

HJ International Graduate School for Peace
and Public Leadership

PST 5131 - Peace and Conflict Studies

Syllabus - Draft

Online Course, 3 credits

August 25 – December 18, 2024

Instructor Info:

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The present course is foundational to the Peace Studies program, as is the course entitled Conflict Analysis and Transformation. Though both courses emphasize the mutually beneficial interaction between theory and practice, this course will specifically present the general framework and background of contemporary peace studies, while Conflict Analysis and Transformation offers the knowledge and practical skills needed for conflict resolution and conflict transformation.

Course Description

This course introduces the field of peace and conflict studies. It covers the field's emergence and development, its leading theoreticians and practitioners, as well as historical antecedents. The notions of peace and conflict (notably, negative and positive peace, and conflict as a form of social interaction) will be analyzed. Related themes will be discussed with a focus on their interaction. These will include biological, psychological and sociological foundations of peace and violence; the role of religion, democracy, gender, and economic development; forms of pacifism and alternatives; strategies of nonviolence; human rights; interstate and intrastate conflict; and the "responsibility to protect." The field of peace and conflict studies differs from other academic disciplines in its advocacy of peace and human betterment. Students are encouraged to relate course content to their personal and professional commitments.

Learning Outcomes

Upon completion of the course, the student will:

1. Be familiar with the basic themes, concepts and terminology of contemporary Peace and Conflict Studies (PCS); demonstrate understanding and the ability to apply them in context.

2. Be able to critically evaluate opposing views on key foci of interest and theories of PCS.
3. Be able to identify and describe important historical precedents to modern PCS and their contributions to the field.
4. Demonstrate a modest level of expertise in one particular area of PCS, such as the concepts of negative/positive peace or the responsibility to protect, by applying these concepts to a case study (final project).
5. Be equipped to evaluate Unificationism-inspired peace activism from the standard perspective of PCS and vice-versa.

Assessment Rubrics

Outcomes	Needs improvement	Progressing	Good	Excellent
Be familiar with the basic themes, concepts and terminology of contemporary PCS; demonstrate understanding and the ability to apply them in context.	Displays approximate knowledge and understanding of the most basic notions with little sense for context	Displays adequate knowledge and understanding of basic notions and an emerging ability to apply them in their practical context	Displays comprehensive knowledge and understanding of all essential notions and their interrelatedness; is able to properly apply them in their practical context	Displays advanced knowledge and understanding of essential and some additional notions, as well as their interrelatedness; is able to properly and creatively apply them in their practical context
Be able to critically evaluate opposing views on key foci of interest and theories of PCS.	Analysis and evaluation lack critical perspective and are merely based on personal opinion presented as fact	Elements of critical analysis coexist with mere personal opinion presented as fact; the difference between the two is vaguely defined	Analysis and assessment present strengths and weaknesses of key concepts and approaches; assessment is based on sound criteria and arguments	Analysis and assessment present strengths and weaknesses of relevant concepts and approaches; assessment is based on sound criteria and arguments; arguments are well referenced to resources

Be able to identify and describe important historical precedents to modern PCS and their contributions to the field.	Demonstrates limited historical knowledge and understanding with little or no awareness of implications	Demonstrates acceptable historical knowledge and understanding with emerging awareness of implications	Demonstrates significant historical knowledge and understanding with solid awareness of implications of historical contributions	Demonstrates considerable knowledge and understanding with advanced awareness of implications of historical contributions, laid out in a clear and comprehensive way
Demonstrate a modest level of expertise in one particular area of PCS, such as the concepts of negative/positive peace or the responsibility to protect, by applying these concepts to a case study (final project).	Displays minimal understanding of specific issue with little or no original thinking	Displays acceptable level of understanding of specific issue and evidence of entry level original thinking	Displays solid understanding of specific issue and evidence of real original thinking based on research and reflection	Displays in-depth understanding of specific issue and evidence of extensive original thinking based on research and reflection, resulting in modest but significant contribution to research
Be equipped to evaluate Unificationism-inspired peace activism from the standard perspective of PCS <i>and</i> vice-versa.	Unable to identify clear criteria for evaluation and offers a superficial comparison	Identifies basic criteria for evaluation and presents a basic comparison	Identifies multiple criteria for evaluation and presents a solid point by point comparison	Identifies multiple criteria for evaluation and presents an in-depth and systematic point by point comparison with creative suggestions

Requirements (course work)

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 and/or other assignments will be indicated each week. Completing the readings and assignments on time is crucial to your involvement in the discussion.

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 (33%).
2. **Online exam:** this exam will cover the main concepts of PCS. The exam will require students to demonstrate their mastery of the topic through knowledge of terms, a brief definition and a basic discussion. This and the precise format of the exam will be explained during the course. While the emphasis will not be on details of terminology, it is still expected that student refer to these main concepts by using the commonly used terms as presented in the course. A full list of terms will be made available early enough so that students have time to comfortably familiarize themselves with these terms that will have been amply discussed during the preceding sessions (33%).
3. Final project/paper related to one of the topics discussed during the course, using additional, relevant material (after consultation with the instructor). To be explained during the course (33%).
4. Instructor's discretion, as required by the nature of mathematics (1%). Students can expect goodwill in the choice of that adjustment.

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 UTS 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

All documents will be available online in the course

Duran, Carlos Villán. "Civil Society Organizations Contribution to the Universal Declaration on the Human Right to Peace." In: *International Journal on World Peace*, Vol. XXVIII, No. 4, December 2011, 59-126.

Galtung, Johan. *Theories of Peace. A Synthetic Approach to Peace Thinking*. Academia. Oslo, September 1967.

Galtung, Johan. "Violence, Peace and Peace Research." First published in: *Journal of Peace Research*, v. 6, n. 3, p. 167-191, 1969, Sage Publications Ltd.

Gasper, D.R. (Des). "The Idea of Human Security." Erasmus University Digital Repository, 31 December 2009.

Gelot, Ludwig Mikael. "Reclaiming the Transcendence of Positive Peace against the Violence of Post-Liberal Peace." In: *International Journal on World Peace* Vol. XXXV No. 2, June 2018, 27-52.

Hansen, Toran. "Holistic Peace." In: *Peace Review: A Journal of Social Justice*, 28:212–219, 2016.

Langan, John, SJ. "The Elements of Augustine's Just War Theory." In: *The Journal of Religious Ethics*. Vol. 12, No. 1 (Spring, 1984), pp. 19-38. Blackwell Publishing Ltd.

Lawler, Peter. "Peace Research, War, and the Problem of Focus." In: *Peace Review* 14:1, 2002, 7–14.

Miller, Christopher E. *A Glossary of Terms and Concepts in Peace and Conflict Studies* (Mary E. King, ed.). Second Edition. University for Peace, San José, Costa Rica, 2005.

Musto, Marcello. "War and the Left: Considerations on a Checkered History." In: *Critical Sociology*, 00(0) 2022, 1-13.

Perrottet, Claude. "Immanuel Kant's Perpetual Peace: The New World Order of Critical Philosophy." In: *The Journal of Global Development & Peace*, Spring 2009, 4-33.

Roosevelt, Franklin Delano. The Four Freedoms Speech. January 6, 1941.

Sen, Amartya. "Why Human Security?" Text of presentation at the *International Symposium on Human Security* in Tokyo, Japan, 28 July 2000.

Shields, Patricia M. "Limits of Negative Peace, Faces of Positive Peace." In: *Parameters* 47, no. 3, 2017.

Simmel, Georg. "The Sociology of Conflict: I." In: *American Journal of Sociology* 9:490-525, 1903.

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

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

Schedule

WEEK 1

Introduction to Peace and Conflict Studies (PCS). Background, history, and perspectives of approaches to peace. Challenges to these approaches. Overall presentation of what this course is about.

Readings / viewing: Introduction to the History and Evolution of Peace Studies (p. 41-50). Video 1: War and Peace.

Discussion: Self introduction.

WEEK 2

The other option: war. Sun Tzu, Clausewitz and their theories on how to prevail in/through war.

Readings / viewing: Sun Tzu (excerpts); Clausewitz (Book 1, Ch. 2 - excerpts). Video 2: Recipes for war.

Discussion or summary-reflection.

WEEK 3

Just War and the Responsibility to Protect. Brief historical overview (Augustine, Thomas Aquinas) and the contemporary discussion. Some would speak of a dialectical relationship between the need to intervene and the requirement not to interfere.

Readings / viewing: Readings: TBA. Video 3: Just War and the Responsibility to Protect.

Discussion or summary-reflection.

WEEK 4

Conflict as a form of social interaction (sociation, Georg Simmel). Is social and political conflict an inevitable presence on the world scene and thus an inescapable obstacle to peace – an obstacle that can be handled more or less properly, but will not just go away, as most PCS scholars argue? The dialectical theory of Hegel and Marx. A careful look at the perspective of UT and DP and some unexpected conclusions.

Readings / viewing: Georg Simmel, *The sociology of conflict* + TBA. Video 4: The role of (social) conflict.

Discussion or summary-reflection.

WEEK 5

From Truce to Eternal Peace. Immanuel Kant's *Perpetual Peace* as a key antecedent to the United Nations, Human Rights, the Geneva Conventions and other landmarks of PCS. Historical and practical role.

Readings / viewing: Immanuel Kant and *Perpetual Peace* : The New World Order of Critical Philosophy (pp. 4-33). Video 5: Kant as the ancestor of PCS and the precursor to the United Nations.

Discussion or summary-reflection.

WEEK 6

The birth of contemporary PCS. The role of the League of Nations, the United Nations, World Wars I and II, The Cold War, The Vietnam War, and other elements. The special role of Scandinavia.

Readings / viewing: Readings TBA. Video 6: The birth of contemporary PCS.

Discussion or summary-reflection.

WEEK 7

In-depth discussion of key concepts of PCS. Their application and the analysis of contentious aspects, notably: negative/positive peace, structural violence and cultural violence.

Readings / viewing: Readings TBA. Video 7: Key concepts of PCS – a “thick” description.

Discussion or summary-reflection.

WEEK 8

Ideological dimensions of PSC. What is the best approach to handling inevitable bias in research and resulting publications?

Readings / viewing: Readings TBA. Video 8.

Discussion or summary-reflection.

WEEK 9

Human Rights and Human Security. Analysis of Amartya Sen’s contribution and its implications on attempts to transcend negative peace. FDR’s 4 Freedoms.

Readings / viewing: FDR’s 4 Freedoms Speech of January 6, 1941, Amartya Sen “Why Human Security?” + TBA. Video 9.

Discussion or summary-reflection.

WEEK 10

Religion’s role in peace and conflict situations. Reasons for its potential role as the problem and its possible contribution to solutions.

Readings / viewing: Readings TBA. Video 10.

Discussion or Summary-reflection.

WEEK 11

Women and PCS. The role women play (or should be allowed to play) in PCS has been increasingly emphasized in recent years. It is a dimension that can only be neglected at one's peril.

Readings / viewing: Readings TBA. Video 11.

Discussion or summary-reflection.

WEEK 12

Online Exam: knowledge and critical understanding of key concepts. By critical understanding I mean the ability to look at the implications of basic choices and interpretations. This will be explained in detail.

WEEK 13

Restorative Justice: a tool for peace? Considerations on different types of restorative justice and their efficiency in bringing about Positive Peace.

Readings / viewing: Readings TBA. Video 13.

Discussion or summary-reflection.

Thanksgiving Recess

WEEK 14

Submission of PPT/recordings on final papers.

WEEK 15

Deadline to submit the Final Paper: Friday, December 13.

Notes

- See the Weekly Overview at the beginning of each Module in Canvas for specific details about procedures for each week. Always go by that when preparing your work.
- In addition to the weekly list of basic readings, students will be expected to read additional material as needed for the submission of their discussions, summary-evaluations and their final paper.
- The instructor reserves the right to make changes to the syllabus as needed and to make final decisions by using his own judgment, for the sake of the students' learning experience.