

**GEORGETOWN UNIVERSITY**  
**GRADUATE LIBERAL STUDIES DEGREE PROGRAM SYLLABUS**

**The Pursuit of Peace** (LSHV-351-01)  
**Fall 2018: 12 meetings (Wednesdays,**  
8/29-12/5 (no class 9/12, 10/17, 11/21)  
6:30-9:40 p.m.

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**General Learning Goals and Outcomes:** The Graduate Liberal Studies Degree Program offers a course of study which engages students in reading, research, reflection, discussion, and writing. In the pursuit of the degree, students are to discern and wrestle with the content generally associated with the “liberal” arts in the root meaning of that term, namely, what it means for human beings to be endowed with freedom and what ennobles and enhances human freedom. The two general goals of the program, therefore, are to analyze and assess human values (who are we and what ought we to do?) and to undertake such study in an interdisciplinary fashion. The program thus draws from the social sciences as well as from those fields generally defined as the humanities (e.g., history, theology, philosophy, literature, and art), recognizing that the moral dimension of human life embraces social, political, and economic relationships as well as personal choices. The program culminates in an optional interdisciplinary thesis that successfully analyzes a question of value related to a student’s chosen curricular field of study.

More explicitly, the program aims to engage the student in examining one or more of the following topics or similar topics as they are treated in various disciplines:

- What it means to be human
- What gives ultimate meaning to human life
- What contributes to human flourishing
- Where human life is heading
- What constitutes the social dimension of humanity
- What enables genuine community
- How are human beings related to nature and creation as a whole
- Elements of personal ethics
- Principles of social justice and social ethics

**Scope, Learning Goals and Outcomes of this Course:** This course, the counterpart to “The Problem of War” (LSHV-350), approaches the subject of peace and related contemporary issues from a variety of perspectives – historical, analytical, comparative-empirical, humanistic, ethical, interdisciplinary, and policy. Consistent with the foregoing LSP goals, the required reading assignments, class discussions, and research paper(s) seek to foster analytical thinking, comparative study, interdisciplinarity, and humanistic values-based assessments of the practical challenges of managing conflict and making peace in a variety of contexts – global, international, national, and local. Policy options and choices will be evaluated according to their expected and actual costs, benefits, and moral implications.

**Themes and Issues to be Studied:** The **three texts** selected this semester embrace a range of historical and contemporary issues, cases, and methodological approaches that promote the attainment of these programmatic and course goals. The primary text, *Managing Conflict in a World Adrift*, delivers a **comprehensive assessment of the changing global security landscape, the sources of international and internal conflicts, and the panoply of actors, institutions, and tools of conflict prevention, management, and resolution.** Of particular relevance to the LSP’s distinctive concerns for values and interdisciplinary inquiry, the two other texts explore **deeper understandings of peace, reconciliation, and social order**, especially in the wake of catastrophic social traumas like war and genocide. *Just and Unjust Peace* argues that the world’s major religious traditions (Christianity, Islam, and Judaism) offer norms and practices that promote holistic and restorative peacebuilding. Building on these insights and

lessons, *Quality Peace* uses normative and empirical approaches to analyze the **conditions that must be met to achieve sustainable peace settlements**. If time permits, during our last two meetings, we will take up other **special topics** of interest to class members.

**Required Texts/Reading Assignments:**

1. Crocker, Chester A. et al., eds. *Managing Conflict in a World Adrift* (USIP Press, 2015)
2. Philpott, Daniel. *Just and Unjust Peace* (Oxford UP, 2012)
3. Wallensteen, Peter. *Quality Peace* (Oxford UP, 2015)

**NB:** additional short online reading and/or writing assignments can be expected from time to time.

**Learning Goals and Outcomes:** Specific objectives for this course include acquisition and demonstration of graduate-level knowledge and understanding, and ability to discuss and explain:

- the sources and characteristics of turbulent changes in the contemporary world;
- the drivers and triggers of international and civil conflicts;
- fundamental knowledge about conflict theories and processes, factors associated with escalation to armed violence, and conditions for successful conflict management, resolution, and postconflict recovery;
- the ability to analyze cases of potential or incipient conflict to forecast the probability of the outbreak of armed violence;
- the ability to analyze the sources, characteristics, and dynamics of ongoing conflicts, and to discern, evaluate, and recommend possible paths toward resolution based on case studies as well as comparative historical and cross-national research methodologies;
- factors associated with the success or failure of peace processes;
- the ability to draw upon and apply the theories, principles, methods, and findings of two or more academic/professional disciplines to the analysis of conflict and its resolution;
- the variety and complexity of conflict situations in several regions of the world, and the roles of international actors both as parties to the conflicts and as peacemakers;
- the relevance and application of conflict prevention, management, and resolution strategies, institutions, and mechanisms to past and present conflicts;
- an appreciation of the role of values and ethics in peacebuilding efforts, to include elucidation and explanation of representative cases;
- how religious traditions of peace, justice, and mercy can inspire peacebuilding practices;
- the ability to research and write an article-length (20+ pp.) paper that approaches or attains publishable quality, on a peace-related topic of special interest to you.

**Grades:** There will be no exams. Grades will be based on one or two written papers totaling 20-25 pp. double-spaced//10-13 pp. single-spaced text (*excluding* notes, biblio. etc.) worth 2/3, and class participation (CP) worth 1/3. Papers may be book review essays, research or analytical/reflective papers. Papers will be evaluated on their intrinsic merits as well as the relative quality of the papers produced by other class members. There will be opportunities to improve your CP grade by doing voluntary extra-credit assignments. See details about class participation, writing assignments, and grading policies below; additional guidelines and information about papers and grading factors will be provided in class.

**Format:** This is a “readings course” with seminar-style focused discussion of issues, not lectures. A series of discussion questions and/or mini-assignments keyed to the readings will be emailed to you each week to facilitate preparation for class discussions. Read assignments beforehand, be fully prepared for all meetings, and contribute actively to our discussions by framing issues, posing and responding to questions, and highlighting ethical concerns, etc. Everyone’s views are equally valued. You will also

have an opportunity to present your ideas, assessments, and paper(s) to the class (*paper presentations last two classes*). Guest speakers will also be invited occasionally.

**Course Outline & Reading Assignments (12 class meetings):**

1. 8/29 Course introduction and administration;  
Changing global security landscape: read Crocker et al., chaps. 1-10.
  2. 9/5 Sources of conflict I: read Crocker et al., chaps. 11-13.
- 9/12 NO CLASS**
3. 9/19 Sources of conflict II: read Crocker et al., chaps. 14-15.
  4. 9/26 Conflict management – actors & institutions I: read Crocker et al., chaps. 16-18.
  5. 10/3 Conflict management – actors & institutions II: read Crocker et al., chaps. 19-21.
  6. 10/10 Conflict management – tools and uses I: read Crocker et al., chaps. 22-25.

**10/17 NO CLASS**

7. 10/24 Conflict management – tools and uses II: read Crocker et al., chaps. 26-29.
8. 10/31 Religion, justice, & peace I: read Philpott, parts 1 & 2.
9. 11/7 Religion, justice, & peace II: finish Philpott.
10. 11/14 Necessary conditions for sustainable peace I: read Wallensteen, chaps. 1-4.

**11/21 NO CLASS**

11. 11/28 Necessary conditions for sustainable peace II: finish Wallensteen; presentation of papers.
12. 12/5 Special topics TBD; presentation of papers.

**Course Policies/Written Assignments:**

1. *Class attendance* is expected/required. Attendance at the first class meeting is mandatory. Notify the instructor in advance of any anticipated absence from a subsequent class (and the reason), or ASAP if prior notice is impossible. If excused, you must make up the absence by writing a compensatory 2-3 pp. paper, or adding 2-3 pp. to your major paper; extra-credit work will not count as such compensatory papers. A one-grade penalty will be assessed for each *unexcused* absence (i.e., A to A-). *Two absences will be reported to the Dean and may result in withdrawal, regardless of reasons!*

2. *Class participation (CP)*. Everyone is encouraged/expected to participate in class discussions, which are essential elements of graduate-level education. CP will be *one-third of your grade*. Your contributions to class discussions will weigh heavily in the evaluation of CP. Informed, thoughtful, and constructive questions, responses, presentations, and comments, based at least in part on reading assignments, are essential. *Frequent* commentary is welcome, as long as it “adds value” and does not “dominate.” So *speak up a few times at each class!*

3. *Writing assignments.* Written and verbal guidance will be provided in class. All class members have the same writing assignments. Papers are expected to meet high standards of originality, scholarship, and excellence, to demonstrate appropriate composition skills, and to use a wide range of relevant sources. DLS candidates are expected to meet professional standards.

4. *Paper topics.* Since each writing assignment and your approach to it are unique, we should have a “mutual understanding/expectation” about it. To this end, topics must be selected or changed with the consent of the instructor; outlines, bibliographies, and progress reports may be required. *Individual consultations are a must!*

5. *General research rule.* For a single 20+ page paper, *use/cite at least 20 specialized relevant books/journal articles and/or comparable Internet sources on the specific subject of the paper.*

6. If you choose to write two papers, *at least one* must be submitted by 12/5 to warrant consideration of an “Incomplete.”

7. *Due dates & late penalties.* **All papers and other written assignments are due by 12/5, after which late penalties will be assessed** for lapsed time periods (i.e., 12/6-11 will be reduced to A-; 12/12-17 to B+; 12/18-24 to B; 12/25-31 to B-). Incompletes convert later to F! Papers submitted after 12/5 should be *emailed and mailed*; the email date will be considered the submission date. Unless specifically requested, *don't* send papers by fax or any certified/registered/signature confirmation delivery means. Keep a copy of papers sent by mail.

8. Comments on papers and grades will be emailed to you. Papers are not usually returned.

9. *Beware plagiarism!* Plagiarism is the presentation of another person's ideas, words, or other products as your own, including failure to acknowledge and cite sources. Ideas and information borrowed from others must be acknowledged in written assignments. Acknowledgments can be made either by using quotation marks with a citation, or paraphrasing in your own words with a citation. Plagiarism will result in an F for the course and be will reported to the Dean.

10. *Honor system.* MALS and DLS students are responsible for upholding the Georgetown University Honor System and adhering to the academic standards included in the Honor Code Pledge stated below:

*In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown University Honor System: To be honest in any academic endeavor; and to conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.*

11. *Disabilities statement.* If you believe you have a disability, you should contact the Academic Resource Center ([arc@georgetown.edu](mailto:arc@georgetown.edu)) for further information. The Center is in the Leavey Center, Suite 335. The Academic Resource Center is the office responsible for reviewing documentation provided by students with disabilities and for determining reasonable accommodations in accordance with the Americans with Disabilities Act (ADA) and University policies.

12. *Continuity of instruction.* In the event that our class cannot meet at its normally scheduled time, continuity of instruction will be maintained via the class blog, Blackboard, a rescheduled class meeting, or other means announced.

**Title IX at Georgetown**

<https://titleix.georgetown.edu/>

***Sexual Misconduct***

Title IX of the Education Amendments of 1972 (“Title IX”) prohibits discrimination based on sex in any educational programs, which includes sexual harassment or any acts of sexual misconduct. Title IX requires the University, upon becoming aware of any incident of sexual harassment and misconduct to respond appropriately to protect and maintain the safety of the University community, including students, faculty, and staff.

Georgetown University prohibits sexual misconduct, including sexual harassment, sexual assault, domestic/dating violence, and stalking.

Discrimination based on sex, including sexual misconduct and discrimination based on pregnancy or parenting status, subverts the University's mission and threatens permanent damage to the educational experience, careers, and well-being of students, faculty, and staff.

Please know that as a faculty member I am committed to supporting survivors of sexual misconduct, including relationship violence and sexual assault. However, University policy also requires me to report any disclosures about sexual misconduct to the Title IX Coordinator, whose role is to coordinate the University’s response to sexual misconduct.

Georgetown has a number of fully confidential professional resources who can provide support and assistance to survivors of sexual assault and other forms of sexual misconduct. These resources include:

**Jen Schweer, MA, LPC**

Associate Director of Health Education Services for Sexual  
Assault Response and Prevention  
(202) 687-0323  
jls242@georgetown.edu

**Erica Shirley**

Trauma Specialist  
Counseling and Psychiatric  
Services (CAPS)  
(202) 687-6985  
els54@georgetown.edu

More information about campus resources and reporting sexual misconduct can be found at: <https://sexualassault.georgetown.edu/get-help>.

***Pregnancy Adjustments and Accommodations***

Georgetown University is committed to creating an accessible and inclusive environment for pregnant and parenting students. Students may request adjustments based on general pregnancy needs or accommodations based on a pregnancy-related complication. Specific adjustments will be handled on a case by case basis and will depend on medical need and academic requirements. Students seeking a pregnancy adjustment or accommodation should follow the process laid out at: <https://titleix.georgetown.edu/student-pregnancy>.