

2010

Final Report

Professionalization of peace education through wiki networking and innovative teaching methods

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<<http://peacewiki.pbwiki.com>>

Support for this project has been provided by the Australian Learning and Teaching Council, an initiative of the Australian Government Department of Education, Employment and Workplace Relations. The views expressed in this report do not necessarily reflect the views of the Australian Learning and Teaching Council Ltd.

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ISBN 978-1-921856-21-1

2010

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Executive summary

'Professionalization of peace education through wiki networking and innovative teaching methods' through the Peacewiki <<http://peacewiki.pbwiki.com>>, has created a focal hub for tertiary peace studies in Australasia.

The three leading peace studies centres in the region, – the Australian Centre for Peace and Conflict Studies (ACPACS); the Centre for Peace and Conflict Studies (CPACS); and the Centre for Peace, Aboriginal and Indigenous Development (CPAID); – have all been actively involved along with a range of individuals engaged in teaching peace studies within other core disciplines, or in multidisciplinary courses such as development studies. Individual teaching initiatives have gained support as those individuals were drawn together at three peace workshops in May and December 2008 and April 2009. While the teaching and learning of peace studies have not been radically transformed at this point, the wiki site has enabled a potentially self-sustaining communicative hub where active members of the discipline are more visible and where all members can participate and receive support irrespective of their location in Australasia. Thus, this project has been a first step in creating a viable community of peace educators in the region.

The major lessons learnt relate to: the time poverty of academics in peace studies and related areas; possible differences between undergraduate and postgraduate teaching; and the need to develop a critical mass of people interested in the pedagogy of peace studies to further advance the discipline.

While the project was completed in 2009, consolidation of the sustainability of the network through a range of activities will continue. The Peacewiki is up and running, with the challenges being to publicize it further and to extend its use. Network members have provided support that has, for example, seen the International Peace Research Conference held in Sydney in July 2010.



Project team

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Aims

The project aimed to develop a network of peace studies educators, thereby creating a sustainable community of practice able to investigate issues of concern, needs and priorities for peace studies and its delivery within the higher education sector.

The project sought to gauge the impact of these issues on effective learning outcomes within the discipline, both for those who are professionally engaged in the discipline and for those who have a more general interest.

Investigation strategy

The investigation strategy involved creating a network of peace studies educators in order to improve effective learning outcomes within the discipline. It is the experience of this project's members that those involved in the discipline of peace studies are unusually committed to education as well as to research. Those who study peace tend to believe that their discipline can have an impact on the world and, therefore, are strongly motivated to teach as effectively as possible. There are many excellent examples from the United States, Canada, Europe and Japan of what can be achieved but, in Australia, the development of teaching within the discipline has been hampered by the relatively small numbers involved and their dispersion across the country.

The investigation strategy focused on:

- Creating a complete and sustainable current listing of those involved in the field as teachers along with major stakeholders from outside the university sector.
- Meeting to create a common vision of who should be involved and what should be the first priorities for teaching advances and enhancements within the discipline. This included discussion of the range of competencies to be developed by students.
- Initiating exploration of the use of innovative teaching and learning strategies appropriate for peace studies.



Who was involved: inclusivity and competition

Representatives from 16 universities and seven stakeholder institutions have been substantially involved in the project in a variety of ways. Those working in the discipline continue to grapple with the question of the boundaries of peace studies (Crews 2002). Because the project team had defined its sphere as the tertiary teaching of peace studies in Australia (with some linkages to New Zealand), those not engaged in teaching or studying peace studies in a university context could be excluded. However, in some cases it should be noted that peace studies, even within the universities, benefits from a significant contribution from volunteers as guest lecturers, adjunct professors etc. The staff lists of all peace studies centres in Australia are expanded in this way.¹ People engaged in peace studies are frequently passionate about what they do, and offers of contributions from people currently outside the tertiary sector were received. One advantage of the Peacewiki is the possibility of including these contributions while presenting them in a form which clearly indicates their origins.

Requiring a university connection clarified one boundary of the network. However, the interdisciplinary nature of peace studies made the definition of the discipline much more intricate. Some people, especially those in strategic studies, tend to regard themselves as outside the peace studies discipline. Remarkably, whilst at one time nuclear disarmament was the key issue for the Australian peace movement, today most academics with an interest in this area associate themselves with security studies and are not interested in being associated with peace studies *per se*. An invitation for views on the content of peace studies units and programs posted to an internal Department of Foreign Affairs and Trade website did not receive a substantive response. However, the project team had consistent and helpful participation from the Australian Defence Force Academy.

Linking peace and conflict studies has now become commonplace. It was decided to include studies of conflict overseas but not those of conflict resolution within Australia.² For example, the University of South Australia offers a Masters in Mediation and Conflict Resolution which has specialisations in family, workplace relations and international relations, with only the latter being relevant to the project. Domestically, the area of mediation is raising a number of issues relating to professionalization as mediators are now officially accredited, a procedure which is the subject of considerable controversy. Accreditation of peace studies students is a possibility for the long term, but certainly not a current issue.

¹ As an example, the ACPAC team at the Australian Centre for Peace and Conflict Studies at The University of Queensland includes seven full-time academic staff, three of whom are located in Melbourne, four part-time academics and research assistants, 11 adjunct professors and associate adjunct professors from around the country plus occasional visiting scholars. Few of these academics have teaching responsibilities.

² This entailed excluding some interesting work such as that of John Wade, Director of the Dispute Resolution Centre at Bond University who published 'Re-inventing the pyramid: a process for teaching and learning in mediation courses' in *Family Court Review*, (2005) 38 (1), 87-105.



Requiring a teaching focus for the project was again complex. The number of those engaged in teaching peace studies in Australia is considerably fewer than those engaged in researching in the area, numbering in the tens rather than the hundreds. While relatively small numbers might be considered conducive to collaboration – and this might once have been the case – competition between universities for student numbers impedes cooperation.

Competition, both between and within universities, can be undesirable from the perspective of the students, especially postgraduate students, and could be considered unfavourable for effective higher education in Australia as a whole. Where in the past a supervisor may have suggested joint supervision or that a student transfer to another university, financially-driven competition now precludes this.³

The team also encountered several cases where people teaching aspects of peace studies within a single university either did not know of, or were unwilling to refer to, colleagues teaching in cognate areas. For example, if peace studies were not co-located with international relations under a political science umbrella, it might happen that the two disciplines would not take advantage of opportunities for mutual interchange.

Project activities

Meeting One

Meeting One was held in Canberra on 2 May 2008 at The Australian National University. The core functions of the meeting were to introduce the concept of the project to the peace studies academics, the non-governmental organization (NGO) and government representatives and to introduce those involved. The results confirmed earlier experience that, after meeting 'in the flesh' maintaining contact and collaboration by electronic means is much easier.

The exchange of views on both teaching methods and current research revealed the diversity of the field and the very wide range of experience and expertise available in Australia. It also showed that, in line with the nature of the topic, for many of those involved their frame of reference is global rather than Australian. Dr James Page, one of the academics who attended, has written a report on this meeting conveying his own perspectives, which was

³ There are also examples of outstanding cooperation amongst those engaged in peace studies. For example, the Peace and World Security Studies Group (PAWSS) based at Hampshire College in Amherst, Massachusetts maintains an invaluable online curriculum guide which provides not only introductory essays on broad theoretical and pedagogical concerns but also curricular essays on particular aspects of the field each accompanied by samples of outstanding syllabi (selected from hundreds submitted to the project from across Canada and the USA) covering that specific area. Wayne State University and William Warters at <www.campus-adr.org/Faculty_Club/academics_faculty.html> provide tools and support for conflict studies instructors, and even addresses the issue of how to deal with conflict between faculty members. Previously, Warters was with the Peace Studies Department at Bradford University, UK. He is relatively unusual in having maintained his activity over more than a decade and still has a very useful blog:< <http://www.campus-adr.net/weblog.php>>



published in the *International Review of Education* (Page, 2008). His report discusses some of the innovative methods used and proposed for the teaching of peace studies as well as some concerns raised.

One issue which was canvassed and which continues to be significant is the definition of peace studies and its relationship with cognate fields such as security studies. In Adelaide in October 2008, Professors Ware and Porter of the network attended the Conference on Australia's Strategic Futures, co-sponsored by the Defence Science and Technology Organization and the Flinders International Asia Pacific Institute. This presented a good opportunity to talk to the stakeholders at the security end of the spectrum and to appreciate that many of the topics which security analysts talk about are exactly the same as those which peace researchers talk about, albeit from different perspectives. In the interests of maximizing the impact of the project, the project team examined the possibility of linking up with the research networks funded by the Australian Research Council. However, the Research Network for a Secure Australia is exclusively focused on critical infrastructure protection. Of greater relevance is the ARC Asia Pacific Futures Research Network, although its current (2009) focus is on economic issues.

The project team made considerable efforts to ensure attendance by relevant stakeholders – essentially the potential employers of peace studies graduates. This proved difficult because of a lack of a training specialization within many of the smaller organizations. Amongst stakeholders there was general agreement that, while devoting collective thought to how the teaching of peace studies relates to future careers as peacekeepers, humanitarian aid workers etc was desirable, this was not an area where they felt they had much to offer. Currently the Australian-based international non-governmental organization (INGO) sector is not large enough to engage in specialised training. At the Canberra meeting participation was secured from AusAID, perhaps the largest employer of civilian peace builders in Australia, as well from the Australian Council for International Development (ACFID), the coordinating body for non-government overseas and international development organisations. Both of these organizations are well aware of the careers of aid workers as they maintain a register of jobs in the sector.

Meeting Two

Meeting Two was held on 12 December 2008 in Brisbane in the Senate Room of The University of Queensland. One academic and one postgraduate student from each institution involved in the project were invited to attend. This provided access to students' views on teaching and learning and allowed the project team to introduce them to the project and, specifically, the wiki technology. Given that a significant proportion of these students will either become lecturers in peace studies or be engaged otherwise working in the area, it was important to ensure their involvement. The students appreciated the opportunity to present their research to a varied audience of academics and students also involved in peace studies. Many would not otherwise have had this opportunity because of the limited numbers involved in peace studies at their home institutions and the lack of a national peace studies association or conference. The one-day meeting proved too short for the exchange of views and information amongst everyone attending.



As can be seen from the lists of ideas developed at Meeting Two (below), the students involved had many constructive ideas about how they should be engaged in learning and be taught. The project team would certainly consider having a workshop on the teaching of peace studies where students would have more scope to work on their ideas. However, it should be noted that the students who presented these ideas were selected for their research capabilities and are amongst the more academically gifted. For the future, the network is considering ways of securing greater access to students' views about teaching methods and content, possibly through some form of student e-panel.

Students' ideas about the teaching of peace studies to undergraduates

- Strong historical background (colonialism, decolonization, postcolonial state) to give context to conflicts (use documentaries etc.)
- Emphasize critical engagement with official sources
- Major essay as mini-honours project (self-selected topic, in consultation with lecturer)
- Blend of theoretical approaches ie collective security, realism, national interest, regionalism
- Integrate and support teaching staff to use adult education processes – not just to teach skills but also to teach theory. Interrogate assumptions of how change happens.
- Integrate courses on peace education across the conflict transformation spectrum from conflict analysis to conflict resolution to non-violent action to peaceful development and reconciliation
- Create opportunities for application –practicing peace education skills and thinking
- Use virtual means such as Second Life (though subject to flaws)
- Use WebCT/Blackboard but with 'real' interactions – where students can see lectures and vice versa
- Use video-conferencing
- Use person-to-person method
- Blogging – WebCT/Blackboard.

Students' ideas about teaching peace studies to postgraduates

- Case studies to tease out issues in peace building and peacekeeping
- Build up theoretical knowledge
- Directed research paper.
- Develop a course in peaceful research methods
- Create forums for mutual learning focused on peace education – particularly face-to-face forums in Australia
- Create closer linkages between theory, research and practice by linking with and being willing to offer support for communities, individuals and



groups struggling with conflict

- More practical approach to prepare students for the task ahead.
- More advanced forms of virtual studies such as Second Life.
- Make it more, or entirely, research based.
- Ensure time is allotted to practicalities.
- Need for supervisors to be more involved in the research.

Meeting Three

Meeting Three was held at The Centre for Peace and Conflict Studies at The University of Sydney on 24 April 2009. The format of the meeting, with participants around a large oval table and throwing an imaginary ball as the signal to speak, favoured an extensive exchange of views. By the end of the meeting there was clear agreement to establish an Australian Peace Studies Association in some form.

However, when it came to drafting a statement of objectives the meeting encountered a problem common to many peace studies gatherings. Some of those present wanted to restrict membership to those willing to declare themselves in favour of the “pursuit of peace exclusively by peaceful means”. Others indicated this would potentially exclude all members of the defence forces who wish to study peace. Most professional associations do not require members to declare their views. For example, the Australian Historical Association, which has some 800 members who are ‘historians, academic, professional or other’ and that includes institutions, has an educative Code of Ethics which explicitly states that it “does not detract from the academic freedom of members.”⁴ This, inter alia, requires members to “deal with differing opinion by rational debate rather than by vilification, coercion, bullying or any form of intimidatory behaviour”. The Australian Anthropological Society requires that members have a degree in anthropology or equivalent and non-voting associate membership is available to those with an interest in the discipline, who do not meet the criteria for full membership. The society has an extensive Code of Ethics, which specifies that “anthropologists should select students without regard to ... factors extraneous to their intellectual potential and suitability as scholars of anthropology”.⁵

Also noteworthy is the fact that in a submission from researchers in the humanities and social sciences to the Australian Health Ethics Committee stated that the ethics requirements assumed “a state of peace, order, and the application of the rule of law. This is not the case in many areas where humanities or social science research is carried out”.⁶ The immediate relevance of this concern to the teaching of peace studies relates to field work in conflict zones which is supported by some Australian universities.

Difficulties in defining ethics statements in relation to peace studies are not

⁴ <<http://www.theaha.org.au/about/conduct.htm>>

⁵ <http://www.aas.asn.au/aas_organisation.php>

⁶ <www.paradisec.org.au/Ethicsreviewsubmission.pdf>



unique to Australia. The Canadian Culture of Peace Program is also engaged in drafting a protocol to safeguard their relationships with diverse stakeholder groups.

Matrix of student attributes

The University of Southern Queensland (USQ) has relatively recently introduced a foundation unit for the peace studies major, Conflict and Peace⁷. The objectives of this unit are that, upon successful completion, students should be able to:

- recognize, define and use the essential terminology of peace and conflict studies
- analyze the causes of conflict
- illustrate a deep understanding of nonviolence in theory and practice through selected case studies
- make judgments about ways to achieve peaceful outcomes through negotiation, compromise or conflict resolution techniques
- display an understanding of empathy with others
- critically analyse rhetoric
- appreciate the need for peace to incorporate both positive and negative forms.

The student is expected to achieve these objectives after a total of 165 hours of study of which 125 hours are private study. Examination of other universities' requirements of students of peace studies units by the project team would suggest that the USQ sample is reasonably representative.

Prospective students in 2009 at Bond University were told that the reasons for studying international relations at Bond were:

International Relations at Bond University provides academically rigorous, forward-looking programs. They include practical skills such as negotiation in real world situations and the writing of policy documents. Particular attention is paid to the world's regions, its governance and its diplomatic relations. The ability to think critically about contentious but enduring issues – such as those of war and peace, poverty and development, the politics of power – is also developed in students. Graduates gain clear competencies in analysis and evaluation. They also gain an appreciation of diverse cultural perspectives within the global system.⁸

A general trend for the assessment tasks given to students to increasingly resemble real life tasks such as writing information briefs and grant submissions is apparent. This raises interesting questions about the real life experience of the academics setting and marking such tasks. In the peace studies field some academics have very considerable experience of working

⁷ <<http://www.usq.edu.au/course/synopses/2011/SOC1001.html>>

⁸ <<http://www.bond.edu.au/degrees-and-courses/fields-of-study/humanities-languages-and-international-studies/international-relations-and-politics/index.htm>>



for INGOs or, more rarely, defence or other government agencies. Not all peace studies academics have such experience outside the universities. Equity issues arise when some students have extensive field experience and some have none at all. A paper by McCreight (2009) has explored the issue of how the academic community, potential and current employers, and other stakeholders decide the curriculum and other attributes for degrees in homeland security and emergency management which are currently offered at over 100 different colleges and universities in the United States of America. Remarkably, although this is a sector which has vastly more political and financial influence than does peace studies in Australia, both disciplines face very similar problems in moving towards professionalization of the discipline.

In the USA the four key issues have been listed (McCreight 2009) as:

1. defining the curriculum given the diversity of views among those who wish to focus on prevention and those who focus on dealing with the actuality;
2. how to judge the relative advantages/disadvantages of online teaching;
3. how to judge the job-readiness of students; and
4. areas involving curriculum content and the crossing of inter-disciplinary boundaries.

All of these issues are equally valid for peace studies in Australia.

A philosophical viewpoint

In 2005 Damian Cox and Michael Levine, Australian philosophers, published 'War and violence: The problem of teaching the like-minded'⁹. This is one of the very few Australian publications to deal with the teaching of peace studies at the university level, although studies of peace education in schools exist. Their paper makes no reference to students of peace studies including members of the defence forces, even those on active duty. However, they raise interesting quandaries about the teaching of peace studies and the need to deal with the requirements for objectivity and fair-mindedness through specific pedagogic means. They argue, objectiveness:

is not simply a matter of balancing competing reasons, but of critically testing them The discourse of inquiry, which primarily drives the Peace Studies curriculum, is not a search for working compromises, but a search for understanding.

Objectivity is not a democratic process of equal representation for equally foolish ideas. It is a process of critical engagement with manifestly unfoolish ideas: the careful philosophical and empirical support of them and challenge to them.

Cox and Levine go on to suggest that:

cross-cultural diversity – understanding and appreciating attitudes very different, even if not radically different from one's own – in western and

⁹ Cox, D & Levine, M 'War and violence: The problem of teaching the like-minded', *Peace Review* (17) (2/3) 247-259.



especially non-western cultures, represents an important avenue for breaking through unreflective presuppositions of the like-minded. Of course, part of the work of any decent Peace Studies course is to tease apart concepts and bring conceptual precision to students' appreciation of conflict situations. The critical work of a Peace Studies program, then, involves the interrogation of policy, motive, the manipulation and distortion of debate, the conflation of goods on one side and evils on the other, the rhetoric of power in all its arrogance and disingenuousness. Objective inquiry is not simply a matter of following sound logical and epistemological principles – it is this but not only this – and is it certainly not a matter of avoiding value claims. Objective inquiry is a matter of unsettling received views by putting them under genuine pressure.

Peace studies is a naturally interdisciplinary field partly because issues relating to social and political justice are omnipresent. Even, so, psychological features of the nature of conflict are often overlooked.

However, references cited in this article which relate to the teaching of peace studies essentially cover the period 1983–86.

The views of Cox and Levine have been covered at some length because they represent the views of 'friendly but critical' outsiders to the discipline and they are unusual in making recommendations about the teaching of peace studies which are specific to the Australian context.

A practitioner's viewpoint

Dr James Page has written widely on peace education, including specifically on the issue of 'Teaching peace to the military'¹⁰. He neatly stresses five overarching principles, namely:

1. Respect but do not privilege military experience
2. Emphasise the just war tradition
3. Students should be aware of the case for non-violence
4. Students should be encouraged to deconstruct and demythologise, and
5. Recognise the value of military virtue.

He has also written a general text, *Peace education: Exploring ethical and philosophical foundations*¹¹. As this study makes clear, peace education and peace studies are not the same thing. Peace education implies proselytization and

encourage[s] a commitment to peace as a settled disposition. Both peace studies and peace education teach students about the consequences of war and social injustice but peace education goes on to encourage the student to take action to uphold or develop peaceful and just social structures. In terms of pedagogy, peace education also requires the teacher/lecturer to actively care for the students and to encourage the students themselves to care for others. Peace education is about building

¹⁰ Page, J 'Teaching peace to the military', *Peace Review*, 2007, 19(4): 571-577.

¹¹ Page, J *Peace education: Exploring ethical and philosophical foundations*, 2008, Information Age Publishing, Charlotte.



a culture of peace, peace studies requires less commitment. The topic studied are the same but the approach can be very different.

Amongst those who teach peace studies at the tertiary level in Australasia, many would have a very strong commitment to working for peace but most would accept that students should form their own views. Some study units in Australia do require students to engage in a peace promotion activity and then to write reflectively about their experiences. These units are clearly indicated so that students engaging with them know in advance what will be required of them.

The conflict resolution (law/psychology) viewpoint

Cox and Levine tend to assume that the discipline of peace studies is about the causes of and justifications for war. Those concerned with conflict resolution may have a rather different perspective. At the National Mediation Conference in 2008, Dr Melissa Conley Taylor and Professors Tania Sourdin and Di Bretherton presented a paper 'Disappearing from the landscape? The prognosis for peace and conflict centres at Australasian universities'. Given the context and the authors' interests, the paper focused on conflict resolution. They recognize 11 peace and conflict centres, only five of which engage in teaching – indeed they excluded those teaching programs they perceived as not part of a centre – and they define the discipline locations as in social science, law, environment and psychology. They found that between 2007 and late 2008, three of the centres had ceased operations but a new centre had been opened in Otago in New Zealand. They presented case studies of three centres.

The International Conflict Resolution Centre (ICRC) at The University of Melbourne was established in 1994 as a joint initiative of the Department of Psychology and the Faculties of Law and Arts and relied heavily on the efforts of students and volunteers. It had an interesting training method based on an internship program. The University closed the centre after the founding director retired.

The second case was the Conflict Resolution Research Centre at La Trobe University founded in 2002 under the Department of Law to focus on professional training, postgraduate education and research activities in the conflict resolution area. The centre struggled as alternative dispute resolution became less the domain of lawyers; government funding became harder to secure; and the university decided to focus on training lawyers rather than providing broader legal studies. The authors reported that "discipline silos and reluctance to support cross or interdisciplinary study" were also an issue.

The third, more optimistic case study concerned the Australian Centre for Peace and Conflict Studies (ACPACS) at The University of Queensland which was founded in 2004 with an endowment. Adjunct Professor Di Bretherton works at this centre.

Issues confronting all three centres were identified as:

- disciplinarity
- funding
- organizational structures
- academia versus practice, and



- volunteer and staff roles.

The authors cite the contention of West Churchman, who held chairs in both Business Administration and Peace and Conflict Studies at the University of California, Berkeley from 1983–96, that some 23 disciplines have contributed to the theoretical base for peace education.

In relation to experiential learning, the authors argue that “skills training has not traditionally been thought of as an appropriate concern for universities”. In their view, peace pedagogy itself “[p]romoted equality and inclusiveness” but was accompanied by “[s]ensitivities around activism and advocacy”.

Interestingly, although much of the discussion related to Australian domestic dispute resolution, many of the issues related to teaching of the discipline and its inter-disciplinarity with resonances for peace studies more broadly.

The students' perspectives

While individual universities have considerable information at their disposal, more information about the students of peace studies needs to be shared. In broad terms, it is known that students of a degree course or even a single semester unit are often from highly varied backgrounds, including young people who have yet to start their careers as well as part-time students actively engaged in the labour force, some in peace-related fields with some who may be retired and are studying out of interest in the topic. This profile is rather different from that of professional courses such as nursing, with courses tailored to those with various levels of expertise and few ‘interest’ students. Courses in peace studies certainly are available at different levels, from the bachelor to the doctoral degree, but this does not preclude undergraduate peace studies students having active experience of peacekeeping or peace building activities in the field.

For professions which are not defined by legally recognised and required qualifications, for example history, professionalism is often defined as earning a living through engagement with the topic and accepting a possibly unwritten code of ethics for one's work. The report on Meeting Two demonstrates the professionalism with which research students in peace studies approach their work and their ability to make cogent suggestions about how the teaching of peace studies could be improved at both undergraduate and postgraduate levels. The report on Meeting Three suggests that adopting a common code of ethics for those engaged in peace studies will be important but challenging.



Outcomes

The Peacewiki

The Peacewiki is the major output of the project. The establishment of the Peacewiki was originally delayed because the University of New England planned to develop a common wiki format which the university as a whole was to adopt. However, once it became clear that this would not be available in the time frame of the project, the Peacewiki was established as a stand-alone enterprise. The Peacewiki was designed with the intention of establishing a common hub and virtual meeting place for the discipline.

The Peacewiki contains general information on peace studies; concepts and themes in peace; discussions; articles and book reviews; and notices of conferences, etc. Currently visitors can read the wiki but to add materials a password is necessary. Passwords are available to those engaged in peace studies in Australia and New Zealand including postgraduate students. The kind of materials available, for example, includes a listing of all the doctoral theses on peace which are digitally available.

A work in progress, the Peacewiki is expanding in utility as it is used. New students are informed of its existence and features and advised that they are able to obtain a password and contribute to it. Information about the Peacewiki is also spread in incidental ways, eg by including a link to its location in email signatures. One lesson learned is the need to continue to email network members to inform them of new materials on the Peacewiki. The team continues to explore the potential for linkages between the Peacewiki and Wikipedia and other methods of making the Peacewiki more widely known.

The network

One early finding on examining networking among the peace studies community in Australia was that, for many locally-based academics, international networking has considerably greater salience than networking within Australia. Peace studies is indeed an area of international concerns and careers. The United States of America looms as a large influence, owing to its sheer size in terms of population and the number of universities involved in this area. Bradford University in the United Kingdom has a venerable tradition in this area as do many European institutions (universities and also governmental and non-governmental institutes).

It is also in the nature of peace studies to wish to maintain links with institutions in the countries, usually developing countries, which are experiencing or have experienced conflict. The project made an early decision not to duplicate activities which are already being performed well elsewhere. Therefore, at the global level, Dr Craig Zelizer, the Associate Director of the master of arts program in conflict resolution at Georgetown University, Washington and one of the co-founders of the INGO, the Alliance for Conflict Transformation, circulates email updates referring members of the Peace and Collaborative Development Network (PCDN) to information on a wide range of peace events, publications, training courses and job opportunities. Since many Australian academics involved in peace studies are among the 5,600 members of PCDN whose goals are “building bridges,



networks and experts across sectors”, the project decided not to duplicate its work.

In the Australian context, the Australian Centre for Peace and Conflict Studies (ACPACS) at The University of Queensland provides an excellent service of notifying members of its email list of relevant conferences and job opportunities (mostly overseas) in the peace area.

Much peace studies networking takes place within a specialized geographical context. One highly specialized example of an Australian network with strong links to peace studies is the Timor-Leste Studies Association Mailing List which is maintained by Bu Wilson at the Regulatory Institutions Network at The Australian National University. An average of three or four emails are circulated weekly. The Peacewiki is able to include information on how to join such specialized networks. Obviously this project had no need or desire to duplicate such activities, although it is clearly useful to provide information about their existence and how to access them.

Despite these resources, the project team noted a lack of information concerning peace studies and, especially, peace studies teaching in Australia. This lack is partly due to there not being a national professional society for those engaged in peace studies and, therefore, no national conference. Within large disciplines there is scope for academics who are interested primarily either in research or in teaching. In the case of peace studies, the balance would be largely in favour of those interested in research with almost everyone doubtless keen to ensure that their teaching is of a high standard, but with very few with a specific interest in teaching methodology. One of the functions of the project has been to raise the awareness of issues relating to the teaching of peace studies, especially amongst those who tend to think of themselves as researchers first and teachers second. An important factor is that, in teaching peace studies, some of the students will be more knowledgeable than the lecturer in particular areas. An example could be teaching members of the Australian Defence Force or the Australian Federal Police who have had active experience of peace building in Timor-Leste or Bougainville.

Mapping of the discipline

Mapping the discipline has proven to be like trying to paint clouds from life – the target is endlessly in motion (Clements 2005). The Peacewiki, however, is an effective way of presenting an up-to-date record of a constantly moving picture. Results of the mapping exercise are summarised in Appendix 1.

Geographic gaps

One outcome of the peace studies mapping exercise has been the confirmation of some geographic gaps in the availability of peace studies. Peace studies as a discipline is largely absent from Western Australia (although once strong there) and from Tasmania (although peace education has been strong in some Tasmanian schools). Perhaps, given the availability of peace studies courses and units by distance mode, these gaps do not, in reality, deprive potential students living in Western Australia or Tasmania of the opportunity to engage in tertiary peace studies.



Subject gaps

While geographic gaps readily become clear, missing topics are much more difficult to identify and may, in reality, be available within other disciplines. For example, many international relations courses still cover the topic of disarmament (especially nuclear disarmament) which was once a central concern of peace studies but has become more tangential with the rising incidence of civil wars and shift in interest to conflict resolution and peace building. Another example is terrorism studies which has become an independent field and may be hosted by many other disciplines including, as at the University of New England, Classics.

Levels of teaching and the sharing of undergraduate units

One finding of the mapping of the discipline is that the number of units of peace studies at the undergraduate level is small. The University of New England is unusual in offering a range of units. The University of Sydney offers only one, PACS 2002 History and Politics of War and Peace, which is usually taken as part of a history major. Given the dearth of undergraduate peace studies units, some scope for the sharing of units across institutions could be possible. However, universities have shown little interest in this possibility.

Most universities which teach peace studies offer a masters degree such as the Masters of Peace and Conflict at The University of Sydney; the Master of Arts by Research (Peace Studies) at La Trobe University; the Master of International Studies (Peace and Conflict Resolution) at The University of Queensland or the Master of International Affairs Specialising in Peace and Conflict which is awarded by The Australian National University but involves some study at the Peace Studies Centre of the University of Tromso in Oslo, Norway.

At the doctoral level, it is possible for students to study issues related to peace within many different disciplines. The University of New England is unusual in offering part-time external doctorates in distance mode so that, for example, members of the defence forces serving overseas can participate alongside INGO workers in hot spots around the world.

Professionalization of the discipline

It should be noted that some within the peace studies community have questioned the very idea of the professionalization of peace studies, arguing that peace education is about empowering learners to decide what they want to learn and why. This view was raised at all three of the network meetings. Most of those within the network would have little difficulty in accepting the view that peace studies requires an open mind but with the caveat that, in order to be peace studies-literate, one should be familiar with some ideas and know some facts. Examples might include Galtung's distinction between positive and negative peace and the provisions of the UN Charter. Whether one agrees that the responsibility to protect (R2P) is a useful concept, any current student of the discipline should know what the concept is and something of its Australian antecedents, as well as the cases for and against its adoption by national governments. The Australian Government is currently supporting an Australian R2P Fund which has two main strands, one of which is to advance the responsibility to protect concept. At least one



Australian university is interpreting this as including open source academic teaching and learning materials on the topic provided in a peace studies/law context. This is an example of the fruitful involvement of peace studies with new information technology.

The irony of training military personnel in peace studies disturbs some within the military and the peace studies communities alike. Both would accept that knowledge is preferable to ignorance, but one group might refer to 'lessons learnt' whilst the other might be more comfortable with the concept of being aware of the appropriate questions to ask in localized contexts.

Relationships with stakeholders

Devoting thought to the views of the stakeholders in the professionalization process, essentially the potential employers of peace studies graduates as well as the students themselves, was a useful exercise. Nationally, the major single employer of individuals engaged in peace work is the Australian Defence Force but it is still relatively uncommon to meet members of the services who are happy to acknowledge the importance of peace studies to their work.

In November 2008, the Asia Pacific Civil-Military Centre of Excellence was opened by then Prime Minister Kevin Rudd. The mission of this Australian Government-sponsored centre is to "support the development of national civil-military capabilities to prevent, prepare for and respond more effectively to conflicts and disasters overseas" with the strategic intent of developing "best practice in civil-military training, education, doctrine, research and implementation".¹² Given the clear relevance to the professionalization focus, the project team contacted the centre to ensure awareness of what the tertiary sector has to offer. These links will be maintained into the future.

In the non-government sector, the project team will continue to support training activities and conferences relevant to peace studies work. To be inclusive, students should be recognized as major stakeholders in the discipline of peace studies and its professionalization. In this context, it is not possible to see students as being united in their views or their needs. Undergraduate students often need a broad introduction to the discipline. Postgraduate students often have very specific interests and are more likely to already be in the workforce and/or to have a clear view of their future careers. Often postgraduates are interested in a particular geographic area or a particular stage of the conflict-to-peace building cycle. Considering the needs and wants of the students has always been a feature of peace studies but this project has resulted in a greater focus on skills and career needs.

Innovative teaching methods

Very sadly, one of the leading proponents of innovative teaching methods in peace studies, Professor Andrew Vincent, died in April 2008 while on a visiting professorship at the American University of Beirut. Dr Vincent was the major force behind the establishment of the Middle East Politics Simulation at the Centre for Middle East and North African Studies at

¹² <<http://civmilcoe.gov.au/about/>>



Macquarie University which had a worldwide reputation for innovation. Regrettably, after his passing, Noah Bassil, the Acting Director of the centre, was unable to participate further in the project.

For those interested in the Macquarie Simulation, Andrew Vincent and John Shepherd's paper 'Experiences in teaching Middle East politics via internet-based role-play simulations' is available online¹³. It should be noted that the simulations were originally available to high school students as well as to undergraduates. The NSW Department of Education removed them from schools after complaints alleging their perceived lack of balance.

The difficulty of finding the time required to maintain such simulation exercises is a potential problem. This is the case for both course designers and students. Students widely report that they find simulations very stimulating but also very time-consuming. Students already in the workforce may find it especially difficult to find the time necessary, especially if they are required to participate at a fixed time each week. PaxSims¹⁴

is a blog site specifically devoted to peace studies simulations. At The University of Queensland, role play in POLS 7504 taught by Professor Bellamy, "contains a unique peacekeeping simulation where students take on the role of UN peacekeepers, civilian staff, and non-government organizations to implement a peace agreement in a fictional country".¹⁵

The ALTC Exchange contains a number of papers on online role play and ALTC has supported the development of EnRole¹⁶ for those interested in this area. The network would hope to see sessions on the use of role play in the teaching of peace studies at future International Peace Research Association (IPRA) Conferences. This would allow for the exchange of experiences from around the world, including from those countries where such role plays may uncomfortably represent real life.

Overseas developments include the Peace Building Simulation offered by Cate Malek¹⁷ at Beyond Intractability at the University of Colorado which is a surprisingly low-technology resource, based on an imaginary country. Another issue for continued debate is the effectiveness of learning about imaginary rather than real countries. The former allows for a selection of factors to be deliberately brought into play and does not discriminate between students according to their level of knowledge of a real country. The latter has students learning about real countries, no matter how complicated they may be.

One way in which many lecturers have worked to professionalize the teaching of peace studies is by incorporating ever more 'real life tasks'. For example, the proposed unit, The Politics of Peace Building at The University of Queensland (POLS2511 with Dr C Mason) will "develop practical skills through a series of exercises such as role playing and debating conflict

¹³ Vincent, A & Shepherd, J 'Experiences in teaching Middle East Politics via Internet-based Role-play simulations' *Journal of Interactive Media in Education*, 1998, 1-27.

¹⁴ PaxSims <<http://PaxSims.wordpress.com/about/>>

¹⁵ <http://www.uq.edu.au/study/course.html?course_code=POLS7504>

¹⁶ <<http://www.altc.edu.au/resource-project-enrole-encouraging-rolebased-uow-2009>>

¹⁷ Malek, C 'Peace building Simulation', Beyond Intractability.org, 2009, University of Colorado.



issues. It will also help students to learn the basic steps in submitting funding proposals within the context of students representing 'mock' NGOs seeking to fund various peacebuilding projects from international sources".

A new genre of serious games is increasingly evident. For example, Serious Games Interactive now has games suitable for undergraduate students entitled *Global Conflicts for Latin America and Palestine* where the players assume the role of an investigative journalist and must "find the evidence to make a difference".¹⁸ Another innovation in this rapidly developing area is the development of the *Virtual Peace-Humanitarian Relief Simulation* which uses the platform developed for *America's Army* training and recruitment game software and repurposes it to support training in the peacemaking and peacebuilding field.¹⁹

Lessons learnt

Peace studies is a discipline which is highly dependent upon the contributions of individuals, sometimes unpaid individuals. When these individuals move, the availability of courses and units changes.

Time poverty is the greatest problem faced by peace studies lecturers.

The core conflict between the natural tendency to collaborate and inter-university and even intra-university competition for students and funds is worsening.

Networking only covers some people, some of the time. Even within a single university campus, those involved in peace studies do not necessarily communicate with each other or see the relevance of each other's work. Large research universities appear to be particularly subject to these difficulties.

Stakeholders do not necessarily consider themselves stakeholders. It is often necessary to explain their potential role to them and then ascertain their views. Even then, their views tend to generalities rather than specifics.

Levels of information technology proficiency vary greatly among lecturers and students alike. Competency is not necessarily associated with youth or denied to older students.

A professional group without a professional association or an annual conference faces special problems in maintaining a common spirit.

¹⁸ To try a sample game visit <<http://learning.seriousgames.dk>>. Even if all those teaching peace studies in Australian universities were to collaborate, it is unlikely they would have the resources to produce games of this level of sophistication, especially as the information they contain rapidly becomes dated and needs to be revised.

¹⁹ See <<http://www.virtualpeace.org/>>. Some nine million people have played the original game from which this peaceful version is now being developed.



Evaluation

At this point an evaluation can only examine the nature and quality of what has been done. The time for a more useful evaluation will be in five or even 10 years when it will be possible to judge how sustainable the networks and the Peacewiki have proven to be and the state of the peace studies discipline as a whole. Past experience has shown that peace studies is quite fragile as a discipline and subject to buffeting by political trends in Australia and by events in the world at large. There cannot be many disciplines which attract more volunteer support and effort than peace studies but funding is needed and staff should to be tenured.

Few predicted the end of the Cold War, even fewer foresaw the extent to which civil wars would replace wars between sovereign states thus requiring a new profession of peace builders, both military and civilian. Peace studies in 2020 will reflect the nature of war at that time as much as the nature of peace. The wars of 2020 cannot be predicted but the students of peace studies will need to have an awareness of history and keen analytical abilities. Some believe that future wars will centre on environmental issues. In response to this anticipated need, The University of New England, for example, has a unit, PEAC 304/504, available to undergraduate and masters degree students on environmental security viewed from a peace studies perspective.



The future of peace studies

The community of peace studies educators

A community of peace studies educators has been created – for the present. The longevity of this creation as a sustainable body depends upon a number of factors. Professor Clements, who played a highly supportive role in the project as the foundation director of ACPACS, has departed for New Zealand, facilitating links with a neighbour. Such links are already being strengthened, for example, with arrangements for Australian peace lecturers to give lectures in New Zealand. The future of peace studies at The University of Queensland is not yet clear.

As discussed above, peace centres tend to come and go, often faltering or failing at the retirement of their founders or other significant personalities. ACPACS will survive the departure of Professor Clements but it is not clear in which direction the new director will move the centre or how strong the future stress on peace studies teaching will be.

The Centre for Peace and Conflict Studies (CPACS) at The University of Sydney was founded in 1988. The Peace Studies Centre at the University of New England, which originated in 1984, has now combined with the Centre for Regional, Aboriginal and Multicultural Studies to form the new Centre for Peace, Aboriginal and Indigenous Development (CPAID). The new combined centre will include a focus on situations in Bougainville and Timor-Leste where indigenous populations are in conflict or rebuilding after conflict.

The Australian National University (ANU) had an extremely active Peace Research Centre which was founded in 1985 under the Labor Government. Its activities have declined subsequently. Much research relevant to peace studies is conducted at ANU but across a range of centres and research schools.

No centre in Australia has the teaching of peace studies as the primary purpose rather than research although delineation is evidently difficult in the case of postgraduate students who are apprentice researchers working on doctorates or research masters degrees.

Additional dissemination activities

A paper on the project was presented by Professor Belinda Tynan at the Fifth Pan-Commonwealth Forum on Open Learning held in London in July 2008. Information on the network was also provided at gatherings such as the 60th Anniversary of Peacekeeping at the Australian War Memorial in September 2007 and at the Caritas Workshop on the Right to Protection in September 2008. The Caritas Workshop jointly hosted with The University of Sydney Centre for Peace and Conflict Studies (CPACS) was an excellent opportunity to discuss peace studies training informally with INGO stakeholders. The 60th Anniversary Conference *Australian Peacekeeping: Force for Good* provided a classic example of the time-poverty of those in the sector. Despite a stellar list of speakers, including past and present commanders of multinational peacekeeping operations in Cambodia and the Middle East, the hosts at the Australian War Memorial experienced considerable difficulty in attracting an adequate audience.



Ms Diana Williams, an artist who specialises in creating ceramic high-fired peace forms such as gun shells transforming into peace symbols which are known across the world, has kindly agreed to the use of some of her works to illustrate the Peacewiki and to raise its profile.

National meetings

The Biannual Conference of the world-wide International Peace Research Association (IPRA) was held in Sydney in 2010 with the support of members of the network. In preparation for IPRA, the 2009 regional meeting of the Asia Pacific Peace Research Association (APPRA) was held in Taiwan. APPRA is an INGO of peace researchers, peace educators and peace advocates and the 2009 meeting had the theme of Innovation and change: Peace research, studies and education in the Asia-Pacific. It included plenary sessions on peace studies across the region and education, community development and conflict prevention.

Given this flurry of international activity, separate Australian meetings will not be necessary in the near term. The network will be used to enhance collaboration within Australia and help maintain a balance between the focus on teaching and on research. For the longer term, general academic experience suggests that having a discipline association and an annual conference provides a very valuable resource. However, this also requires a critical mass. The Australian Political Studies Association's 2008 conference included a 'peace and conflict studies stream'. However, few of those presenting in this stream actually teach peace studies. There is also, remarkably, a sub-group of the association devoted to the economics of war and peace which is convened by Professor David Throsby of Macquarie University which held a conference in June 2009 at which the project was represented by Professor Ware. However, many, indeed most, of those engaged in peace studies do not come from a political science background and would not be members of the Australian Political Studies Association.

For the future

The importance of maintaining momentum is evident. For example, the hosting by The University of Sydney's Centre for Peace and Conflict, with the support of the academic peace studies community in Australia of the 2010 Conference of the world-wide International Peace Research Association (IPRA) gave the network focus and impetus.

One issue emanating from the project has certainly been how to maintain links across a discipline which does not have a professional association. Following the meeting of the Asia-Pacific Peace Research Association in Taiwan in 2009 and the IPRA Conference in Sydney in 2010 reconsideration of the need for an Australian Peace Research and Teaching Association is timely. Critical to its development will be the academic career paths available to and adopted by the current cohort of young researchers in the discipline.

A model for consideration is that of the African Studies Association of Australasia and the Pacific, which has a broader membership beyond academia including those, such as African Ambassadors accredited to Australia, with an interest in Africa and Australia. The association conducts an annual conference and a print/online refereed journal from a base of no



more than 400 members. Peace studies could operate similarly: the question is whether there is the support for such an activity at a national level when many peace activities appear to be heavily focused on individual institutions in the capital cities.²⁰

The future of the Peacewiki depends upon maintaining its interest and utility. The next stage will involve extending records of current research by inviting all postgraduate peace studies students to enter the titles and a brief summary of their research on the site. This should also serve to extend awareness of the site. This request will be circulated to members of the network and any relevant new contacts, along with information on making additions to the Peacewiki. The wiki network will be used to provide information on upcoming conferences.

The use of Second Life as a pedagogic resource is being explored in the area of innovative teaching.

The messages will be spread as Professor Swee-Hin Toh who was formerly a project team member from Griffith University has been appointed to a Chair at the University for Peace which is the UN-mandated Graduate School for Peace and Conflict Studies in Costa Rica. There he will be teaching on cultures and learning, from violence towards peace, and using a 'learning community model'. The exchange of ideas will continue via the Peacewiki.

CPACS at The University of Sydney is typical of peace studies centres in Australia, with three full-time lecturers, thirteen associates and part-time lecturers and four off-site lecturers. The four off-site lecturers are associated with CPACS via Transcend Peace University which is a virtual university based in Austria. Associate Professor Jake Lynch of CPACS also delivers a course on peace journalism via Transcend University, which is another example of how Australian teaching methodologies are spread.

Building relationships with stakeholders as disparate as nuns and police officers requires working at a pace comfortable for these stakeholders. To some extent this project may be before its time but by 2020 the idea of professionalizing peace studies may have become commonplace.

The future may also bring greater clarity about the place of the defence forces in the discipline regarding their peacekeeping and peacebuilding roles. It is only since the end of the Cold War that the United Nations' role in peacekeeping has really expanded. The UN Department of Peacekeeping Operations was established in 1992 and Australia's Asia Pacific Civil-Military Centre of Excellence was established in November 2008. The timeline in relation to NGO involvement in peace activities is less clear but there has

²⁰ Thus, interestingly, there is a commercial Australian-based journal: *Global Change, Peace and Security* which is published out of the Centre for Dialogue at La Trobe University. This was formerly *Pacifica Review of Peace, Security and Global Change* and before that was the *Interdisciplinary Peace Research Journal*. Perhaps because of the inclusion of the word 'security' in the title many would not now think of it as a predominantly peace studies journal. There is also *The Australian Journal of Peace Studies* which appears as an annual e-issue produced by the Peace Organisation of Australia. This is a Melbourne-centric organization in which students play an active role.



evidently been a major expansion.

Overall the project team can be confident that the network and Peacewiki will survive and that the number of graduating students of peace studies will continue to grow almost exponentially. After that, a review of the situation and the direction of peace studies will be necessary.



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Appendix 1

Table 1: Undergraduate courses/units in peace studies (2009)

Institution	Home	Unit	Unit title
La Trobe University	Politics (major in peace studies available)	POL2PAC/3PAC PHI2WAP/3WAP POL2PNV/3PNV	Peace and change Philosophy of war and peace Politics of non-violent activism
RMIT University	Global Studies	SOCU2241	Peace building and reconciliation
Southern Cross University	Arts And Social Sciences	POL 10023	Peace, war and international politics
The University of Adelaide	Politics	POLI 2109	The ethics of war and peace (theoretical and practical)
The University of Queensland	Education	EDUC 2040	Peace education
The University of Queensland	Peace And Conflict Studies	POLS 1501 POLS 2511 POLS 2503 POLS 3510	Introduction to peace and conflict analysis The politics of peace building Politics of non-violent change International peacekeeping
The University of Sydney	History	PACS 2002	History and politics of war and peace
University of New England	Peace And Development Studies	PEAC 100 PEAC 303 PEAC 328 PEAC 352 PEAC 354 PEAC 373	Introduction to peace studies The philosophy and practice of non-violence Peacemaking and conflict resolution Building peace in post-conflict situations Post-conflict justice and reconciliation processes States of disarray/social effects of globalization
University of Southern Queensland	Social Science (BA has peace studies major)	SOC 1001 CMS 2015	Conflict and peace foundation course Peace and conflict in the media
University of Western Sydney	Social Science		BSocSci has humanitarian and peace studies major
University of Wollongong	War And Society	POL 303 STS 390	Peacekeeping. sovereignty and global order Media, war and peace

In general, this list does not include History units where war and peace are linked. The University of Sydney exception is listed as the only undergraduate unit of the Centre for Peace and Conflict Studies.

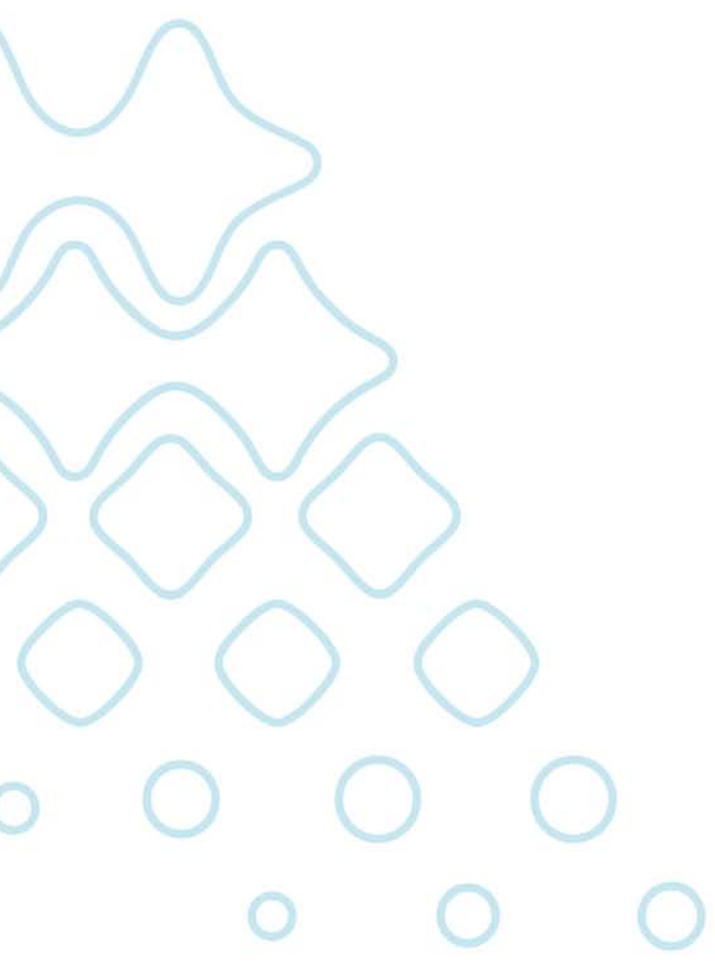
Table 2: Postgraduate course work in peace studies (2009)

University	Home	Unit	Unit title	Comments
Deakin University	Graduate Diploma and Master of Arts in International Relations	AIR 716	Gender, war and peace	
The Australian National University	Peace and Conflict Studies as a specialization within Graduate Diploma and Master of Arts in International Relations, Master of International Affairs	INTR 8052* INTR 8053* INTR 8054* INTR 8057**	Conflict resolution and peace building Ethics of peace and war Gender and war War and peace in Asia	*Offered at University of Tromsø **Offered at ANU
The University of Melbourne	MLaw	730740 730814 732725	Women, war and peace building International peace and security law Post-conflict state-building	
The University of New South Wales	School of Social Sciences and International Studies	POLS5130	International peace and security	more a security unit
The University of Queensland		POLS 7504 POLS 7505 POLS 7510	Contemporary peacekeeping Peace building Culture, conflict and reconciliation	

NB The issue of where to draw the line is a difficult one. As an example Professor Andrew Goldsmith, who is an expert on the police role in peace building teaches in Flinders University's LLM in International Law and International Relations but the unit titles do not mention peace and are heavily focused on security. Equally, the University of South Australia has a Masters in Mediation and Conflict Resolution within which it is possible to specialise in International Relations, but Associate Professor Dale Bagshaw, Coordinator of the Centre for Peace, Conflict and Mediation at the University, confirmed that there are no peace studies units as such.

Table 2: Postgraduate course work in peace studies (2009) continued

University	Home	Unit	Unit title	Comments
The University of Sydney	Graduate Certificate, Graduate Diploma, Master of Peace and Conflict Studies	PACS 6903 PACS 6910 PACS 6911 PACS 6912 PACS 6914 PACS 6915 PACS 6922 PACS 6925	Peace and the environment Peace through tourism Key issues in peace and conflict studies Non-violence and social change Conflict-resolving media Human rights, peace and justice Conflict transformation by peaceful means Peace and the global compact	
	Centre for International Security Studies	GOVT6154	Conflict and peace in the Middle East	
University of New England	School of Humanities, Faculty of Arts and Sciences and Faculty of Professional Studies Master of Arts, Master of Professional Studies	PEAC 503 PEAC 504 PEAC 528 PEAC 552 PEAC 554	The philosophy and practice of non-violence environmental security Peacemaking and conflict resolution Building peace in post-conflict situations Post-conflict justice and reconciliation processes	



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