



CENTRE FOR PEACE &  
CONFLICT STUDIES



# **Applied Conflict Transformation Studies**

PhD Programme Prospectus

*October 2016 to September 2020*

***Developing practitioner-scholars  
on peace and conflict transformation***

The Applied Conflict Transformation Studies (ACTS) PhD programme is in collaboration with Paññāsāstra University of Cambodia (PUC). This partnership represents the fusion of PUC's commitment to *building a nonviolent future for both Cambodia and the region* with the vision of the Center for Peace and Conflict Studies (CPCS) of *fostering sustainable peace through strategic interventions into violent conflicts in Asia*. The ACTS PhD programme is situated in the Department of International Relations of PUC. A joint committee consisting of the Dean of Social Sciences and International Relations from PUC along with the Executive Director and the Academic Director of CPCS oversees the implementation of the programme.

### **The ACTS PhD Programme**

*Contribute to the number of expert conflict transformation practitioner-scholars in Asia*

*Produce a more nuanced understanding of Asian conflict contexts and effective approaches to conflict transformation*

The ACTS PhD Programme is an academically rigorous course of studies designed specifically for Asian peace practitioners and scholars to build upon their pre-existing knowledge and skills and to enhance their capabilities through intensive and reflective study. The programme is meant to assist Asian peace practitioners to effectively contribute to the development, description, dissemination and implementation of Asian peace perspectives and practices through expanding students' exposure to international and regional approaches; to understanding and achieving effective conflict transformation, by enhancing their ability to question existing knowledge and practice in the field and; by strengthening their capacity to identify, develop and strengthen Asia's unique response to the need for conflict transformation work.

The ACTS PhD Programme utilises a curriculum and pedagogy specifically designed to bring together theory, practice and research. It creates an environment conducive to transformative learning processes **based on five core values** essential to conflict transformation.

The programme is **grounded** having been designed and supported by practitioners with extensive experiences in conflict transformation. It is only through deeply rooted analysis of a specific situation informed by broad knowledge of effective Conflict Transformation strategies and techniques that skilful and sustainable intervention into violent conflict is possible.

The programme is **committed to excellence**. Thus the effectiveness of the approaches being used will be continuously assessed to develop strategic, innovative and creative interventions to improve outcomes. It also **nurtures long-term trusting relationships** through empathy, solidarity and transparency.

The programme is **courageous** to accept challenges, question norms and push boundaries.

The programme highly **values continued learning**. It provides tools that contribute to students continued professional growth, effectiveness and learning, long after they complete the programme. Participation in the programme will also increase the students ability to effectively share the results of their critical reflections on theory, methods, programme and goals with the regional and global community of peace builders, thereby contributing to learning, excellence and innovation in field of Conflict Transformation.

## THE COURSE

The course of PhD study is defined by the student's demonstration of mastery of the field of study, the ability to develop new insights for research, fluency in the methodologies in the discipline, the capacity of independent research, the ability to communicate the results of research and contribute to the larger discourse in the field. This means that a holder of a doctoral degree has developed a sophisticated understanding of the dynamics of conflict as well as approaches for intervention and peace building which are broad as well as deep and nuanced.

The highly trans-disciplinary nature of the field requires that a PhD in Conflict Transformation be:

- fluent in multiple approaches to research methodology
- has the ability to tailor a research approach to the specific situation s/he is researching
- has the ability to work independently in pursuit of understanding and analysis while seeking and integrating the knowledge of others in their understanding of conflict and peace

The communication of the results of research has the possibility to be an intervention into conflict and a peace building effort in itself and needs to be utilised strategically.

Since its inception, voices and perspectives from Europe and the United States have largely dominated the fields of Peace and Conflict Studies and Conflict Transformation. This has in turn shaped the form and substances of peace building efforts around the globe. This has proven to be at the best an ineffective approach to dealing with conflict and at worst an instigating factor in further manifestations of violence. In regards to both theory and practice, the field of Conflict Transformation is in a moment of expansion. Case studies, experiences and grounded peace theory from Asia are

essential to this next stage in the development of the field. The distillation of these peace perspectives and their articulation into the broader body of theory and practice will increase the efficacy of peace building efforts in the region and around the world as a whole.

In order to build grounded and useful peace theory and advance the field of Conflict Transformation forward peace workers need high-level education and skills training structured in a rigorous academic programme.

More extended PhD-level education and training is fundamental in assisting MA-level individuals who aspire to further enhance their capacity to develop and model innovative and effective practice and to use such work as the basis for contributing to scholarship in the field of Conflict Transformation, especially because unique issues commonly arise in this field. For example, practice in this area is often particularly challenging due the very high stakes frequently involved in conflict transformation activities and the intensity of emotion that protracted conflict relating to issues of resources, power, and identity commonly involve. Similarly, numerous issues not as likely to emerge in many other kinds of research, such as how to appropriately study individuals who may have been traumatised by violence, and how to deal with fears (and the possible reality) of reprisal against individuals for supplying certain kinds of information, require special procedures and sensitivity on the part of those engaging in research in this area.

The experience with the ACTS MA students and inquiries from individuals with Master's degrees from other peace-related programme suggest both current demand for, and the utility, of similar but more advanced education and training at the PhD level. The inquiries about the availability of PhD-level training from individuals with Master's degrees speak about the need for further education to fully realize their goals. **Without a regionally based PhD**

**programme fitting the educational needs of such individuals, the discipline as whole risks losing invaluable regional resources and knowledge.**

## **THE ACTS PHD PROGRAMME: DEVELOPING PRACTITIONER-SCHOLARS**

The ACTS PhD is a cutting-edge practitioner-focused conflict transformation programme that develops highly skilled practitioner-scholars in the field of Conflict Transformation and a demonstrated capacity to actively and skilfully shape theory and praxis. The programme is based on the core belief of CPCS that key actor development is essential for peace processes and that sustained experience-based reflection is vital to helping key actors attain the next level of leadership in their peace work and use that work as a basis for contributing to shared knowledge in the Conflict Transformation field.

This programme is intended to produce high-level practitioner-scholars who are well grounded in theory, innovative in their practice, deeply reflective concerning their vocation, and both able and interested to share their knowledge and insights with the broader field of Peace Studies. It is designed to provide its graduates with the skills and authority needed to critically assess current theory and practice in the field of Conflict Transformation and other approaches to conflict resolution and reduction.

The programme is designed to emphasise students' critical reflection on existing theoretical frameworks, discourses, and methodologies within the field of Conflict Transformation as a mechanism to prepare them to function as highly skilled professional practitioner-scholars capable of actively shaping theory and praxis in the field in the Asian context. By training students in building theory from practice, as well as grounding practice in theory, the ACTS PhD Programme condenses the knowledge-creation cycle and expand the regional scope of the field. This grounding and expansion is crucial to

produce timely and systemic understandings of conflict and designs for the transformation of conflict reflecting the realities of the Asia and beyond.

**The ACTS PhD Programme represents a grounded framework for bringing together relevant theory, empirical information and reflection on practice. Its departure point is a strong belief in the need for a hybrid practitioner-scholar approach to conflict transformation that is informed by sound theoretical and empirical foundations, as well as by careful reflection on lived experiences.**

The ACTS PhD Programme places more emphasis in its curriculum on the development of practice-related skills than PhD programs geared primarily toward the production of research scholars. The programme also aims to devote substantial attention to developing its students' theoretical capacities and their ability to both knowledgeably assess and conduct contextually grounded research.

**Bridging the theory/practice divide, the ACTS PhD Programme aims to move peace work away from the current trend of the sub-specialization of knowledge by using Conflict Transformation as an integrating framework to contextualise students' existing knowledge in other approaches. Recognizing that effective peace work is inherently a transdisciplinary task generally conducted in very complex situations, the programme integrates knowledge, perspectives and methods from a wide array of disciplines, including International Relations, Political Science, Sociology, Psychology and others. Given the extremely varied nature of the issues that peace workers deal with professionally, and the wide range of contexts in which they often carry out their work, the programme will also help develop their ability to assess existing research in a highly informed manner and conduct research skilfully using a diverse set of methodologies.**

**The ACTS PhD Programme is based on a systems perspective in both the design of peace work and the analysis of conflict. Recognizing that relationships are a fundamental unit of social systems, a common source of conflict and a primary tool for conflict transformation, the proposed ACTS PhD Programme has been carefully designed to enhance students' interpersonal and organizational skills and further develop their capacity to build connections across cultural, specialisation and other potential divides.**

**The ACTS PhD Programme will consciously strive to bring together not only leading scholars and practitioners in their fields, but also build strong relationships with other institutions and networks. This approach will broaden students' knowledge and professional networks and allows for their understanding of conflict transformation in a specific situation to be placed within the larger vision of peace at the regional level and beyond. This vision of the system as a whole can productively shape specific actions in peace work, linking local-level efforts and societal-level dynamics and transforming the complexities of the non-linear dynamics demonstrated in conflict systems into an asset rather than a hindrance.**

### **ACTS PHD PROGRAMME IS UNIQUE**

- The programme is based in the students' region, which makes it more accessible to many peace practitioners (especially women). Such proximity ensures that professional, committed people are not drawn away from their existing work responsibilities for long periods of time in order to enhance their skills, as well as increasing the chances that they will continue their peace-related work in Asia.
- Through the programme, students will have the opportunity to become integrated into a larger network of peace builders and scholars from many areas within their region and the broader world.



- The programme will enable participants to make explicit their own implicit knowledge and experiences, as well as that of their communities, thereby contributing to both local and global knowledge in the field of Conflict Transformation.
- The programme is based on a practitioner-scholar model. It is designed not only to produce individuals who can contribute to the field of Conflict Transformation, but also to significantly enhance their effectiveness as on-going contributors to the process of peace building in their respective contexts.
- Based at the Centre for Peace & Conflict Studies and accredited through Paññāsāstra University, the programme will provide a unique combination of academic rigor and analysis of real world experience. Located in Cambodia, the students have the opportunity to learn from the countries transformation from violent conflict to a more stable peace.

## **PROGRAMME GOALS**

1. To contribute to the field of Peace Studies by enhancing students' ability to develop and articulate practitioner-based theory that reflects models of practice informed by Asian perspectives and experiences.
2. To provide accessible opportunities for post-graduate education in Conflict Transformation studies to enhance the skills of individuals that is actively engaged in bringing about constructive and sustainable change in their societies in Asia.
3. To prepare a cadre of highly trained professionals with the ability to critique and improve current conflict transformation practice through focused and grounded research, as well as self-reflection, and then shares the resulting information and insights

with the broader peace community, including both scholars and practitioners.

## **PEDAGOGICAL APPROACH**

The ACTS PhD Programme will use a diverse range of teaching approaches consciously tailored to suit the learning objectives of each programme component. The teaching approaches will include lectures, group work and discussion, practical assignments and role-plays, as well as other interactive and participatory learning methods. In order to build on the very wide array of practical experience in peace work that our students will bring to the programme, innovative self-reflective participatory learning techniques will be used, in addition to more traditional teaching styles. Furthermore, to broaden students' exposure to a wide variety of approaches to peace work and develop their ability to analyse the strengths and weaknesses of such approaches, mechanisms such as analysis and comparison of student-prepared case studies of their own diverse experiences will also be used as teaching tools.

### Core Learning Objectives

- Students are able to accurately articulate the latest innovations in the field of Conflict Transformation, as well as develop their own informed critique of existing discourses and practices.
- Students are able to integrate their increased knowledge of the field of Conflict Transformation and their self-reflection into their practice to enhance the effectiveness of their peace work.
- Students are proficient in all stages of research, from project conceptualisation through project design, completion and articulation.
- Students are able to share their knowledge and skills in a variety of different contexts.

- Students contribute to the growth in the field of Conflict Transformation by writing and publishing their research and analysis, as well as through other formal and non-formal means of communication.

## **Programme Structure**

**The ACTS PhD Programme uses a four-year hybrid distance-residential study model.**

### ***First year***

Students will initially be in residence at CPCS in Siem Reap, Cambodia for six weeks. They will return after six months for another two-week residential seminar.

### ***Second year***

Students will spend three two-week periods in residence.

### ***Third year***

Students will spend two two-week periods in residence while also working closely online with their dissertation adviser.

### ***Fourth year***

Students will closely consult as needed with their dissertation adviser throughout the year and return to Cambodia near the end of the programme for their dissertation defence.

Although students will be in residence only part of each year, the programme is carefully structured so that instruction and learning continues throughout students' enrolment. Specifically, between each period of residence, students will be given assignments to complete. In the first two years, among other subjects, assignments will include summaries and critiques of assigned

readings and empirical studies, the creation of portfolios describing and analysing their peace-related work, reflections on how students' academic learning has impacted their practice, and case studies of specific aspects of students' peace work to share with others.

Although students will receive grades and written feedback on these assignments from the course instructors, after 18 months of study they will also be required to pass a comprehensive qualifying examination. This exam is an opportunity for students to demonstrate their knowledge of the field of Conflict Transformation and their ability to apply that knowledge productively in practice. Then, during the second half of their second year, students will select a dissertation adviser to help them move ahead productively with the task of developing a dissertation proposal. The deadline for approval of a dissertation proposal will be by the end in the second year. However, given the importance of ensuring that students have the opportunity to take full advantage of the feedback they receive, students that require substantial revision of their proposal will be able to receive final approval during the residential seminar at the beginning of the third year. The period remaining after the approval of the dissertation proposal will be devoted to implementing the proposed research, as well as writing the dissertation.

***During their third and fourth years***, students will work with their research advisers, who will guide them through the dissertation research process from the middle of their second year.

### **Venue of the residential seminars**

Generally, residential seminars will be held at the offices of CPCS. However, depending on the international experts involving in teaching during certain periods, the countries in which students in a given cohort are located, and financial considerations, some of these seminars may be held outside of

Cambodia to provide students with broader first-hand exposure to peace work and peace infrastructure and contexts elsewhere.

### **Further requirements**

- During their second year, each student will be required to **design a significant Conflict Transformation teaching activity** that makes substantial use of their general knowledge of the field, as well as reflection/research regarding their own practice. This may take the form of a series of lectures or a workshop, but other formats are also possible with the programme approval. Generally, such activities will be carried out at CPCS, but other venues are possible with prior approval provided there is an effective way for CPCS to accurately assess the quality of the teaching product.
- To broaden their professional networks and gain skills in communicating their work to others in a formal setting, candidates must also **present their research at an academic conference or workshop**.
- To demonstrate the students' capacity to contribute meaningfully to knowledge in the field of Conflict Transformation, each candidate must **submit two articles for publication in academic journals**, one to an international journal and another to a regional journal.

### **ACTS PHD PROGRAMME STAFFING**

The ACTS PhD Programme utilises a regional and global network of peace scholars, practitioners and researchers to provide a grounded and contemporarily relevant perspective on conflict transformation.

### **Core faculty**

- ACTS Academic Director at Centre for Peace and Conflict Studies
- ACTS Doctoral Faculty is a residential faculty member with experience both, as a PhD-level researcher and a peace practitioner

### **Teaching faculty**

- faculty from Paññāsāstra University of Cambodia
- visiting scholars from an international pool of expert peace scholars and practitioners

## **FACULTY ADVISING AND SUPERVISION**

ACTS provides its students with a well-trained and experienced primary adviser and a secondary adviser who give them both face-to-face and online mentoring. Specifically, the programme will be directed by the ACTS Academic Director at CPCS Dr. Noah Taylor, who will play a vital role in teaching and mentoring the PhD students during the residential parts of the programme, as well as through online contact at other times.

A residential faculty member who has experience both, as a PhD-level researcher and a peace practitioner helps share such teaching and advising responsibilities.

Associate faculty members who brings a wealth of varied experience working on Conflict Transformation across many countries, both within the Asian region and beyond.

To supplement the feedback and support received by PhD candidates from residential faculty members during students' residential experiences at CPCS, the faculty members responsible for various courses are also responsible for providing feedback on the related assignments that students complete

before, during and after each course, in addition to supporting the development and revision of planned assignments.

Guest lecturers participating in the residential component of the programme are also involve with such assignments.

As the residential faculty will have intimate knowledge of the content of the courses offered in the first 18 months and will therefore be very familiar to the kinds of challenges and issues the students face, they are key individuals involve in creating and grading the comprehensive exams. However, they may request in advance up to two additional graders from the pool of associate ACTS practitioner-scholars.

**In the second semester of their second year**, after completion of the comprehensive exam, students will select a dissertation research adviser from the ACTS PhD Programme residential and associate faculty members that have PhD degrees. This selection will be based on the match between the student's interests and the faculty member's expertise and availability during the crucial period for planning and implementing the dissertation work. Associate faculty members will have interacted with students, either in person or online as guest faculty lecturers at appropriate places in the students' previous course work.

During that semester, the adviser will help support the student towards developing a well-developed dissertation research proposal. The adviser will concentrate on helping PhD candidates prepare a strong dissertation proposal, giving feedback and advice throughout the planned project.

**ACTS students will sign a document** detailing their responsibilities in terms of timely consultations with their advisers, completion of various stages of their work, among other commitments. The CPCS Academic Programme Director

stays in close touch with both the dissertation advisers and all students working on dissertations to check on student progress, help mitigate and address developing challenges, etc.

For the dissertation proposal presentation, a committee of three to five people will be established comprising: the dissertation adviser (whether an associate or residential faculty member), the resident faculty member teaching the Action Research and Other Practice-Based Methods course modules, CPCS' Academic Programme Director and two faculty members from PUC.

The monograph of the dissertation will be submitted to the dissertation evaluation panel. This panel will consist of three representatives from PUC, the CPCS Academic Programme Director and two faculty members. The student's dissertation advisor will not be a member of the evaluation panel.

The committee for the oral defence of the actual dissertation itself will consist of three faculty members from PUC, including the two on the proposal committee, the dissertation adviser, and one or two technical advisers or associate faculty members from CPCS. When necessary, a committee member may participate in the meeting via Skype.



## COURSE CONTENT

### ACTS PhD Programme at a glance

Course Code	Course Title	Credits (units)
Year 1: Foundations		
Remedial	<b>Conflict Transformation:</b> Assessing the State of the Art	3
Remedial	Developing a Research Problem: Sources & Skills	2
Doctoral	Culture of Peace	3
Doctoral	Elicitive Conflict Transformation	3
Doctoral	<b>Research Methodology:</b> Qualitative, Quantitative & Mixed Methods	4
	<i>Total</i>	<i>15</i>
Year 2 Doctoral Scholarship		
Doctoral	Effective Conflict Transformation Practice	2
Doctoral	Leadership Ethics	3
Doctoral	Action Research & Other Practice-based Methods	2
Doctoral	Comprehensive Exam	1
Research Report	Research Report Related to students experience	4
Personal Seminar	Pedagogical Development: Teaching, Design & Implementation	3
Defence	Dissertation Proposal, Preparation Defence & Revision	3
	<i>Total</i>	<i>18</i>
Years 3 & 4 Dissertation-related Courses		
Presentation	Paper Presentation at Workshop or Conference	3
Publication	Preparation & Submission of Articles for Publication	6
Dissertation	Doctoral Dissertation Work	12
	<i>Total</i>	<i>21</i>
Grand Total		54 units

## **Residential Seminars (RS):**

### ***First year***

Two residential seminars: the first, for six weeks to provide students with foundational knowledge and skills; the second, for two weeks and held in the third quarter of the year.

### ***Second year***

Three residential seminars: two-week seminars spaced throughout the 12 months

### ***Third year***

Two residential seminars: two-week seminars.

### ***Fourth year***

In the early to middle part of the year, face-to-face meetings with each student's dissertation adviser and/or the PhD Academic Programme Director before the dissertation defences take place.

## *Overview of the ACTS PhD Programme*

### **First year**

Heavy focus on establishing a strong foundational understanding of latest developments and innovations in the field of Conflict Transformation and other ways of understanding conflict. Prepares students to become the next generation of practitioner-scholars through a heavy emphasis on research, including the development of research challenges and methodological skills

### **Second year**

Continues on the dual focus on expanding students' knowledge in fields likely to improve the effectiveness of their practice, coupled with an emphasis on reflection and research on their experience working in conflict transformation.

The residential seminars includes a course on:

- Effective Conflict Transformation Practice
- Action Research
- Other Practice-Based Research Methods

These courses are intended to help students successfully develop and defend their dissertation proposals by the end of the second year.

During this year students also develop and deliver a teaching activity that integrates their knowledge of the field of Conflict Transformation with insights and lessons gained from reflecting on their own practice.

### **Third and Fourth year**

Early part of third year, the students begin their doctoral research.

The final two years will be devoted primarily to the doctoral research and writing the dissertation, with the oversight of the student's advisory team.

During this period, the students complete the additional PhD programme requirements: development of a teaching/workshop activity, a conference presentation and submission of articles to both regional and international journals.

# ACTS PhD Studies Timeline

ACTS PhD Studies Time Line\*

ACTS PhD Studies Time Line*															
Months															
	1	2	3	4	5	6	7	8	9	10	11	12			
YEAR	Course Duration		Residential Seminar		Conflict Transformation: Assessing the State of the Art								Course Duration		
	Course Duration		Residential Seminar		Developing a Research Problem: Sources and Skills							Course not in session			
	Course not in session									Residential Seminar		Elicitive Conflict Transformation		Course Duration	
	Course Duration		Residential Seminar		Research Methodology: Qualitative, Quantitative and Mixed Methods									Course Duration	
YEAR	Course Duration		Residential Seminar		Effective Conflict Transformation Practice				Residential Seminar		Course Duration				
	Course Duration		Residential Seminar		Action Research and Other Practice Based Methods								Course Duration		
	Course not in session						Residential Seminar		Comp. Exam		Course not in session				
	Course Duration		Residential Seminar		Pedagogical Development						Course not in session				
	Course Duration		Residential Seminar		Dissertation Proposal: Preparation and Defense								Residential Seminar		Proposal Revisions
YEAR	Course Duration		Residential Seminar		Doctoral Dissertation Research								Course Duration		
	Course not in session				Work on Conference Presentation/Workshop				Residential Seminar		Course Duration				
	Course Duration		Residential Seminar		Preparation and work on Submission of Papers to Journals						Course Duration				
YEAR 4	Course Duration		Doctoral Dissertation Research**								Residential Seminar		Doctoral Defense		

	Course Duration
	Residential Seminar
	Course not in session

\*All courses include preparation, residential seminar and follow up

\*\*In the 4th year of the program instead of a residential seminar in the beginning of the year the students will meet one-on-one with their adviser

## *Description of Courses & Dissertation Work by Year\**

### *Year One: Foundations & Research Methodology*

#### **Conflict Transformation: Assessing the State of the Art**

Leading Asian peace scholars and practitioners provide students with broad exposure to latest developments and innovations in Conflict Transformation theory and practice, as well as to how the field shapes the approach of strategic peace building. This course highlights the importance of critical evaluation of the current state of the field of Conflict Transformation and the value in finding ways to contribute productively to it. Specifically, a focus on promoting reflection on the connections and disjunctions between the students' practical experience in peace work and existing theory and research is intended to both improve the effectiveness of their practice and to draw out insights that can contribute to the field.

Specifically, this course exposes students to current trends and controversies in Conflict Transformation by focusing on three fundamental points of contradiction in the field:

- the role and function of justice in conflict transformation;
- the role of time in peace work; and
- the applicability of evolutionary perspectives to this field.

These three points of contention at the theoretical level represent the history and development of challenges facing peace builders in the day-to-day realities of conflict.

This course addresses the transrational shift in peace politics and practice through an in-depth analysis of the "Many Peaces" framework and its

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\* Exact title and content of the courses is subject to change

application to diplomacy, military peace operations, development politics, political economy and peace research.

*Objectives:*

- Student develops a clear understanding of the field of conflict transformation, including familiarity with the foundational theory and research in the area
- Student articulates how conflict transformation is similar to and different from conflict management and conflict resolution and to identify the strengths and weaknesses of each approach
- Student develops the capacity to see and articulate the implications of such approaches to their own practice as well as to critique and contribute to the literature on the basis of their practical experience

**Developing a Research Problem: Sources & Skills**

This course is intended to build a number of fundamental skills needed to produce a dissertation and other scholarly work. These skills include:

- locating pertinent information for a literature review;
- reading literature critically, including assessing whether claims are well-supported by the data;
- comparing and contrasting the strengths and weaknesses of different theoretical and empirical approaches for understanding a specific problem;
- developing concepts and theory from data and/or practice;
- Deriving practice from theory, concepts and data; and
- developing citation skills.

*Objectives:*

- Student conducts a professional level review of the literature, locating the relevant sources, critically assessing existing theory

and research, laying out their implications and integrating them into a coherent whole which highlights both any overall conclusions that can be drawn from existing work and areas that need further research.

- Student develops the capacity to compare and contrast the utility of different theories and techniques for productive conflict transformation work in different kinds of situations.
- Student gains experience in developing concepts and theory from data and/or practice and in developing practice from concepts, theory, and/or data.

### **Culture of Peace**

This course examines the concept of “Culture of Peace”. In the process of this examination, the development of such a culture will be examined including an investigation of the various forms of conflict and violence in the world today.

#### *Objectives:*

- Student develops a critical understanding of the concept of “Culture of Peace” as well as the dynamics that cause cultural constructs to form and change.
- Student understands the different efforts that have been taken in trying to establish a culture of peace and the challenges they have faced.

### **Elicitive Conflict Transformation**

This course focuses on the elicitive perspective of conflict transformation thinking and practice. It builds upon the work of John Paul Lederach and Wolfgang Dietrich and adds to these foundations additional perspectives of how conflict transformation can be understood and practiced from a



systems point-of-view, where the peace practitioner is inherently part of the system in which they are working.

The ACTS PhD Programme approaches Elicitive Conflict Transformation through an integrative model entitled the *Compass of the Peaceful Warrior*. This model is a framework for navigating the complexities between Transrational Peace Philosophy and Elicitive Conflict Transformation. The model is a framework, which identifies levels of connections between inter- and intra-personal layers of identity and their corresponding practices of Elicitive Conflict Transformation, and corresponds to different concerns of the field of Applied Conflict Transformation. While the compass model can be used as a tool for analysis, it is primarily a guide for the self-training of the peace worker. Recognizing that the quality of presences is the primary tool any individual peace worker brings into a conflict, the compass model provides a general orientation for engaging with this quality of presence.

*Objectives:*

- Student gains in-depth understanding of the theory and practice of Elicitive Conflict Transformation and able to draw connections between practices of elicitive conflict transformation and their underlying theory.
- Student becomes familiar with the Compass of the Peaceful Warrior Model and its uses in their own Conflict Transformation work and that of others.

**Research Methodology: Qualitative, Quantitative & Mixed Methods**

This course builds on the existing knowledge and skills of the student to further develop his/her ability to assess, design and conduct qualitative, quantitative and mixed-methods research. Student learns about topics including participant observation, field note construction and analysis, questionnaire development, quasi-experimental design, case study techniques and focus

groups. Attention is also given to both formative and summative evaluation research. This extended course on Research Methodology includes faculty from PUC. This course enables students to suit the research approaches they use to the nature of the issues they study, rather than being limited to using one or two methodologies with which they happen to be familiar.

*Objectives:*

- Student is familiar with the fundamentals of qualitative, quantitative and mixed methods research methodologies.
- Student uses methodologies to answer complex problems.
- Student develops a PhD research proposal which includes a compressive description of the types of research methodologies used to answer his/her research questions to justify the validity of the selected methodologies.

*Year Two: Broadening and Deepening Practice and Research Skills*

**Effective Conflict Transformation Practice**

This course covers topics essential to effective practice and leadership in the field of Conflict Transformation, which commonly requires working in teams and bringing together people with diverse and conflicting views and interests. Specifically, it enhances the student's knowledge base and skills crucial to negotiation and management, leadership, group dynamics, and intergroup relations, including theories and research relating to issues of identity and approaches to improving negative inter-group relations.

*Objectives:*

- Student develops knowledge that enhances his/her effective organizational leadership through familiarity with the findings of

theory and research on core aspects of leadership, management, and group dynamics

- Student gains practice in applying such findings in his/her own and others' conflict transformation work.
- Student uses theory and research on negotiation and improving intergroup relations to come up with effective conflict transformation practices relevant to his/her own work and that of others.

### **Leadership Ethics**

This course looks at leadership from the perspectives of the personal characteristics of a leader that promotes decisions that reflect right intentions and right action. It uses critical analysis and the application of ethical principles to examine contemporary social and workplace-based cases.

### **Action Research & Other Practice-Based Methods**

This course is devoted to developing students' expertise in Action Research, as well as other research tools currently emerging from peace practice such as Listening Methodology, Peace History, and dialogue-based research methods. Because Action Research utilises many of the specific techniques discussed in the broader research methods students will have studied in their first year, this course enables them to apply the conceptual and methodological skills learned in previous courses in the initial work relating to their individual doctoral research proposals. Students supplement the instructor's feedback to their peers by reviewing and providing input on their peers' initial dissertation ideas and proposals. This course serves as a mechanism to broaden students' knowledge base, develop their ability to critically assess scholarly material, deepen their exposure to a variety of research methods and develop a strong dissertation proposal by the end of their second year.

*Objectives:*

- Student designs a significant action research project related to peace work.
- Student clearly explains how one uses other practice-based methodologies
- Student effectively critiques others' action research designs including the linkage between the research question and the research plan and the details of how the research will be conducted (including issues relating to reliability, validity, and generalizability).

**Pedagogical Development: Design & Implementation of a Teaching Activity**

This class is intended to help the student develop the skills necessary to present his/her knowledge to others effectively and learn how to stimulate learning in conference, teaching and/or workshop situations. It covers basic material related to teaching (knowing and engaging your audience, effective communication, using Power Point effectively, how to facilitate discussions, planning group work, etc.). The student uses course material in planning and implementing the required teaching activity.

*Objectives:*

- Student knows and applies in practice basic lecture/presentation skills (power point, taking audience's existing state of knowledge into account, stimulating interest, etc.)
- Student knows and applies in practice basic techniques to facilitate effective active learning (leading discussions, group work, peer review of written work, etc.,)
- Student uses the skills to prepare and implement a brief teaching activity

### Years Three and Four: Dissertation and Other Scholarly Activities

This is the period during which those enrolled in the programme will give a presentation at a conference or workshop in the field of Conflict Transformation, submit one article to a regional journal and one to an international journal, finalise the details of their dissertation research, implement the plans for their dissertation, write up the results of this research, and present that written work orally at a Dissertation Defence meeting. The defence of the research proposals is done before a defence committee composed of members from both CPCS and PUC. Therefore, formal courses will not be conducted during this period. However, candidates for a PhD will remain in close touch with their adviser, as well as the CPCS Academic Programme Director.