

BUILDING GLOBAL PEACE, CONFLICT, AND SECURITY CURRICULA AT UNDERGRADUATE INSTITUTIONS

A Curriculum Development Guide for Colleges and Universities

January 2007

United States Institute of Peace Education Program 1200 17th Street NW, Washington, DC 20036 www.usip.org



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About the United States Institute of Peace

The United States Institute of Peace is an independent, nonpartisan, national institution established and funded by Congress. Its goals are to help prevent and resolve violent international conflicts, promote post-conflict stability and democratic transformations, and increase peacebuilding capacity, tools, and intellectual capital worldwide. The Institute does this by empowering others with knowledge, skills, and resources, as well as by its direct involvement in peacebuilding efforts around the globe.

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BUILDING GLOBAL PEACE, CONFLICT, AND SECURITY CURRICULA AT UNDERGRADUATE INSTITUTIONS

Introduction

This guide was prepared by David J. Smith, Senior Program Officer in the Education Program at the U.S. Institute of Peace. It reflects the Institute's on-going consultations with undergraduate institutions on developing courses and programs on peace, conflict, and security.

A central mission of the United States Institute of Peace (USIP) is the promotion of international conflict resolution education by assisting and supporting colleges and universities in their efforts at developing and offering programs, courses, and activities that focus on international peace, conflict, and security. Over the years, a number of

institutions have posed the question: where should we start? While this is a difficult question to answer without understanding the particular context of each institution, we have found that looking across institutions that have established such programs, certain patterns emerge. Some institutions choose to focus on peace studies programs with an activist component, some select a security studies focus that emphasizes policymaking, and



College students participate in a simulation.

some develop conflict resolution programs that concentrate on skill building. And increasingly, institutions select items from each of these options to develop unique programs that reflect the existing interests and capacities of the teaching faculty and the aspirations and vision of the college or university. In order to help faculty and administrators think through what kinds of courses or program they might establish, the Institute's Education Program has developed this guide.



The president of the Institute, Ambassador Richard Solomon (right) speaks with UN Secretary General Kofi Annan (left).

This guide is divided into two parts. The first part focuses on the **content** of courses and programs, and the choices that different institutions have made in creating curricula and programming in the area of peace, conflict, and security. The second part suggests **strategies** that can be used in developing or promoting programs that focus on international peace, conflict, and security.



Curricular Approaches to Global Peace, Conflict, and Security

Undergraduate academic programs in peace studies began in the United States shortly after World War II. Manchester College has the distinction of establishing the first formal peace studies program in 1948. Whereas peace studies – often defined as the interdisciplinary study of the causes of war and conditions of peace – was first developed at the undergraduate level, conflict resolution has largely been promoted in graduate education. The first master's degree program in conflict analysis and resolution in the U.S. was established at George Mason University in 1981, followed by a doctoral program in 1989. Today, peace studies and conflict resolution are widespread at both the undergraduate and graduate levels in varied higher education institutional settings.

In many peace studies programs, "peace" is often integrated or paired with another field or perspective such as "peace and justice studies," "war and peace studies," "peace and conflict studies," "peace and global studies," or "peace and world order studies." As such, looking closely at specific programs will often reveal an added dimension such as globalization (peace and global studies) or human rights (peace and justice studies). Conflict resolution programs tend to focus on a particular application context such as domestic/interpersonal/micro or global/international/macro, or view the field holistically allowing students to concentrate on a particular conflict environment. In some cases, conflict resolution is termed conflict management, and to a lesser extent, conflict transformation. Security studies, until recently, was concentrated at the graduate level in programs such as those at Georgetown University, Tufts University, University of Pittsburgh, California State University – San Bernardino, and the Massachusetts Institute of Technology, among others. Security studies focuses on grand strategy, causes of conflict, military issues, and managing security threats. Traditionally, such programs viewed security through a nation/state lens compatible with a political science oriented realism approach. At some institutions, the definition of security has in recent years expanded to include human security: encompassing public health, environmental, and scarcity issues. Recently, the development of security studies programs has increased at the undergraduate level; many of these include notions of the newer subfield of homeland security.

The following chart compares and contrasts the peace studies, conflict resolution, and security studies fields. It is not meant to be definitive. Some institutions seek to combine two fields such as "peace and conflict resolution" or "peace and security studies." This chart, as a result, notes tendencies rather than unqualified findings.



CHARACTERISTICS OF RELATED FIELDS

CHARACTERISTIC	PEACE STUDIES	CONFLICT RESOLUTION	SECURITY STUDIES
Institutional setting	Religious/private	Public research	Both private and
	independent colleges	universities predominate.	public research
	predominate. Mostly	Mostly graduate education.	universities
	undergraduate education.	education.	predominate. Mostly graduate
	education.		education, except in
			homeland security.
Departmental	Faculty generally	Faculty generally from	Faculty generally
settings/faculty	from an array of	business, communication,	from political
backgrounds	social science and	political science, or	science/international
	humanities fields	sociology. Well-developed	relations. Well-
	including religion,	programs have	developed programs
	philosophy, political	independent departments.	have independent
	science,		departments.
	anthropology,		
	sociology or history. Well-developed		
	programs have		
	independent		
	departments.		
Academic focus	Tends to be	Can be domestic, global,	Can be domestic
	global/international.	or have multiple foci.	(national security
		Trend is to permit students	studies) or global
		to select focus.	(international
			security studies).
			Homeland security
			will have aspects of both, but in an
			applied fashion.
Pedagogical	Emphasizes student	Emphasizes experiential	Emphasizes policy
perspective	exploration and	and skills-based learning.	and historical
	values-based		analysis. Homeland
	perspectives.		security will have
			an applied focus.

The exercise of trying to define the differences among the three approaches, as the

It can be argued that any one approach is insufficient to completely understanding today's challenges above chart does, points out the difficulty of dividing the field into neat categories. Such categorization does not reveal where these approaches can – and often do – converge. In fact, it can be argued that any one approach is insufficient to completely understanding

today's challenges and only a full appreciation of all three approaches can result in effective programs to end violent conflict. It is with this caution that we move to the next sections. Although for purposes of clarity, we present peace studies, conflict resolution,



and security studies as distinctive fields, we appreciate fully that successful conflict management reflects all three fields.

Peace Studies

Peace studies is an interdisciplinary perspective arose from a perceived failure of traditional disciplines to adequately address the problems of war and violence. In defining peace, the field has often made a distinction between positive peace and negative peace. Positive peace emphasizes that conflict is the

Peace studies is an interdisciplinary field. Support for an interdisciplinary

Lasting peace demands that the underlying causes of conflict be recognized and addressed

result of social, economic, and political inequalities, which must be rectified before a sustainable peace can be achieved. Negative peace, on the other hand, is a more traditional concentration on the cessation of hostilities and violence. The debate on whether peace studies should focus mostly on negative peace versus positive peace has been a point of contention within the field. As the field matures, it has increasingly recognized that these elements are intimately related: lasting peace demands that the underlying causes of conflict be recognized and addressed, but it also requires a broad agreement that disputes will be settled without resorting to violence. The terms positive and negative peace are too stark to reflect this complexity and interconnectedness.

Most college-based programs in peace studies have a core of required courses that are rounded out with complementary general coursework. Rather than chart out an entire curriculum, the following models reflect only the coursework most frequently included in peace studies programs. A college or university is encouraged to develop the balance of a curriculum based on its own needs or focus.

An important consideration concerns the disciplinary basis of peace studies courses. Most institutions supporting a peace studies program include courses from a variety of disciplines to create an interdisciplinary look to the program. As a result, the course designations will often be in related social sciences and humanities areas such as political science, sociology, literature, history, or philosophy. This multidisciplinary approach reflects the view that conflict and peace should be threaded through a variety of academic perspectives.

Starting our examination with **religious-based institutions** is appropriate in that the peace studies approach has its longest and most well developed tradition here.¹ Goshen College, a Mennonite-affiliated institution, offers an undergraduate degree in peace, justice, and conflict studies as part of its Plowshares Collaborative. A primary objective of the program is to "move students' vision beyond war so they see violence issues in daily life." The college supports a major, two minors, and a certificate in the field. There is a strong global focus to the degree, with courses on liberation theology,

¹ The religious-based institutions mentioned in this guide are colleges and universities that identify themselves as such in their promotional materials.



global poverty, and ethnic conflict. Manhattan College, a small Roman Catholic liberal arts institution, established its peace studies program in 1966 and currently offers both a major and minor. Its promotional materials state: "Peace studies... is an interdisciplinary academic program that examines ... arms races and war; economic, political, and social justice; conflict creation, management, and resolution; nonviolent philosophies and strategies of resistance; and world community and world government." Northland College, affiliated with the United Church of Christ, supports an interdisciplinary peace, conflict, and global studies program drawing from various fields including the social sciences, humanities, and environmental studies. The college offers a major and minor.

The following chart illustrates a sequence of course offerings that might be typically found in religious-affiliated institutions granting a bachelor of arts/sciences degree.

COURSE DESCRIPTION	COURSE SUBSTANCE	ILLUSTRATIVE COURSES
Foundation course in Peace Studies	Survey course of the field looking at violence from global perspectives including sources of conflict, positive and negative peace, peace movements, war, and the role of international organizations.	PACS 110, Introduction to Peace & Conflict Studies (Juniata College) JPCS 281, Exploring Conflict & Peace (Eastern Mennonite University) PCS 211, Introduction to Peace Studies (Gustavus Adophus College)
War and Peace	Course examines in detail the sources and responses to violent international conflict. Contemporary case studies are often used.	SOC 119a, War & Possibilities of Peace (Brandeis University) PHIL 237, War & Peace (DePaul University) PHI 321, Philosophy of Peace & War (Barry University)
Conflict Resolution	Survey course looking at both the theory and skills in applied conflict resolution including mediation, facilitation, arbitration, and negotiation in domestic and international contexts. Role-playing is often used.	PAGS 343, Conflict Resolution (Earlham College) PJCS 325, Mediation: Process, Skills & Theory (Goshen College) PGS 215, Introduction to Conflict Resolution (Northland College)
Nonviolence	Course examining the theory and practice of nonviolence in both current and historical contexts. An examination of particular practitioners in both domestic (King) and international arenas (Gandhi) is done. Case studies are often considered.	IDS 317, Case Studies in Nonviolence (Wilmington College) JUPS 202-01, Nonviolence: Theory & Practice (Georgetown University) JPST 340, Active Nonviolence (University of St. Thomas)
Faith-Based/Ethical Perspectives on Peace	Course examines peace from the institution's faith perspective or in an ethical context.	JPCS 371, Global Ethics of Peace & Justice (Eastern Mennonite University) BIBL 321, Biblical Themes of

BACHELOR OF ARTS/SCIENCES IN PEACE STUDIES Core Courses



International Politics/Organizations/Law	Course examines the role of international law and politics, and the role of international institutions in the field.	Peace (Goshen College)REL 335, Christian Perspectiveson Violence & Peace(Bridgewater College)PoSC, International Politics(Manchester College)PAGS 107, Introduction toInternational Relations (Earlham
	institutions in the field.	College) POS 395, International Organizations (Barry University)
Humanities Perspectives on	Course examines peace from the	ENG 347, Literature & War
Peace (including Literature,	lens of another disciplinary	(Manhattan College)
History, Philosophy, Religion,	perspective.	PJCS 330, International Women's
Women's Studies or Media)		History (Goshen College)
(1-2 courses)		HIST 238, War & Peace in 20^{th}
		Century Europe (Guilford
		College)
Internship/Practicum (1-2	Experiential learning experience	PJCS 409, Internship (Goshen
courses)	meant to apply the academic	College)
	experience. Generally, students	PCST 789, Washington Semester
	cannot participate in this course	Peace Studies Internship (Siena
	until they attain advanced	College)
	standing or have completed	JPCS 431/2, Justice & Peace
	specific prerequisites.	<i>Practicum</i> (Eastern Mennonite University)
Senior Seminar/Capstone	Culminating course in the	PAGS 486, Senior Seminar
	program. Course often has a	(Earlham College)
	strong research and writing	PS 401, Senior Seminar
	component where students are	(Manhattan College)
	expected to bring together their	PACS 455, Senior Thesis (Juniata
	studies in a scholarly fashion.	College)

Private independent institutions also have well-developed programs in peace studies. A significant difference between peace studies at religious-based and independent colleges is that while many religious affiliated schools support degrees (majors) as well as minors and certificates in the field, fewer independent schools grant degrees in peace studies, rather, minors predominate.

Swarthmore College offers a minor in peace and conflict studies. The program examines theories and models of peace building and reconciliation, as well as efforts at transforming conflict. By special permission students are able to take courses at nearby Haverford College, Bryn Mawr College, and the University of Pennsylvania. Prescott College offers a peace studies focus as part of its integrative studies degree. The goals of the program include "fostering an academic environment in which students acquire the knowledge, skills and experiences necessary for analyzing and resolving social conflict and for promoting peace in a variety of social contexts." The program at Prescott has a strong environmental focus. Rockford College offers a minor in peace and conflict studies as well as a minor in military science.



The following model represents a concentration or minor in peace studies. The model reflects the fact that minors and concentrations rather than degrees predominate in private independent institutions. A peace studies minor or concentration is intended to complement another field or is part of an interdisciplinary degree. The prototype represents the most common courses included in such a program.

COURSE DESCRIPTION	COURSE SUBSTANCE	ILLUSTRATIVE COURSES
Foundation course in Peace	Survey course of the field looking	PEAC 104, Introduction to the
Studies	at violence from global	Study of Conflict, Justice &
	perspectives, including sources of	Peace (Wellesley College)
	conflict, positive and negative	PCE 110, Introduction to Peace
	peace, peace movements, war,	Studies (Goucher College)
	and the role of international	PEAC 015, Introduction to Peace
	organizations.	Studies (Swarthmore College)
War and Peace	Course examines in detail the	ANSO/PSYC 4900, War & Peace
	sources and responses to violent	(Webster University)
	international conflict.	PJS 120, Sociology of War &
	Contemporary case studies are	Peace (Tufts University)
	often used.	PEAC 218, War in Lived
		<i>Experience</i> (Colgate University)
Conflict Resolution	Survey course looking at both the	UEP 030, Negotiation, Mediation
	theory and skills in applied	& Conflict Resolution (Tufts
	conflict resolution, including	University)
	mediation, facilitation,	PSYC 323, Conflict Analysis &
	arbitration, and negotiation in domestic and international	Resolution (Rockford College)
		PEAC 277, Conflict & Conflict Baselution (Antioch College)
	contexts. Role-playing is often used.	Resolution (Antioch College)
Nonviolence	Course examining the theory and	PCE 148, Nonviolence in
Nonviolence	practice of nonviolence in both	America (Goucher College)
	current and historical contexts.	GS 210, Introduction to
	An examination of particular	Nonviolence (Colorado College)
	practitioners in both domestic	SOAN 035B, Nonviolent Social
	(King) and international arenas	Movements (Swarthmore
	(Gandhi) is done. Case studies are	College)
	often considered.	2 /
International	Course examines the role of	PEAC 334, International Law
Politics/Organizations/Law	international law and politics, and	and Justice (Antioch College)
	the role of international	PS 241, The Politics of
	institutions in the field.	International Institutions (Bryn
		Mawr College)
		POLS 282, International
		Relations (Rockford College)
Internship/Practicum/Thesis (1-2	Experiential learning or research	PEAC 070, Research
courses)	experience meant to apply the	Internship/Fieldwork
	academic experience. Generally,	(Swarthmore College)
	students cannot participate in this	PJS/IR 099, Internships in Social
	course until they attain advanced	Change Organizations (Tufts
	standing or have completed	University)
	specific prerequisites.	PSTD 299, Peace Studies
		Internship (Clark University)

MINOR/CONCENTRATION IN PEACE STUDIES Core Courses



For many institutions, developing a minor/concentration is a preferred intermediate step. From an administrative standpoint, this approach will not require the creation of a peace studies "department," full-time peace studies (often tenure track) faculty, or an extensive budget. For supporters of peace studies, a minor may be attractive in that it helps integrate peace concepts into a number of other disciplines. In addition, a diffused program will often result in broader overall faculty support.

Public institutions also support peace studies. The University of Massachusetts -Amherst, University of Colorado - Boulder, and Illinois State University host such programs. Radford University supports a minor in peace studies. The program is designed to "complement a wide range of major courses of study with systematic examination of the causes of world conflict and the possible means of both managing that conflict and



Linda Bishai (Senior Program Officer, Education) speaks about different types of conflict.

creating a more peaceful world." West Chester University of Pennsylvania also supports a minor in peace studies. The program emphasizes creation of "a world in which 'positive peace' prevails." The University of California - Berkeley offers a degree and minor in peace and conflict studies. The program "prepares students to understand the dynamics of peace and conflict and to contribute to the creation of more just and peaceable conditions in the world."

The model below is based on the courses that might be found in a bachelor's degree in peace studies in a public institution (a few illustrative course examples are taken from minors or concentrations in public institutions).

COURSE DESCRIPTION	COURSE SUBSTANCE	ILLUSTRATIVE COURSES
Foundation course in Peace	Survey course of the field looking	PACS 10, Introduction to Peace
Studies	at violence from global	& Conflict Studies (University of
	perspectives, including sources of	California - Berkeley)
	conflict, positive and negative	PAX 200, Dilemmas of War &
	peace, peace movements, war,	Peace: An Introduction of Peace
	and the role of international	Studies (University of Wisconsin-
	organizations.	Stevens Point)
		INT 250, Global Militarism and
		Human Survival (University of
		Connecticut)
War and Peace	Course examines in detail the	PACE 345/ANTH 345,
	sources and responses to violent	Aggression, War & Peace
	international conflict.	(University of Hawaii- Manoa)
	Contemporary case studies are	AS 300, Living Myths (Myths of
	often used.	War & Peace) (Humboldt State
		University)

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		PEA ST 2410, Philosophies of War & Peace (University of Missouri)
Conflict Resolution	Survey course looking at both the theory and skills in applied conflict resolution, including mediation, facilitation, arbitration, and negotiation in domestic and international contexts. Role-playing is often used.	COMM 455, Negotiation & Conflict (Southern Oregon University) PS 360, Conflict Management (University of North Dakota) SOCI 143, Conflict & Bargaining (University of North Carolina - Chapel Hill)
Nonviolence	Course examining the theory and practice of nonviolence in both current and historical contexts. An examination of particular practitioners in both domestic (King) and international arenas (Gandhi) is done. Case studies are often considered.	PACE 397, Nonviolent Alternatives (University of Hawaii - Manoa) POL 363, Political Theories of Nonviolence (Illinois State University) FARR 1562, Gandhi's Satyagraha (University of Colorado - Boulder)
International Politics/Organizations/Law	Course examines the role of international law and politics, and the role of international institutions in the field.	IS 350, World Politics (Southern Oregon University) POL 252, International Organization (Illinois State University) POLI 82, Evolution of the International System (University of North Carolina - Chapel Hill)
Special Topics/Open Electives (1-2 courses)	Course examines peace from the lens of another disciplinary perspective.	PACS P497, Humanities Readings/Research in Peace & Conflict Studies (Indiana University/Purdue University - Fort Wayne) ENGL 196D, War in Shakespeare (University of North Carolina - Chapel Hill) HIS 268, Peace History (Illinois State University)
Internship/Practicum (1-2 courses)	Experiential learning experience meant to apply the academic experience. Generally, students cannot participate in this course until they attain advanced standing or have completed specific prerequisites.	PAX 410, Peace Studies Internship (Oregon State University) IDS 491, Internship (University of North Dakota) PEA ST 3280, Internship (University of Missouri)
Senior Seminar/Capstone	Culminating course in the program. Course often has a strong research and writing component where students are expected to bring together their studies in a scholarly fashion.	PACS 4500, Senior Seminar in Peace & Conflict Studies (University of Colorado - Boulder) PEA ST 4970, Senior Thesis (University of Missouri) PY 4910 Independent Study (Capstone) (Plymouth State College)



A number of public colleges and universities have designed particular foci such as peace and global policy studies (New York University). The University of Idaho and Illinois State University have programs that combine peace and conflict resolution thereby including both a liberal arts emphasis and skills-based focus.

Community colleges are often referred to as "democracy's colleges" because of their open admission policies, student diversity, and low costs. Where peace studies programs do exist, they generally are developed as transfer programs to one or more well-established fouryear college programs. Some colleges, however, have developed courses or activities, often noncredit, which are not intended to be part of a transfer program. In this case, the college is often responding to a community need or a desire to promote a specific aspect of the field.



David Smith (Senior Program Officer, Education) speaks about conflict resolution.

Portland Community College has a comprehensive program leading to an associate degree where students can concentrate in global peace and conflict (or three other foci). The curriculum permits students to explore "the structural causes and manifestations of violence in self, in society, and in the global community." Berkshire Community College awards an associate of arts degree in liberal studies with a concentration in peace and world order studies. The program provides "students with a broad understanding of many global problems, suggesting paths to solutions, and approaches to careers and further study." Well-developed peace studies programs also exist at Richland College and Greenfield Community College.

In the model, the illustrative courses are not necessarily part of a degree program, but could in fact be listed as general electives or part of a conflict resolution emphasis at a community college. This model assumes that students would transfer to a four-year degree program.

COURSE DESCRIPTION	COURSE SUBSTANCE	ILLUSTRATIVE COURSES
Foundation course in Peace	Survey course of the field looking	PSJ 101, Introduction to Peace
Studies	at violence from global	Studies (Greenfield Community
	perspectives, including sources of	College)
	conflict, positive and negative	HST 211, Introduction to Peace
	peace, peace movements, war,	Studies (Mt. Hood Community
	and the role of international	College)
	organizations.	PS 211, Peace & Conflict (Linn-
		Benton Community College)
Conflict Resolution	Survey course looking at both the	PL 201, Conflict Analysis &
	theory and skills in applied	Resolution (Harford Community
	conflict resolution, including	College)

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	mediation, facilitation, arbitration, and negotiation in domestic and international contexts. Role-playing is often used.	IDS 160, Approaches to Peace & Conflict Resolution (North Shore Community College) SSC 121, Conflict Resolution (Quinebaug Valley Community College)
Nonviolence	Course examining the theory and practice of nonviolence in both current and historical contexts. An examination of particular practitioners in both domestic (King) and international arenas (Gandhi) is done. Case studies are often considered.	PHL 111, Alternatives to Violence (Berkshire Community College) CUST 2370, Peace & Nonviolence (Richland College) CRES 225/SOCI 225, Sociology of Conflict and Nonviolence (Howard Community College)
Internship/Independent Study	Experiential learning or research experience meant to apply the academic experience. Generally, students cannot participate in this course until they attain advanced standing or have completed specific prerequisites.	PS 280B CE, Community Service & Action Seminar (Portland Community College) PHL 270, Independent Study in Peace and World Order (Berkshire Community College) HUDV 298, Mediation Internship (Santa Fe Community College)

The field of peace studies is in the early stages of development at community colleges with only a handful of programs in existence. As community colleges expand and diversify their course offerings, the growth in programs will likely increase.

Conflict Resolution

Conflict resolution can be understood by contrasting it with the related field of peace studies. Conflict resolution emphasizes the need to reach settlement of a dispute and improve the relationship between the parties. As a result, the curriculum emphasizes teaching students analytical skills necessary for

Conflict resolution emphasizes the need to reach settlement of a dispute and improve the relationship between the parties

conflict analysis in addition to skills such as negotiation and mediation for effective third party intervention. Peace studies can have an applied component, but is usually based in a liberal arts context and thus is more theoretical. A conflict resolution curriculum will offer extensive courses on the technical aspects of peacemaking: who does it, and how and when it is done. One aim of a program is to prepare students for employment with nongovernmental and intergovernmental entities that may need conflict resolution skills. Though peace studies can prepare students for careers, peace studies graduates are often focused on pursuing graduate studies.

A conflict resolution program looks at conflict at multiple levels: micro (interpersonal), meso (community/group), and macro (national/global) The application of conflict resolution through school (peer) mediation and community mediation will appear in a curriculum as often as examining the role of international track two diplomacy. Peace studies programs often focus heavily on global content and give limited attention



to local applications. Conflict resolution programs pointedly take a multifaceted approach to the field arguing that the skills of a conflict resolution practitioner are portable and can be applied across the spectrum. Having said this, peace studies and conflict resolution still have much in common: for example, a commitment to interdisciplinary approaches to understand and respond to violence.

Conflict resolution strategies at the undergraduate level frequently are woven into "peace and conflict" programs. As such, these programs are often more similar to peace studies programs than well-defined conflict resolution programs. However close examination of a program may reveal an emphasis on "applied" study rather than on more traditional, values-based peace studies and liberal arts perspectives. A peace studies program that emphasizes conflict analysis will likely have some of the characteristics of a conflict resolution program found in a public institution.

The development of conflict resolution at the undergraduate level has mostly taken place in *large* **public research institutions** that can offer students a broad range of academic and experiential opportunities from faculty with strong research backgrounds from an array of disciplines. The growth in such conflict resolution programs, however, has not paralleled that at the graduate level.

George Mason University established a bachelor's degree and minor in conflict analysis and resolution in 2004. Students take a series of core courses that "provide a background in conflict theory, analysis, and practical conflict resolution skills" followed by bridge courses focusing on interpersonal, community, and global conflict. Kent State University offers a BA degree in applied conflict management. The program "draws on a base of knowledge and scholarly research in the social sciences, humanities, ethics, education, and law." The program has a strong domestic focus with students choosing either a concentration in community education and training, human needs and human services, public policy, social and political change, or a general concentration. Salisbury University has a well-developed comprehensive conflict resolution program.

COURSE DESCRIPTION	COURSE SUBSTANCE	ILLUSTRATIVE COURSES
Foundation course in Conflict	Survey course of the field	CONF 101, Conflict & Our
Resolution	focusing on the practical and	World (George Mason
	theoretical foundations of conflict	University)
	resolution.	CADR 100, Foundations of
		Conflict & Conflict Resolution
		(Salisbury University)
		CACM 11001, Introduction to
		Conflict Management (Kent State
		University)
Conflict Theory	Course examines the root causes	CADR 300, Theories of Conflict
	of conflict from a variety of	& Conflict Resolution (Salisbury
	perspectives including sociology,	University)
	political science (international	CACM 31010, Conflict Theory
	relations), and psychology.	(Kent State University)
		CONF 302, Identity Conflicts &

BACHELOR OF ARTS/SCIENCES IN CONFLICT RESOLUTION Core Courses



		<i>Their Resolution</i> (George Mason University)
Basic Conflict Resolution Practice (1-2 courses)	Skill-focused course looking at both the theory and applications in applied conflict resolution, including mediation, facilitation, and negotiation. Role-playing is used.	245-655, Introduction to Mediation (University of Wisconsin - Milwaukee) PAF 420, Interpersonal Conflict Resolution (Syracuse University) SCOM 332, Mediation (James Madison University)
Advanced Conflict Resolution Theory & Practice (1-2 courses)	Advanced theory and practice course, often in a specialized context. Role-playing and case studies are used.	245-641, International Mediation (University of Wisconsin- Milwaukee) ISCOR 421, Alternative Dispute Resolution: Theory & International Applications (San Diego State University) CACM 35050, Public Sector Dispute Resolution (Kent State University)
Concentration/Tracks (3-4 courses) (students select one track)	Micro/Interpersonal Conflict Emphasis	CONF 320, Interpersonal Conflict Analysis & Resolution (George Mason University)
	Meso/Group Conflict Emphasis	CADR 302, Cross Cultural Conflict (Salisbury University)
	Macro/Global Conflict Emphasis	<i>ENVS 1112, International</i> <i>Environmental Problems</i> (California State University- Sacramento)
Research Methods/Statistics	Course serves to introduce students to social science research methods in a conflict resolution context.	CADR 309, Research I: Social Research Methods (Salisbury University) CONF 301, Research & Inquiry in Conflict Resolution (George Mason University) PS 201, Elementary Statistics for Political Science (San Diego State University)
Internship/Practicum (1-2 courses)	Experiential learning experience meant to apply the academic experience. Generally, students cannot participate in this course until they attain advanced standing or have completed specific prerequisites.	CADR 400, Practicum & Internship (Salisbury University) CACM 35092, Internship in Conflict Management (Kent State University) PCS 5010, Internship in Dispute Resolution (Wayne State University)
Senior Seminar/Thesis/Capstone	Serves as culminating course in the program. Course will have a strong research and writing component where students are expected to bring together their studies in a scholarly fashion.	CADR 402, Senior Seminar (Salisbury University) CACM 49091, Seminar in Conflict Management (Kent State University) ISCOR 497, Thesis in International Security & Conflict Resolution (San Diego State University)



To date, there is only one comprehensive credit conflict resolution program at the community college level. Howard Community College in 2005 launched an associate degree in arts and sciences with a concentration in conflict resolution. The program "teaches students theory and skills that will help them to resolve conflicts in many Upon graduation, students may pursue employment in "criminal justice, settings." government, business, human resources, labor, health and education" or transfer to a four-year institution. Though offering a general curriculum, the Howard program provides students with opportunities for practice in community mediation. Other colleges offer conflict resolution content, but generally in either a more focused application or as part of a broader "peace and conflict studies" strategy. The Community College of Aurora offers a credit certificate in mediation. The program has an intended domestic/interpersonal focus. Portland Community College, as mentioned, offers a degree in peace and conflict studies that requires students to focus on a particular concentration such as personal and societal, race and gender, environmental and ecological, global, or communications. Though the program explores conflict resolution practice, there are no specific courses dealing with applications such as mediation or negotiation. Rather, issues of conflict analysis and resolution are integrated in various courses. As such, the program operates more as a traditional peace studies program.

A number of community colleges offer conflict resolution courses as part of another program or field of study such as legal studies (Harford Community College), human development (Santa Fe Community College), management (Oakton Community College), or communications (Community College of Vermont). These courses, however, tend to have strong local emphases, often used to promote conflict resolution that has a domestic focus on divorce/family law and community mediation, for example.

A recent trend with community colleges has been to approach conflict resolution using a community education strategy. Brookdale Community College supports a Center of World War II and Conflict Resolution devoted to "stimulating and fostering the study of the historical, political, social, economic and military aspects of World War II ... to help future generations avoid armed conflict in the resolution of global problems." The Center does not offer courses for credit, but rather acts as a community resource by hosting symposia and other events.

As is the case with the previous peace studies community college model, courses are limited to 100 and 200-level offerings. The illustrative course could be found in either a conflict resolution or peace studies program with a conflict resolution component.

Whether conflict resolution at community colleges flourishes will depend on two overriding factors. The first is whether four-year institutions seek out transfer agreements with community colleges to support their own programmatic efforts. The second is whether community colleges can support terminal practitioner degrees or certificates, as is the case at the Community College of Aurora. There is great potential for creative course and program development.



ASSOCIATE OF ARTS/CONCENTRATION IN CONFLICT RESOLUTION
Core Courses

COURSE DESCRIPTION	COURSE SUBSTANCE	ILLUSTRATIVE COURSES
Foundation course in Conflict	Survey course of the field	PL 201, Conflict Analysis &
Resolution	focusing on the practical and	Resolution (Harford Community
	theoretical foundations of conflict	College)
	resolution.	SSCI 121, Conflict Resolution
		(Quinebaug Valley Community
		College)
Conflict Theory	Course examines the root causes	CRES 201, Conflict & Process
	of conflict.	(Howard Community College)
		CRJ 220, Human Relations &
		Social Conflict (Community
		College of Aurora)
Conflict Resolution Practice	Skill-focused course looking at	MED 101, Introduction to
	both the theory and applications	Mediation (Community College
	in applied conflict resolution,	of Aurora)
	including mediation, facilitation,	IDS 162, Basic Mediation
	and negotiation. Role-playing is	Training (North Shore
	used.	Community College)
Disciplinary Perspectives on	Courses are selected which focus	CRES 225/SOCI 225, Sociology
Conflict (2-3 courses)	on conflict from another	of Conflict & Nonviolence
	discipline such as sociology or	(Howard Community College)
	culture studies.	MED 104, Culture & Conflict
		Resolution (Community College
		of Aurora)

Security Studies

Security studies can be cast as international security studies, national security studies, and often today (especially at the community college level) homeland security, depending on its emphasis.

International security studies programs have a focus on issues of war and peace, just as peace studies programs do. In these programs security is seen as something that is achievable worldwide, from the global level to the individual level. Peace studies and international security studies have the same goal of designing strategies to prevent war. Where they differ is in the approaches and assumptions that are made about conflict. In international security studies, the search for peace is approached from the belief that political power is the key to maintaining one's own security, as well as collective

security. Part of this notion is that the use or the threat of military force may be necessary to achieve security. To theorists in this field, the military is a necessary rational instrument that is required as a tool for achieving peace and

The current state of global conflict has challenged security studies to reconsider its nation/state lens in understanding security

security. Peace studies rejects this premise, contending that to seek peace and achieve security, methods should be used that do not include the use of force but focus on prevention, social justice, and economic sustainability. The field of conflict resolution is somewhere in between: it understands the role of force while preferring non-coercive



measures in addressing conflict. The current state of global conflict has challenged security studies to reconsider its nation/state lens in understanding security. In the process, the role of non-governmental organizations and international organizations are acknowledged and valued. As the form of conflict has changed from interstate to intrastate, regional, and ethnic violence, international security studies programs have expanded their curriculum to reflect new realities. For instance, the concept of global human security: ensuring political, economic, and human rights of individuals, and examining public health, environmental, and scarcity issues, is increasingly being emphasized in the field.

National security studies has many of the same characteristics of international security studies but differs as to the ultimate objective: maintaining U.S. security in the face of risks and threats to the nation's interests. In reality though, national security programs readily acknowledge that U.S. security and global security are mutually dependent – as has been seen in the case of the war on terrorism – and, from a curriculum perspective, previous distinctions may be less pronounced. Homeland security is the newest variance of the field and has a specific objective of improving capacity to defend against acts of terrorism and other security threats generally from outside the U.S. It tends to be less academic and scholarly, and more functional and career-oriented. International and national security programs are present largely in graduate education, and somewhat in four-year institutions, while homeland security, though present at all higher education levels, is seeing the most growth in community colleges.

Undergraduate security studies curricula exist at a number of select *large* private institutions including Stanford University, Brown University, and Boston University. These programs tend to be based in international relations or international studies and are often "tracks" that students can pursue. Brown's program, found in the Watson Institute for International Studies, is a global security track in the international relations program. Stanford's is an honors program in the Freeman Spogli Institute for International Studies. Boston University offers a foreign policy and security studies track within its international relations degree. Specialized private institutions have also developed security curricula. Embry-Riddle Aeronautical University supports a degree in global security and intelligence studies. Small private institutions – traditional liberal arts colleges - tend to support "peace and security" programs. Some of these programs are often classified under peace studies because of their emphasis on understanding the conditions of peace and promoting nonviolent strategies to end conflict. The PAWSS (Peace and World Security Studies) program, a consortium consisting of Smith, Hampshire, Mount Holyoke, and Amherst colleges (and the public University of Massachusetts), is an example. Finally, security studies, as illustrated by the institutions mentioned, is predominately supported by non-religious-based institutions.

Public institutions also support security studies at the undergraduate level. The University of Illinois - Urbana/Champaign offers an undergraduate degree through its Program in Arms Control, Disarmament, and International Security. Ohio State University offers a security and intelligence specialization as part of its international studies program. San Diego State University offers a bachelor's degree with a



concentration in international security and conflict resolution. Students in the program must select courses related to international security from specializations such as global systems; cooperation, conflict, and conflict resolution; and environment and security. The University of North Carolina - Chapel Hill supports a program in peace, war and defense (and as such could be classified as a peace and conflict program). Though not all of these programs are titled as "security studies" they nevertheless have similar characteristics in examining the range of personal, national, and global security threats and examining both policy and strategic responses. An increasing trend, especially among public institutions, is to frame security studies in a homeland security context. For instance the University of Cincinnati's program is on homeland security and international security. The course work, though focusing on policy issues, also includes technical aspects of security viewed from the perspective of defending against security threats, especially terrorism. Overall, programs at this level tend to be minors or concentrations.

COURSE DESCRIPTION	COURSE SUBSTANCE	ILLUSTRATIVE COURSES
Foundation course in Security	Survey course of the field	PS 114S, International Security
Studies	focusing on basic concepts,	in a Changing World (Stanford
	history, institutions/actors, policy	University)
	issues, and legal requirements.	PS 544, International Security &
		the Causes of War (Ohio State
		University)
		SIS 100, Introduction to Global
		Security & Intelligence Studies
		(Embry-Riddle Aeronautical
		University)
U.S. Foreign Policy	Course coverage includes the	CAS IR 376, American Foreign
	development and effects of U.S.	Policy (Boston University)
	foreign policy in the context of	PS 110D, War & Peace in
	security issues.	American Foreign Policy
		(Stanford University)
		POLS 3144, American Foreign
		Policy (East Carolina University)
International Politics/	Course introduces students to	PS 139, International
Relations/Organizations	international politics and	Organization & World Politics
	organizations that play a role in	(Brown University)
	international affairs.	POLI 88, International
		Organizations & Global Issues
		(University of North Carolina –
		Chapel Hill)
		CAS IR 330, Diplomatic Practice
		(Boston University)
International Law	Course examines legal dimension	PS 577, Principals of
	of security. Human rights will	International Law (San Diego
	often be considered.	State University)
		POL 288, International Law
		(University of Cincinnati)
		LAW 252, International Law
		(University of North Carolina –
		Chapel Hill)
Terrorism	Course provides an historical and	SIS 325, History of Terrorism

MINOR/CONCENTRATION IN SECURITY STUDIES Core Courses



	contemporary analysis of	(Embry-Riddle Aeronautical
	terrorism including causes,	University)
	sources, and responses of	PUBH 125, Terrorism &
	terrorism.	Community Preparedness
		(University of North Carolina –
		Chapel Hill)
		BSST Y300, Terrorism
		(University of South Carolina –
		Beaufort)
Ethnic and Identity Conflict	Course examines identity conflict	PS/GLBL 357, Ethnic Conflict
	based on ethnicity, religion, race	(University of Illinois-
	or other contexts.	Urbana/Champaign)
		ANTH/GLBL 188, Ethnic Wars &
		Globalization (University of
		Illinois-Urbana/Champaign)
		HIS 574, Arab-Israeli Relations,
		Past & Present (San Diego State
		University)
Weapons of Mass Destruction	Course examines weapons of	PHYS/GLBL 280, Nuclear
(1-2 courses)	mass destruction, including those	Weapons & Arms Control
	that are biological and nuclear-	(University of Illinois –
	based.	Urbana/Champaign)
		IS 555, Development & Control
		of Weapons of Mass Destruction
		(Ohio State University)
		IS 355, Bio-Terrorism (Ohio
		State University)
Special Emphasis	Various courses that view	IS 434, Food Security &
(3-6 courses)	security in a particular context,	Globalization (Ohio State
	including scarcity, technology,	University)
	intelligence, energy,	PS 114R, Technology in National
	environmental, and	Security (Stanford University)
	population/migration, among	CAS IR 378, Intelligence in a
	others.	Democratic State (Boston
		University)
		NPRE/GLBL 480, Topics in
		Energy & Security (University of
		Illinois – Urbana/Champaign)
		SIS 405, Environment & Security
		(Embry-Riddle Aeronautical
		University)
		SOC 350, Population &
		Contemporary Issues (San Diego
		State University)
Senior Seminar/Capstone	Culminating course in the	GLBL 483, Seminar on Security
	program. Course often has a	(University of Illinois – Urbana-
	strong research and writing	Champaign)
	component where students are	GP 196, Global Peace &
	expected to bring together their	Security Seminar (University of
	studies in a scholarly fashion.	California – Santa Barbara)
		POL 490, Senior Project (University of Cincinnati)
	1	CONVERSIVOLUNCINNAID

As mentioned, because of a policy focus on national security preparedness, homeland security programs have expanded, particularly at the **community college** level.



U.S. community colleges currently train approximately 80% of "first responders" – emergency medical technicians, nurses, police, and other professionals called upon in health and safety emergencies. As such, developing programs that focus on homeland security is a natural extension of their missions. These programs are applied and occupational; they teach the tools and appropriate responses to terrorism and other crises, as well as presenting career opportunities. A homeland security program can, however, offer an opportunity to broaden the discussion of security to include public health, human rights, international law, scarcity, and environmental aspects, frequently included in international security studies programs.

COURSE DESCRIPTION	COURSE SUBSTANCE	ILLUSTRATIVE COURSES
Foundation course in Homeland	Survey course of the field	HLS 111, Introduction to
Security	focusing on vocabulary, concepts,	Homeland Security (Anne
	history, institutions/actors,	Arundel Community College)
	policies, and legal requirements	PSM 104, Homeland Security
	of homeland security.	(Community College of Denver)
		HMSY 1371, Introduction to
		Homeland Security (Houston
		Community College)
Terrorism/Counterterrorism	Course provides an historical and	PLS 297, Terrorism (Sinclair
	contemporary analysis of	Community College)
	terrorism, including causes and	EMER 1010, Understanding
	sources of terrorism as well as	Terrorism (Community College
	tactics and responses to terrorist	of Rhode Island)
	acts.	HMSY 1342, Understanding &
		Combating Terrorism (San
		Antonio College)
		DSC 1002, Terrorism and U.S.
		Security (Indian River
		Community College)
International Law/Political	Course examines legal and/or	PSM 130, Homeland Security
Science	political dimension of security.	Law (Pikes Peak Community
	Human rights will often be	College)
	considered.	CJS 138, International Law &
		Human Rights (Anne Arundel
		Community College)
		POL 207, International Politics
		(Volunteer State Community
		College)
Psychology	Course considers the	PSY 221, Psychology of Human
	psychological/interpersonal	Interaction (Volunteer State
	dimension of homeland security	Community College)
	and victimization.	DSC 1222, Psychological
		Management of Weapons of Mass
		Destruction Victims (St.
		Petersburg College)
Sociology	Course examines the sociological	EDT 120, Sociology of Disaster
	and group dynamics of security	(Caldwell Community College)
	issues and the aftermath of	SOC 240, Death & Dying
	terrorism and disaster situations	(Montgomery County
	to communities.	Community College)

ASSOCIATE DEGREE/CONCENTRATION IN HOMELAND SECURITY Core Courses

Education Program, January 2007



Geography/History	Course examines related	GEO 102, World Regional
	historical or geographic issues	Geography (Anne Arundel
	impacting security.	Community College)
		HIS 107, History of Western
		Civilization (Montgomery
		County Community College)
Homeland security specialty	Specialty courses designed to	HMSY 1343, Weapons of Mass
courses (3-8 courses, particularly	provide students with applied and	Destruction (San Antonio
in a terminal program)	technical knowledge and skills.	College)
		HSEC 1001, School Safety &
		Homeland Security (Laramie
		County Community College)
		DSC 1930, Current Topics in
		Public Safety (Indian River
		Community College)

Other Fields of Study

This discussion of peace studies, conflict resolution, and security studies is not to imply to that other fields are not treating questions of global peace, conflict, and security. International studies, rooted in international relations and political science theory, tackles these issues in its curriculum, as does global studies based on an interdisciplinary look at a world increasingly impacted by globalization.

One area that the U.S. Institute of Peace has helped to promote in the past few years has been the development of cross-fertilization between conflict resolution and management, peace studies, and human rights programs and courses. There are, increasingly, conflict resolution and management programs with an international focus that incorporate human rights issues into the curriculum, and human rights programs that bring a conflict management focus into their courses. At the graduate level, examples include the Fletcher School Center for Human Rights and Conflict Resolution at Tufts University and American University's School of International Studies that has a peacebuilding certificate which "provides an understanding of the connections between



Ambassador Chester Crocker (Member, USIP Board of Directors and Professor at Georgetown University) speaks about Africa

peacebuilding, conflict resolution, development and human rights." At Webster University, the undergraduate curriculum at the interdisciplinary Center for the Study of the Holocaust, Genocide, and Human Rights has incorporated a number of courses that focus on peace and conflict. This is equally true for the bi-college peace and conflict studies program at Haverford and Bryn Mawr colleges in which the curriculum has a broad range of courses that emphasize human rights.

Looking at other options in greater detail is beyond the scope of this analysis; however, the reader is urged to consider a variety of curricular strategies.



Strategies for Building Global Peace, Conflict, and Security Curricula

In developing a program in peace studies, conflict resolution, or security studies, it is important to foster an environment conducive to supporting such an effort. If such conditions do not exist at the onset, efforts must be taken to create them. Ultimately, the success or failure of a program will rest on the efforts of the faculty, support of the administration, interests of the students, and investment of the community. Only when all four constituencies are working together, can a program flourish.

The following discussion examines the various constituencies having a role in the development of a curriculum. Though presented as separate groups, it is of critical importance that they meet collectively to formulate a joint vision and reach consensus when different interests exist. Communication among groups must be continuous and unhampered. All groups have much to gain by a program that reflects common interests and goals.

Faculty

Often, the originating interest in a program comes from the faculty. In many institutions, the faculty maintain the prerogative to develop new programs. Frequently

these programs begin because a faculty member or group of faculty from such fields as political science, criminal justice, sociology or philosophy show an interest in peace studies, conflict resolution, or security studies. A "champion" faculty member or a strong core of faculty members must be

Faculty that represent many disciplines will better enhance the curriculum and improve the chances of administrative support

present. Because of the inherent interdisciplinary nature of peace, conflict, and security, faculty that represent many disciplines will better enhance the curriculum and improve the chances of administrative support. This core group or individual champion must be free to engage in programmatic development and be supported by the institution's administration.

Specific steps related to faculty support include:

1. Create a faculty coordinating group

Assembling faculty who are enthusiastic, knowledgeable, and can galvanize support is critical. A faculty coordinating group that is both interdisciplinary and committed should be brought together. Often this is best accomplished through informal means.

2. *Identify a champion*

As with many efforts, the success or failure will rest on the shoulders of an invested "champion." Generally a faculty member, this person must be supported



emotionally as well as in tangible ways such as through release/reassigned time or overload/incentive pay. In some instances, a junior faculty member who is in line for promotion or tenure may be ideal. If the candidate believes that she or he will have a significant impact on the final product, she or he may feel a sense of ownership often so critical in programmatic development.

3. Develop objectives and a mission statement

Faculty need to plan, and through consensus, come to a common vision and develop objectives for the program. Outside experts in the field from academic and professional associations should be consulted. Looking at cohort institutions can provide insight as to successful approaches. A critical component of considering objectives will be the implementation of a needs assessment.

4. Develop courses that are rigorous and interesting to students

Interesting and academically solid courses grounded in both theory and practice need to be developed and approved through the appropriate governance process. In particular, the initial course offerings need to attract a large and wide-ranging group of students. These students can then sustain interest for subsequent course offerings. Often programs are designed in stages with only the introductory courses developed at first. A successful "launching" can guarantee continued support from students, faculty, and administration.

5. Consider how such a program will work with or impact other programs

A coordinated and collaborative approach to a programmatic effort is critical. Supporters need to consider how to bring naysayers to their side. Proponents need to understand how a new program can negatively impact other faculty. This would also be of concern to the administration. Consider efforts that promote common interests that cut across disciplinary lines. For instance, could courses be cross-listed in more than one discipline? Could a joint program be developed with another nearby institution? Consider academic programs outside of the institution. Are there graduate programs that can take students who complete the program? Is there a community college with which a transfer agreement could be entered into (or if a community college is starting a program, is there a four-year institution to which graduates can transfer)?

6. Consider the need for both academic resources and professional affiliations

Resources that support the research and teaching of faculty need to be gathered and maintained. For instance, books and online resources may need to be secured by the library or career services office. In addition, it is important that promoters network with other academics who have successfully championed peace studies, conflict resolution, or security studies efforts. Consider joining relevant



associations and attending conferences before undertaking efforts. Conferences often have one session on "how to start a program."

Administration

Since institutions have differing governance processes, the college administrative support that is necessary will vary. In a small institution, the president's support might be critical to success. In a larger institution, the endorsement of a dean or faculty committee

might be more essential. Because of the often-politicized nature of issues of war and peace, there may be misconceptions and strong reservations about program development. Faculty will need to invest in

Critical questions will need to be vetted early on with administrators and faculty

educating administrators about peace studies, conflict resolution, and security studies. Critical questions will need to be vetted early on with administrators and faculty:

- How will this program benefit students?
- How can it benefit the community?
- How will it impact teaching responsibilities of the faculty?
- What will be the reaction of the board of trustees/community/ press?
- Can students seek careers in the field?

Faculty will need to consider alternative strategies in the event of nonsupport or resistance. Specific steps would include:

1. Articulate reasons/justifications for the administration to support the efforts

Though often sympathetic, administrators are dealing with different interests and pressures when considering new courses or programs. Issues such as enrollment, budgetary restrictions, and community reaction and support are often strong influences on an administrator's decision to endorse a new program. The faculty group or champion will need to make the program palatable to the administration. Is there something in the institution's mission statement that can be used to justify a program? Does the program make the college more competitive and attractive to prospective students or financial contributors? Does the program answer a particular community-based or industry need? Will the development of a program have budgetary implications? These and other similar questions can be used to frame the discussion with a dean or president.

2. *Provide the administration with evidence that the field is credible, scholarly, and viable*

In some instances, a lack of support or enthusiasm for a particular programmatic strategy may be based on the belief that the field is lacking in academic rigor. This then becomes a matter of educating administrators and faculty about the professional and scholarly work in the field. The library at the United States



Institute of Peace includes a collection of current journals in the areas of international peace, conflict, and security. The library is online and can be accessed at http://library.usip.org.

3. Provide the administration with evidence of the opportunities for both graduate study and entry level careers in the field

A critical issue for those questioning the relevance or purpose of a program might be what graduates do after completing their studies. As noted, there are a growing number of graduate programs in the field. In addition, there is a surge in undergraduates pursuing careers in the public and not-for-profit sector such as in public education, advocacy efforts, and humanitarian work. The Peace Corps is a popular option for graduates on many campuses. There are numerous nongovernmental organizations (NGOs) such as Search for Common Ground and the International Crisis Group that recruit recent graduates for entry-level work in conflict analysis and conflict management. Idealist.org hosts regional career fairs for non-profit employers in the U.S. and abroad. The Alliance for Conflict Transformation, besides serving as a scholarly and professional resource for the peace, conflict, and security community, advertises employment opportunities in the field of humanitarian, development, international security, peacebuilding, and peacemaking work.

Students

In considering student support, two questions need to be asked. First, will the student body be receptive? Support may be affected by demographics, political culture, other programs in which students are enrolled, and the greater college community.

It will be critical that students are informed about both the career and post-undergraduate education opportunities in the field

Second, can students be assembled who can articulate the need for a program? Student support and activism are often crucial in curriculum development. If students can make a credible case for a program (along with their parents/guardians), it may be difficult for detractors to muster opposition. A related consideration centers on future employment for graduates. In order to maximize student support and interest, the following steps should be considered:

1. Plan forums with student groups to gauge student interest and help in formulating a program that captures student interest

Peace studies programs, and to a lesser extent conflict resolution and security studies programs, are characterized by strong student involvement. From the onset, faculty leaders should set the expectation that student involvement in promoting and developing the program will be both welcomed and expected. Because of the idiosyncratic nature of programs in this area, particular student



interests may assist in the formulation of a program's mission and coverage. A natural outcome of a forum would be the establishment of a student advisory group or club to help in development, and more importantly, advocacy for a program.

2. *Provide answers to the question (frequently important to parents and guardians) of what to do with a degree in this field*

As discussed when considering support from the administration, it will be critical that students are informed about both the career and post-undergraduate education opportunities in the field. Having presentations made by representatives of respected graduate programs and individuals working for NGOs and other entities in the field is essential here. Both the career placement and graduate education office of the undergraduate institution planning a peace, conflict or security effort will need to be well versed in the opportunities for graduates.

Greater Community

In the context of the development of a program in peace studies, conflict resolution, or security studies, the community entities that may have an interest in supporting the efforts cover a wide spectrum, including education, law enforcement, business, not-for-profits, government, and industry. For instance, conflict resolution and security studies (particularly homeland security) will be of interest to local efforts in law enforcement. Social service agencies working with marginalized/disenfranchised constituencies would benefit from a peace studies program. Programs in peace, conflict, and security easily lend themselves to service learning and internship/practicum experiences in the community. Because of the global nature of peace studies in particular, businesses looking at developing an international base might see the benefit of employing graduates who have a global perspective and who in many instances have had overseas experiences. Specific steps that might be taken to harness community support include:

1. Hold a forum in which community leaders are invited to offer suggestions about the content of a possible program

A meeting with community leaders at the outset will send the message that their contributions to curriculum ideas and in promotion are welcomed and critical to the success of the program. It also emphasizes the importance of developing a program that considers local needs and interests. A possible outcome from such a forum might be the development of an advisory committee made up of community members.

2. Approach key leaders who might be sources of funding, publicity, and teaching in the program

An issue for the administration may be the need to fund the program from external sources. Community leaders could be an essential source of funding.



Many leaders may be alumni of the institution and wish to make a contribution (in time or funding). Publicizing the program through community entities can also be a good way of ensuring success. Some businesses and government may be willing to offer incentives (time off, pay for classes, promotion, professional development credits) to employees to take courses. Finally, a program will need to be staffed not only with full-time faculty, but also with practitioners who could teach parttime. This is particularly relevant for conflict resolution or homeland security programs because of their inherent applied emphases.

3. Promote the community/societal benefits of the program

Throughout the process of advocating for a program, the proponents should focus on how a particular program is a valuable community resource and promotes public education in such areas as violence reduction and global awareness.

In an environment where faculty, administration, students, and community leaders are not seeking the same programmatic ends, the success of a peace, conflict, or security- focused program would be in doubt.

Proponents should focus on how a particular program is a valuable community resource

However, when all parties work together and support the ultimate goal, a well-received and respected program can be the result. Open and continuous communication with interested constituencies is important. Public forums, facilitated meetings, and question and answer sessions can be useful to maintaining and galvanizing support. Good planning and collaboration with other constituencies are the best guarantors of success.

> When all parties work together and support the ultimate goal, a well-received and respected program can be the result

United States Institute of Peace as a Resource

The United States Institute of Peace can serve as a resource for the efforts. The Education Program at the Institute has worked with a wide variety of undergraduate programs in developing and promoting peace, conflict, and security initiatives. Our website offers resources including simulations and teaching materials that are designed for college classroom use. The USIP Education Program website is www.usip.org/ed. You may contact us by emailing education@usip.org.