided during the course (20%).

3. **Final paper:** this final project will consist of a full-fledged case study of one peace-related Unificationist project or organization, in reference to the primary insight identified by each student at the beginning of the course, reevaluated and reformulated as needed a final time, as well as other criteria. A full explanation of expectations will be provided during the course (40%).

Final Grades are recorded by letter, and are understood as follows:

A Excellent

B Good

C Acceptable

D Acceptable, but below expectations

F Failure

Grading Rubric:

In calculating the final letter grade for the course, numerical grades for assignments are converted into the following letter grades:

Letter	Minimum Points
A	94.00
A-	89.00
B+	85.00
B	79.00
B-	75.00
C+	70.00
C	65.00
C-	60.00
D+	55.00
D	51.00
D-	49.00
F	0.00

This scale severely penalizes Fs. Therefore, it is better to hand in a poorly done assignment than not to hand one in at all.

In computing the cumulative grade point average (G.P.A.) the following quality point scale is used:

A 4.00	A- 3.67	B+ 3.33
B 3.00	B- 2.67	C+ 2.33
C 2.00	C- 1.67	D+ 1.33
D 1.00	D- 0.67	F 0.00

Incompletes are given only when there are compelling medical or personal reasons.

*See HJI catalog for a detailed grading policy.

Netiquette

When posting online or by email, you need to follow the same ethical standards and laws as you would in face-to-face communications. Your language should be respectful of faculty members and fellow students. Do not post private or confidential information about anyone, and do not provide personal information that could put yourself at risk. The Seminary's LMS has robust security measures to protect communication between teacher and student. Yet please be aware that anything that you post in discussions and groups in which other students participate can be retrieved by others and copied.

Do not download and share course materials without permission of the instructor, as this may violate copyright. UTS reserves the right to delete postings on UTS maintained sites that are considered insensitive, harassing or illegal. Language that is illegal, obscene, defamatory, threatening, infringing of intellectual property rights, invasive of privacy, profane, libelous, threatening, harassing abusive, hateful or embarrassing to any person or entity, or otherwise, is a violation of the Student Code.

Academic Integrity

Plagiarism is a form of dishonesty that occurs when a student passes off someone else's work as their own. This can range from failing to cite an author for ideas incorporated into a student's paper, to cutting and pasting paragraphs from different websites, to handing in a paper downloaded from the Internet. It also includes buying or submitting a paper written by a third party. All are considered forms of "plagiarism" and a violation of the Seminary's academic integrity policy. The instructor has the option of having the student repeat or fail the assignment. In cases of serious or repeated violations, the instructor has the option of having

the student fail the course or of reporting the student to the Academic Dean for disciplinary action. Possible disciplinary actions include probation, suspension or withdrawal.

Use of generative artificial intelligence (AI) tools like ChatGPT in assignments is permitted only with prior permission of the instructor. If the instructor permits students to use AI for research, students should know that it may give false results and its facts need to be checked and verified. Any passages generated by AI must be given proper citation, just as for citing other authors' works. In addition, students must append a paragraph at the end of their work explaining how and why they used ChatGPT, which includes what prompts were used and what measures were taken to verify its accuracy. Students may not use AI to produce the content for an assignment. If an AI tool is used without obtaining prior permission and/or without providing the required citation or explanation, it will be treated as plagiarism.

Faculty reserve the right to use plagiarism detection software, such as Turnitin, to find instances of AI-generated writing, as well as plagiarism from other sources, in student assignments.

Required Textbooks

You are not required to purchase any books for this course.

Partial Bibliography

Documents listed below are available online at <https://journals.uts.edu>

Anderson, Gordon L. "Toward a Headwing Society: The Harmony of Three Social Spheres." In *Journal of Unification Studies* Vol. 13, 2012, 73-112.

Isaacs, Mark D. "Blessed are the Peacemakers: Albert Schweitzer as Exemplar." In *Journal of Unification Studies* Vol. 9, 2008, 119-142.

Kellett, Grace. "Achieving Gender Equality: A Heavenly Parent-Centered Approach to the Feminist Ideal." In *Journal of Unification Studies* Vol. 21, 2020, 89-111.

Kittel, Robert S. "Headwing Democracy: A Vision for Nepal." In *Journal of Unification Studies* Vol. 12, 2011, 97-114.

Mickler, Michael L. "Birthing a Nation: Unification Kingdom-Building in the First Years of the 21st Century." In *Journal of Unification Studies* Vol. 21, 2020.

Mickler, Michael L. "Is the Unification Movement a Peace Movement? A Sociological Analysis of the Middle East Peace Initiative." in *Journal of Unification Studies* Vol. 12, 2011, 57-96.

Mickler, Michael L. "Korean Re-Unification: Promise and Perils." In *Journal of Unification Studies* Vol. 19, 2018, 49-69.

Mickler, Michael L. "The Cheon Il Guk Constitution in Comparative Perspective." In *Journal of Unification Studies* Vol. 22, 2021, 21-44.

Schairer, Robert. "The Ideal of Interdependence in Cheon Il Guk and Corporate Governance." In *Journal of Unification Studies* Vol. 18, 2017, 217-251.

Selover, Thomas. "Heavenly Society (신사회) and the Development of Hyojeong (孝情) Culture." In *Journal of Unification Studies* Vol. 19, 2018, 23 - 31.

Ward, Thomas J. "The International Peace Highway: Reflections on its Role for World Peace." In *Journal of Unification Studies* Vol. 11, 2010, 199-210.

Ward, Thomas J. "The Role of Unification Thought and a UN Peace Council in Solving the Problems of the Middle East." In *Journal of Unification Studies* Vol. 9, 2008, 85-118.

Ward, Thomas J. "Unification Thought's Insights into Gandhi's Approach to Peace." In *Journal of Unification Studies* Vol. 13, 2012, 113-138.

The following documents will be available in the course:

Amicarelli, Alessandro et al. "The Universal Peace Federation: Moon Front or Respected NGO?" In: *The Journal of CESNUR*, 6(2), March—April 2022, 62—80.

HSA-UWC. *Exposition of the Divine Principle*. New York, 1996.

Jack, Peter Olu. "Niger Delta Renaissance Building Sustainable Partnerships for Peace, Social Inclusion and Accelerated Development in the Niger Delta." Concept Note. Information and Communication Technology Policy Program, Seoul National University, Seoul, South Korea. In Collaboration with National Information Technology Development Agency (NITDA), Abuja, FCT, Nigeria, 2009.

Lehmann, Karsten. "Religiously affiliated NGOs." In: *Routledge Handbook of NGOs and International Relations*. Thomas Davies (ed.), 2019, 397-412.

Mickler, Michael L. *The Unification Church Movement*. Cambridge University Press, 2022.

Noh, Minjung. "Implementing Interreligious Dialogue. A Solution for International Challenges? (Universal Peace Federation / 2005–2009)." In: *Talking Dialogue. Eleven Episodes in the History of the Modern Interreligious Dialogue Movement*. Karsten Lehmann (ed.) with Patrice Brodeur. De Gruyter, 2021, 327-352.

Pokorny, Lukas. "A Feminising Revolution: The Unification Movement and the "Age of Women." In: *Interdisciplinary Journal for Religion and Transformation*, (5), 2017, 214-234.

Pokorny, Lukas K. and Dominic S. Zoehrer. "'Kingdom-Building' through Global Diplomatic and Interfaith Agency: The Universal Peace Federation (UPF) and Unificationist Millenarianism." In: *Religions*, 2022, 13: 448.

Unification Thought Institute. *New Essentials of Unification Thought*. Tokyo, 2006.

Walsh, Thomas. "Religion, Peace and the Postsecular Public Sphere." In: *International Journal on World Peace*. XXIX(2), June 2012, 35-61.

Ward, Thomas J. and Claude Perrottet. *Unification Perspectives on Peace and Conflict Transformation*. Unification Thought Institute, Korea, 2012.

The *International Journal on World Peace* is published by PWPA-USA: <https://ijwp.org/>

A list of past issues can be found on this site (when that service is available) and the full text of articles can be found at proquest.com Articles are mostly by non-Unificationists and cover issues on international affairs and peace studies.

Other documents, websites and reference material (Unificationist and non-Unificationist) will also be available in the course.

Schedule

WEEK 1 (January 27 - February 2)

Introduction to the course and context. Review of course plan.

Readings / viewing: Preface to *Unification Perspectives on Peace and Conflict Transformation* (1 - 17). Video 1: Intro and Context.

Discussion: Self introduction; key insight(s) of Unification Approaches.

WEEK 2 (February 3-9)

Peace: Differences. From unstable peace to Cheon Il Guk. There are many kinds of peace. What new perspectives and solutions do Unification Approaches offer? Pax Romana, Pax Americana, Pax Sovietica, Pax Sinica, stable vs. unstable peace, lasting peace, Perpetual Peace, Cheon Il Guk.

Readings / viewing: Video 2, TBA

Discussion or summary-reflection.

WEEK 3 (February 10-16)

Kant revisited: addressing the curse of endless approximation. How does the Unificationist perspective on Cheon Il Guk differ from Kant's perspective on Perpetual Peace and God's Kingdom on Earth?

Readings / viewing: Video 3, TBA

Discussion or summary-reflection.

Week 4 (February 17-23)

Social Justice reconsidered. The notions of equality and justice in social structures and interactions seem to be intuitively self-evident, but they have been the object of much debate and sometimes acrimonious confrontations. Unificationism offers an innovative perspective.

Readings / viewing: Video 4, TBA

Discussion or summary-reflection.

Week 5 (February 24 - March 2)

Two Roads to Pyongyang - Billy Graham and Sun Myung Moon.

Readings / viewing: Video 5 (guest interview), TBA

Discussion or summary-reflection.

Week 6 (March 3-9)

Unificationism and the Role of Religion in Peacemaking. Middle East Peace Initiative (MEPI), ACLC, WCLC, and more. Religions as peace brokers in unrelated conflicts. Uniqueness of Unificationism's interventions, critically examined.

Readings / viewing: Video 6, TBA

Discussion or summary-reflection.

Week 7 (March 10-16)

Unificationism and the Embodiment of Peace. Heavenly Parent, the family, and spiritual leadership.

Readings / viewing: Video 7, TBA

Discussion or summary-reflection.

Week 8 (March 17-23)

Midterm Assessment.

Week 9 (March 24-30)

Sustainable Development and protecting the Environment. The emergence of a key concern. An essential component of True Parents' Headwing approach. Its integration into the overall project.

Readings / viewing: Video 9, TBA

Discussion or summary-reflection.

Week 10 (March 31- April 6)

***"World Peace Through Ideal Families"*.**

The Unificationist Marriage Blessing and its role in the completion of the universal peace project. Meaning and practice. History. Interreligious and multicultural marriage as an instrument of peace. Critical appraisal of historical precedents and analysis of differences. Unificationist families: traditional or emerging model?

Readings / viewing: Video 10, TBA

Discussion or summary-reflection.

Spring Break (April 7-20)

Week 11 (April 21-27)

WFWP and the Age of Woman. Dr. Hak Ja Han Moon and the Era of Women. Conceptualization and practice. Logic of Love vs. Logic of Power. Sisterhood Ceremonies and other initiatives.

Readings / viewing: Video 11, TBA

Discussion or summary-reflection.

Week 12 (April 28 – May 4)

The Universal Peace Federation. Reforming or Superseding the UN? Historical overview, adjustments, and accomplishments. The Abel UN and the "old" UN.

Readings / viewing: Video 12, TBA

Discussion or summary-reflection.

Week 13 (May 5- 11)

Interdependence, Mutual Prosperity and Universally Shared Values as a recipe for peace on a different level.

Readings / viewing: *New Essentials of Unification Thought* (507-524); Video 14.

Readings / viewing: Video 14, TBA

Discussion or summary-reflection.

WEEK 14 (May 12-18):

Submission of PPT/recordings on final papers.

Week 15 (May 19-23)

Deadline for Final Paper/Project: December 15.

Note: The instructor reserves the right to make changes to the syllabus as needed and to make final decisions by using his own judgment.