



## **PCS 101 INTRODUCTION TO PEACE AND CONFLICT STUDIES (2 Units)**

### **COURSE SYLLABUS**

**FIRST SEMESTER 2017/2018 SESSION**

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## Course Description

The course introduces students to the interdisciplinary field of peace and conflict studies. It takes them through the evolution of peace and conflict studies as an academic endeavor, its history, its philosophical background and scientific nature, its orientation and definitive issues, professional networks, and career prospects in peace and conflict studies. It also covers basic concepts, issues, subfields, and knowledge areas and professional domains of the field. Core concepts of peace, conflict and conflict analysis, and violence are treated. Subfields and domains to be covered include development, humanitarian action, peace education, strategic studies, gender studies/advocacy, nonviolent resistance, security, and conflict or dispute resolution.

## Core Objectives

To let students appreciate the academic and professional field of Peace and Conflict Studies: its history, philosophy, values, its role in the world of scholarship and professional practice and career potentials.

## Student Learning Outcomes

At the end of the course students should be able to:

1. Appreciate the PCS as an applied social science;
2. Trace the history of the field;
3. Describe the philosophy and value orientations of PCS;
4. Describe the founding fathers and their contributions to the field;
5. Discuss key terms and concepts in PCS;
6. Describe organisations working on peace and conflict issues around the world;
7. Describe various career paths and knowledge domains in PCS.

## Course Outline

### 1. Introductory Class

Week 1

What can you do with a degree in Peace and Conflict Studies?  
What do we do in Peace and Conflict Studies? Defining Issues in PCS  
Useful networks for Peace and Conflict Studies Students and Practitioners

**Objective:** To sensitize students about career paths in PCS and core issues that defines PCS as a distinctive academic field and how it is different from other similar fields that study peace and conflict issues.

### 2. Peace: From a Universal Value to a Codified Academic Discipline Week 2

This topic will trace the root of peace concerns by people in different cultures and across time. It traces its evolution as an academic discipline after World War II.

**Objective:** To make students appreciate the global desirability of peace in different cultures and how it emerged as an academic discipline. This is essential to students' appreciation and grounding in the discipline.

### 3. Foundations and Founding Fathers of Peace and Conflict Studies Week 3

This topic will cover a brief history of PCS by looking at the contributions of founding fathers such as Kenneth Boulding, Johan Galtung, John Burton, Adam Curle, Elise Boulding, Peter Wallenstein, and institutions such as PRIO, SIPRI, and Harvard School to the field of Peace and Conflict Studies.

**Objective:** To ground the students in the historical development of PCS as an academic discipline. This is essential to students' appreciation and grounding in the discipline.

### 4. The 'Scientific' Status of Peace and Conflict Studies Weeks 4 & 5

Every social science discipline must justify its scientific status. Why is Peace and Conflict Studies a science? What criteria qualify it as a scientific discipline? Here students will learn about the building blocks of PCS as a scientific enquiry. The lesson will cover the ontology and epistemological branches of Peace and Conflict Studies. Ontology is a philosophy of existence and epistemology is a philosophy of knowledge. Every discipline has its ontological claims, that is, those things it claims exist—its realities—and their nature. Similarly, there are claims about or manners in which these things can be studied and known—epistemology.

**Objective I:** To ground the students in the philosophical background of PCS. This is to lay the foundation for the students' appreciation of the essential connection between the philosophical, theoretical, and methodological dimensions of PCS and to avoid the usual disconnect in students' experience of the whole enterprise of PCS.

**Objective II:** To make students understand the definitive characteristics of a scientific discipline and what qualifies PCS as a social science.

### 5. Mid-Semester Assessment: Written Test (10 Marks) Week 6

First continues assessment test. It constitutes 10% of the total assessment.

**Objective:** To test students' understanding of the topics taught and correct any misunderstanding.

### 6. Overview of Concepts in Peace and Conflict Studies II Week 7

Peace and Conflict Studies has its own vocabulary. This topic familiarizes students with concepts germane to the discipline: peace: positive peace, negative peace; peacebuilding, peacemaking, peacekeeping, peace enforcement; conflict: latent conflict, open conflict, armed conflict, contemporary conflict and violent conflict, violence: (direct, structural, cultural, attitudinal); war, civil war, transnational war, etc.

**Objective:** To familiarize students with key terms and concepts in PCS.

**7. Domains of Peace and Conflict Studies** **Week 8 & 9**

This topic will expose students to major knowledge areas and career domains of PCS. These include development, humanitarian aid/action, security/strategic studies, conflict resolution, human rights, peace education, peace advocacy, gender studies, nonviolent resistance, media studies, and international peace and conflict management.

**Objective:** To familiarize students with major knowledge and career domains in PCS with the intent of giving them a broad overview of specializations in knowledge and professional practice in the field. The lesson will start awakening their interests in peace practice.

**8. Major Organisations working on Peace and Conflict Issues** **Week 10**

This lesson is sequel to lesson 8 & 9. In this lesson, student will be introduced to organization working in different domains of PCS. We will start with major local (government and private) organisations in Nigeria before going to global ones. Students will learn the power of volunteerism, networking, and field experience in getting into these organisations.

**Objective:** To introduce students to major organisations around the world working on PCS issues. This will further widen students' horizon and show them the wide applicability of a degree in PCS for professional practice.

**9. Key knowledge, skills and abilities required in graduates of PCS** **Week 12**

This lesson will introduce students to requisite knowledge, skills and abilities that employers expect in graduates of PCS. These include **practical skills** such as project/program management skills, critical thinking and writing skills, policy analysis, **networking and technical skills** such as fundraising, grant and proposal writing, and lobbying.

**Objective:** To start students on thinking about key competences they need to develop to have a successful career in PCS. This is essential to prepare them for a brilliant career in peace practice.

**10. Presentation of term paper (20 marks)** **Week 13**

Students will be paired for group presentation on 'Our Envisioned Future Career in Peace Studies and Practice: ...'

**Objective:** To measure students' understanding of the whole course and its career prospect. Also, to start them thinking on career paths in PCS. In addition to assess their writing and presentation skills. Writing and presentation are core skills required in graduates of PCS.

## 11. Revision

## Week 14

This involves the revision of the whole course including all topics from the beginning of the semester. Also, students will be adequately prepared for examination by giving them mock examination with practice examination questions. The mock examination will be marked by students and lecturer in a conference marking with standard Marking Guide. Adequate feedback is provided for each student on his/her performance.

**Objective:** To put students in examination mood by allowing them sit in the seats of candidates and allowing them an excursion into the mind of the examiner.

### Typical Class Agenda

1.	Review of last class (discussion, questions and answers, quiz, etc.)	10 minutes
2.	Overview of today's class	5 minutes
3.	Teaching	80 minutes
4.	Discussion (Q&A)	25 minutes
<b>Total</b>		<b>120 minutes</b>

### Course Assessment Structure

Students' assessment in this course include continuous assessment—class attendance, test, and term paper—and examination. Students should get familiar with the marks allocated to each required academic activity for this course as shown below.

### Grading

Activity				Marks
A.	A. Continuous Assessment			40%
	a. Class Attendance			10%
	i. Punctuality	75% (minimum)	3%	
	ii. Regularity	75% (minimum)	3%	
	iii. Participation (question, answering, debate,)			4%
	b. Test (Written and/or Oral)			15%
	c. Term Paper <sup>1</sup>			15%
B.	Examination:			60%
<b>Total</b>				<b>100%</b>

### Required Readings

1. Bangura, Abdul Karim. 2007. The Study of Peace and Conflict Studies: Reflections on a Scientific Approach in McCandless, E, Bangura, A. King, M.E. and Sall, E. eds. *Peace research*

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<sup>1</sup> You must show originality of thoughts in your term paper. Under no circumstance must you 'copy and paste' from the internet. That's plagiarism and it's a serious offence

*for Africa: Critical essays on methodology*. Switzerland. University for Peace, Africa Programme

2. Demola Akinyoade. 2015. (2<sup>nd</sup> Edition) Peace for All: Empowering Nigerians for a culture of peace.
3. Demola Akinyoade. 2015. (2<sup>nd</sup> Edition) Peace Education: A compendium of knowledge, skills, and abilities.
4. Demola Akinyoade (2014) Ontology and epistemology of peace and conflict studies.
5. Simon Fisher, Dekha Ibrahim Abdi, Jawed Ludin, Richard Smith, Sue Williams, and Steven Williams (2000). Working with conflict: Skills and strategies of action. Zed Publications.
6. McCandless, Erin. 2007. Peace and Conflict Studies: Origins, Defining Issues, Current Status in McCandless, E, Bangura, A. King, M.E. and Sall, E. eds. *Peace research for Africa: Critical essays on methodology*. Switzerland. University for Peace, Africa Programme.
7. McCandless, Erin. 2007. The Emergence of Peace-building and Development: Scholarship and Practice in McCandless, E, Bangura, A. King, M.E. and Sall, E. eds. *Peace research for Africa: Critical essays on methodology*. Switzerland. University for Peace, Africa Programme
8. Miall, Hugh, Ramsbotham, Oliver and Woodhouse, Tom. 2005. Contemporary Conflict Resolution. (4th Edition)
9. Miller E. Christopher. (2005). King E. Mary (ed.) A glossary of terms and concepts in peace and conflict studies (2<sup>nd</sup> edition) University for Peace (UPEACE) Africa Programme (electronic copy will be provided)
10. United State Institute of Peace (2011). Dan Snodderly (ed.) Peace terms: Glossary of terms for conflict management and peacebuilding. Washington DC. (electronic copy will be provided)

## **Further policies guiding course administration**

### **Continuous Assessment**

Continuous Assessment (CA) makes up 40% of the total marks for this course. It comprises class attendance, a written test, term paper and oral presentation and it is spread out throughout the semester.

### **Class Attendance**

Students are expected to attend classes regularly, punctually and to participate in class discussions and activities. I mark attendance in each class and note students' punctuality and participation. The university requires 75% class attendance for students to sit for the

examination of the affected course. I will not take any excuse for absenting yourself in class unless you have genuine reason to do so AND you contact me before the class. Consulting the reading materials ahead will make it easier to participate in class. Refer to the list of required and recommended readings in this Course Syllabus. The list may be updated as the course proceeds.

## Test

Test will normally be conducted mid-semester and/or towards the end of the semester. It will cover all topics treated as at the time of the test. So you already know the AOC—area of concentration. As it is against the ethics of the teaching profession to give IMPROMPTU test, all students will be duly notified of the date and format of the test. I will normally NOT conduct make-up test except in EXCEPTIONAL cases—health<sup>2</sup> or circumstances which I adjudge to be outside the control of the affected student. I will treat each case on its merits.

## Term Paper

Term papers offer students opportunity to present their original thoughts, critical thinking and creativity. I therefore take it as a VERY SERIOUS form of assessment. I'm aware that a few students are in the habit of 'copying and pasting' from internet and other sources and presenting them as their original ideas. This is called **PLAGIARISM** and it's a very grievous offence in the university system. Academic staff and students have been severely punished for plagiarizing. This unpopular act of STEALING is almost becoming the order of the day among Nigerian undergraduates. To check plagiarism, I have installed on my personal computer special computer software (plagiarism checker) to help me check students' papers for plagiarism. And believe me they are effective. I will STRONGLY encourage you, therefore, not to plagiarize. This will save both of us some embarrassment, time and effort. To be on the safe side and save all of us some embarrassing moments, I do STRONGLY encourage you to use online plagiarism checker to check your paper before submitting them. Free plagiarism checking is provided online. Google plagiarism checker and Google will give you several to choose from. Here is one of such websites offering this service:

1. [www.grammarly.com/Plagiarism\\_Check](http://www.grammarly.com/Plagiarism_Check). (This checks your grammar as well!)

Reference ALL materials you use for your term paper appropriately, using the **APA referencing style**<sup>3</sup> (5<sup>th</sup> or 6<sup>th</sup> edition). There is an automated way you can do this using Microsoft Word processor<sup>4</sup>. I have developed a format for the layout of the term paper. You MUST use this template for your term paper.

**PLEASE NOTE: Term Paper Question:** Write a 2,500-3,000 words on aspects of the course that the course tutor will discuss with the class later.

## Examination

Examination in this course carries 60% of the marks. It will normally be a three-hour paper in which candidates will be asked to answer between four of six questions provided. I encourage you to spend ENOUGH time on your answers. Examiners or invigilators don't eat EXAM TIME. There is NO SENSE

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<sup>2</sup> There must be hard evidence in form of doctor's report showing that students is actually unfit or receiving medical treatment during the period of the test.

<sup>3</sup> I will also provide electronic copy of APA referencing style on our online forum.

<sup>4</sup> I'll take few minutes during one of the classes to teach those of you who might not know this facility.

in showing off or bragging that you finished the paper before the allotted time. Nobody awards marks or prizes to those who finish their papers earliest. Rather, marks and sometimes, prizes are awarded to students who demonstrate critical thinking, originality of thought and supply sufficient information in answering exam questions. Note that generally exam questions are properly 'weighed' before time is allotted to the paper. There are technical ways of doing this. So, generally speaking, if you think you have finished a three-hour paper in one-and-a-half hours, chances are you have not supplied sufficient information in your answers.

### Punishment for non-compliance

1. Plagiarism: Losing the 15marks for the term paper and reporting the student to the appropriate quarters in the university.
2. Bad referencing: Deduction of marks (at my discretion) and returning the paper to the student to re-do the referencing part.
3. Not using the term paper template: Deduction of marks (at my discretion) and return of the paper to student to make rework the paper using the template.
4. Absenteeism, non-punctuality and irregularity in class: loss of appropriate marks. Possibility of not being allowed to write the exam.

### Students' Responsibility

For a most rewarding teaching and learning experience students are required to:

1. Read the assigned readings before each class;
2. Attend classes punctually, participate in class discussions and other course activities;
3. Write the written test;
4. Turn in your term paper in the **required format** and on or before the due date;
5. Complete other course assignments on a timely basis;
6. Sit for the final exam.

### Other Important Information

**Student-Teacher Relationship:** I do look forward to fruitful relationship with students of this course. So, feel free to discuss with me as often as you deem necessary on issues relating to the course and others about your academic life. I am available to provide students with support services in form of learning assistances, advising and mentoring in line with the vision of ABUAD in producing world-class graduates. You may book appointment with me during my visiting hours (to be communicated in class) or correspond with me via email, phone, or through an course online platform that I will provide in class. Ordinarily, I will respond to your e-mail and phone messages. If I do not respond to them in a reasonable amount of time, then you should assume that I did not receive your message and try to re-send them or use other means.

Students are responsible for all relevant announcements and information provided during classes and online media (there is a WhatsApp group for the course. Endeavor to join). If you must miss a lecture for whatever reason, let me know ahead of the class and be sure to get a copy of the notes and information updates from your classmate(s).

I will do all that I can to help you learn the material and succeed in this course. However, you are responsible for learning the material. I have assigned the books for a reason — they will



help you to better understand the course. I expect you to read them! I have **NO** sympathy for students who do not put in required effort.

You will succeed in this course if you complete the readings and assignments by the due dates, attend class regularly, and ASK QUESTIONS when you don't understand. I encourage you to make frequent use of my office hours and other media for contact.

**Student with Physical Challenges:** In order to give all students level playing ground, students with physical challenges in hearing, sight, etc. should see me to discuss appropriate provisions for their peculiar situations.

**Academic Honesty and Integrity:** Academic dishonesty is a completely unacceptable mode of conduct and is not tolerated in a university environment. It is punishable offence in ABUAD regulations and procedures. Discipline may include suspension or expulsion from the University.

Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, lying for another person, signing the attendance sheet for someone absent, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

It will be unfair to everyone if I make exceptions to the policies described in this syllabus. **I WILL THEREFORE NOT MAKE EXCEPTIONS.**

Looking forward to a rewarding teaching and learning experience with you. Thanks