

COURSE SPECIFICATION DOCUMENT

Academic School/Department:	Social Sciences and Humanities
Programme:	International Relations Political Science
FHEQ Level:	6
Course Title:	Peace and Justice
Course Code:	INR 6104
Student Engagement Hours:	160
Lectures:	22.5
Seminar / Tutorials:	22.5
Independent / Guided Learning:	100
Supervision:	15
Semester:	FALL and/or SPRING and/or SUMMER
Credits:	16 UK CATS credits 8 ECTS credits 4 US credits

Course Description:

The course explores various philosophical, political and cultural traditions on peace and non-violence, and focuses on the important and problematic relationship between peace and justice and the local and global levels, and the influence of different actors. The course combines a theoretical and comparative approach to learn from cases about the conditions that made peace successful or unsuccessful, and considers the legacy of the 'peace versus justice' debate. The course also explores the lessons learned from transitional justice policies and experiences, the role of the UN and its agencies and the impact of non-state actors and organizations, and considers the extent to which a single global standard (i.e. Western) of justice can be agreed and implemented, and what alternative approaches to the liberal view of peace and justice are explored in different cultural and political contexts.

Pre-requisites:

PLT 5201 Research Methods: Social Sciences
INR 5101 Conflict and Conflict Resolution
INR 5105 International Human Rights
CRM 5400 Terrorism and Counterterrorism

Aims and Objectives:

- To critically engage with both theoretical and empirical studies of peace and peacebuilding in the broader context of the study of International Relations
- To critically engage with the complexity of the pursuit of transitional justice locally and globally, and consider the implication of the dominance of the liberal world order in this endeavor
- To provide a background for eventual careers in fields (including work in government, international organisations, business, and the media) which require articulate, clear-thinking individuals with a grasp of contemporary issues of peace and justice
- To provide a framework to assist concerned citizens to think critically about issues that are of increasing importance in the 21st century
- To promote critical engagement with a wide range of literature, and the development of both a succinct writing style, and the ability to present complex arguments orally

Programme Outcomes:

At the end of this course, the students will have achieved the following programme outcomes.

International Relations: A6(ii); B6(i); B6(iv); C6(i); C6(iii); D6(ii); D6(iv)

Political Science: A6(ii); B6(i); B6(iv); C6(i); C(iii); D6(ii); D6(iv)

A detailed list of the programme outcomes is found in the Programme Specification.

This is maintained by Registry and located at:

<https://www.richmond.ac.uk/programme-and-course-specifications/>

Learning Outcomes:

At the end of this course, the students will have achieved the following learning outcomes.

- Demonstrates the ability to develop critical responses to, and a systematic and historical understanding of, theoretical approaches taken in Peace and Justice Studies
- Demonstrates a systematic understanding of concept of liberal peace and its influence in local efforts at peacebuilding and the pursuit of justice for past atrocities
- Demonstrates a systematic insight into the cultural, political, judicial, historical, and social dimensions of peace and justice policies, and the role of international institutions and non-state actors in their pursuit
- Demonstrates a systematic understanding of major debates in the study of social justice and transitional justice
- Takes responsibility for their own learning, and completes assigned work with a degree of clarity, contextualisation, critical thinking, and reflexive normative understanding appropriate for a 6000-level course

Indicative Content:

- Theories of peace studies and transitional justice
- Approaches to peacebuilding and socio-political debates on the role of justice in peace processes
- Amnesties and the 'peace versus justice' debate
- Global transitional justice policies
- Peacebuilding and transitional justice case studies (for example: Northern Ireland, South Africa, Sierra Leone, Uganda, Columbia, Argentina, East Timor, Sri Lanka, Cambodia, the Balkans, and more)

Assessment:

This course conforms to the University Assessment Norms approved at Academic Board and located at <https://www.richmond.ac.uk/university-policies/>

Teaching Methodology:

This course will be taught through a combination of lectures and seminar-type activities, including group work, sub-group activities, classroom discussion, and the showing of documentaries. The general approach to classes is informal, and discussion is viewed as an essential part of an interactive and participatory learning program. Audio-visual aids, study materials and electronic learning resources will be used as appropriate.

Lectures provide a framework for the course, and are designed to ensure students have an overview of main issues and concerns on a particular topic, receive clarification on the major points of debate understand the broad dimensions of core problems, and are aware of relevant literature in the specific area of concern. It is essential that lectures are supplemented with assigned readings; together, the readings and the lectures are designed to provide guidance for seminar discussion.

Seminar classes are based on the principle of active and student-directed learning, and are designed to be Safe, Enjoyable, Managed, Inclusive, Necessary, Academic, Respectful & Stimulating. The seminars provide an opportunity for discussion of contentious issues, addressing questions and exploring academic debates in more depth, group and sub-group discussion. They are encouraged to share their opinions freely, but must also maintain respect for the opinions of others. It is expected that students will participate regularly in discussions in a creative, competent and critical way, as the formulation of their own thoughts and clarification of their assumptions, often in contradiction to other students' thoughts and assumptions, form a crucial part of the learning process. Students are expected to come to seminar classes prepared.

Indicative Texts:

Goertz, G., P. Diehl, and A. Balas (2016) *The Puzzle of Peace: The Evolution of Peace in the International System*. Oxford University Press.

Wallensteen, P. (2015) *Quality peace: Peacebuilding, Victory and World Order*. Oxford University Press.

Brewer, J.D. (2010) *Peace Processes: A Sociological Approach*. Polity.

Richmond, O.P. (2009) *Liberal Peace Transitions: Between Statebuilding and Peacebuilding*. Edinburgh University Press.

Elster, J. (2004) *Closing the Books: Transitional Justice in Historical Perspective*. Cambridge University Press.

See syllabus for complete reading list.

Change Log for this CSD:

Major or Minor Change ?	Nature of Change	Date Approved & Approval Body (School or LTPC)	Change Actioned by Academic Registry
	Various updates as part of the UG programme review	AB Jan 2022	