

## Master in Peace Studies

### Silliman University

#### Design of the Course

Silliman University's Master in Peace Studies is open to anybody with an undergraduate degree from any field of study. It is learner-centered which means that the program is designed to respond to the professional needs/interests/ advancement of the students

With this in mind, an array of course concentrations along the lines of (a) Peace Education and Culture of Peace, (b) Conflict Transformation, and (c) Managing Development and Peacebuilding Programs will be offered to students as choices or course concentrations. The course is designed so that students of each of these tracks will be equipped with relevant core knowledge and skills that they can apply to their field of profession or work.

<b>Summary of Course Units:</b>	Thesis	Non-Thesis
Core subjects	- 15	12
Major subjects	- 15	15
Elective	- 3	9
Thesis writing (thesis) or	- 6	
Internship (non-thesis)	- _____	<u>6</u>
Total	= 39 units	42

Note: For students opting for the Certificate Program, they are required to take 18 units of subjects in line with a particular professional track. (Please see some details on page 7)

#### Major/Course Concentration, Course and course descriptions

**A. Peace Education** – for those whose interests and career paths lean towards the area of education

##### **MPS 200 – Peace Studies: Theories and Analysis (3 units)**

Designed as a foundational course that provide students the opportunity to explore and understand the philosophy, history, and movements of peace studies, the different theories and approaches to peace as well as the current issues and trends in the local and global context that challenges peacebuilding. Teaching-

learning activities that are necessary to prepare the students to integrate these theories and approaches in the higher level courses will be emphasized.\*<sup>1</sup>

**MPS 201 – Justice, Peace, Human Rights: Biblical-Theological Foundations of Peace (3 units)**

This course is an introductory examination of the various biblical roots and theological understanding of the meaning of peace as "Shalom" in Hebrew and "Eirene". The holistic and comprehensive aspects of the biblical concept of peace as manifested in both the Old Testament traditions and as taught and preached by Jesus and Paul in the Gospels and in the Epistles will be given emphasis along with the corresponding missionary mandate for peacemaking and reconciliation.

**MPS 202 – Interfaith Issues in Peacemaking (3 units)**

This course will attempt to identify and examine various issues in inter-faith and wider ecumenical relations between various religions and denominations in the country which serve as both challenges as well as opportunities in the task of peacemaking. Exposure experiences in selected interfaith communities may also be explored along with the cultivation and practice of various skills needed therein such as dialogue, listening, negotiation, mediation, and others.

**MPS 203 – Peace Research I (3 units)**

This is a mandatory course. Students will be introduced to research principles, methods and approaches and will be exposed to learning activities that will prepare them to conduct research in the field of peacebuilding. Topics such as planning for research, data gathering techniques, and organizing research proposal, among others, will be discussed and a hand on experience will be expected for each student to go through. \*

**MPS 205 - Practice Skills in Conflict Transformation (3 units)**

Designed as a forum where students examine and practice alternative ways of responding to conflict and violence. Using simulation, case studies and role plays, students will explore the various conflict resolution approaches (including indigenous forms of alternative dispute resolution) and practice and develop skills in negotiation, mediation, compassionate communication, active listening and other skills that enable them to help in bridging conflicting parties and in strengthening social relationships.

**MPS 211 - Philosophical Foundations of Peace Education (3 units)**

This is an exploration on the reasons why the need for peace education. Students will be introduced and grounded to the various philosophical traditions in the area of education and social change. Against the backdrop of social, cultural, economic, and political events and changes that breed violence in the Philippines and around the world, teaching-learning activities will be directed towards capacitating students for critical and reflective thinking in mapping a framework for education that breeds peace and applying such framework in the construction of a curriculum and appropriate teaching delivery mechanisms.

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<sup>1</sup> Subjects marked with \* are adapted from the MAPJ Studies proposal initiated by SU Peace Resource Center, 2005

**MPS 212 - Curriculum Development and Peace Pedagogy (3 units)**

This will involve a critical review of existing curriculum and teaching methodologies, approaches and styles in enabling students' sensibility to the role of curriculum and teaching methodologies in conflict and conflict prevention. Students will also examine various ways of developing curriculum and critical teaching methodologies that facilitate the bringing about a culture of peace.

**MPS 213 – Peace Research II (3 units)**

Research applications in peace studies, conflict transformation and development programming and evaluation.

**MPS 214 – Education for Conflict Transformation and Sustainable Peace Development (3 units)**

The essence of creating peace is finding a proper way in any situation to constructively deal with and constructively transform conflict. Roots of conflict and violence will be explored to develop ways to break cycles of conflicts and violence in the personal, interpersonal, community, and societal levels. Students will develop a framework for sustainable peace that they can take back to their own context. They will explore existing models of sustainable peace in the field of education and peacebuilding.

**MPS 215 - Critical Issues in Peace Education (3 units)**

In this course, students will look into how educational structures and processes both facilitate and hinder development and peacebuilding. Case examples will be utilized to polish students' capacity to critically assess and constructively help the educational/organizational institution where they are embedded, in addressing training and education issues and concerns that impinge on the work of cultivating and promoting individual and collective peace.

**MPS 250A – Thesis Writing (Thesis track) (6 units)**  
**Or 250B – Internship (Non-thesis track)**

We expect students to ground their academic learning with experiential learning. In order to do this, students will be required to apply academic theories to real life situations within the auspices of an organization, community, or work place that reflect her/his areas of interest.\*

- B. Conflict Analysis and Peacebuilding** - targets those who want to be involved in the work of conflict negotiation/resolution/transformation.

**MPS 200 - Peace Studies (Theories and Analysis) (3 units)**

Designed as a foundational course that provide students the opportunity to explore and understand the philosophy, history, and movements of peace studies, the different theories and approaches to peace as well as the current issues and

trends in the local and global context that challenges peacebuilding. Teaching-learning activities that are necessary to prepare the students to integrate these theories and approaches in the higher level courses will be emphasized.\*<sup>2</sup>

**MPS 201 – Justice, Peace, Human Rights: Biblical-Theological Foundations of Peace (3 units)**

This course is an introductory examination of the various biblical roots and theological understanding of the meaning of peace as "Shalom" in Hebrew and "Eirene". The holistic and comprehensive aspects of the biblical concept of peace as manifested in both the Old Testament traditions and as taught and preached by Jesus and Paul in the Gospels and in the Epistles will be given emphasis along with the corresponding missionary mandate for peacemaking and reconciliation.

**MPS 202 – Interfaith Issues in Peacemaking (3 units)**

This course will attempt to identify and examine various issues in inter-faith and wider ecumenical relations between various religions and denominations in the country which serve as both challenges as well as opportunities in the task of peacemaking. Exposure experiences in selected interfaith communities may also be explored along with the cultivation and practice of various skills needed therein such as dialogue, listening, negotiation, mediation, and others.

**MPS 203 – Peace Research I (3 units)**

This is a mandatory course. Students will be introduced to research principles, methods and approaches and will be exposed to learning activities that will prepare them to conduct research in the field of peacebuilding. Topics such as planning for research, data gathering techniques, and organizing research proposal, among others, will be discussed. \*

**MPS 205 - Practice Skills in Conflict Transformation (3 units)**

Designed as a forum where students examine and practice alternative ways of responding to conflict and violence. Using simulation, case studies and role plays, students will explore the various conflict resolution approaches (including indigenous forms of alternative dispute resolution) and practice and develop skills in negotiation, mediation, compassionate communication, active listening and other skills that enable them to help in bridging conflicting parties and in strengthening social relationships.

**MPS 213 - Research II (3 units)**

Research applications in peace studies, conflict transformation and development programming and evaluation.

**MPS 221 - Analysis and Understanding Conflict (3 units)**

This course is designed to develop among students an understanding of the nature and causes of conflict. Different theories of conflict will be examined and students will learn to analyze conflict using various tools of conflict analysis developed locally and from conflict experiences of other countries. The themes of

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violence, anger and power will be explored in this course through inter-disciplinary perspective vis-à-vis concepts of non-violence, compassion and reconciliation, and balance of power.

**MPS 222 - Introduction to Conflict Transformation (3 units)**

An introduction to the field of conflict transformation, focusing on theoretical understanding of conflict transformation as well as the development and application of practical skills, will be presented. Participants will focus on personal communication skills, interpersonal negotiation skills and intervention in organizational and inter-group conflicts. Participants will be expected to engage in discussions, role plays, exercises and case analyses.<sup>3</sup>

**MPS 223 - Identity and Conflict Transformation (3 units)**

Many of the conflicts happening in the Philippines and around the world are grounded on issues of identity. Understanding issues surrounding identity, gender, ethnicity and ethnocentrism and their capacity to stir up conflict will be undertaken. Students will look into how identity and stereotyping impact on identity conflict, violence and power play as well as the responses to conflict generated out of these themes. Discovery of student's own identity will be given special interest and how this affects his/her perspective on conflict. Students will also explore ways of preventing and transforming identity-based conflict.

**MPS 224 - Dynamics of Conflict and Peace Processes (3 units)**

Drawing on the Philippine experience of conflicts and peace processes, students will be familiarized with the approaches to peace process. They will explore the conditions that facilitate peace talks, examine the frameworks, strategies, and processes involved in the coming together of conflicting parties; analyze the conduct of the peace process; and, look into the roles and functions that third-parties play in the peace processes. Case studies of peace processes from other countries and simulation will be part of the teaching strategies.

**MPS 250A – Thesis Writing (Thesis track) (6 units)**  
**Or 250B – Internship (Non-thesis track)**

We expect students to ground their academic learning with experiential learning. In order to do this, students will be required to apply academic theories to real life situations within the auspices of an organization, community, or work place that reflect her/his areas of interest.

**C. Managing Development and Peacebuilding Programs** – designed mostly with peace development workers as potential takers

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<sup>3</sup> Adapted from Mindanao Peacebuilding Institute course description

**MPS 200 - Peace Studies (Theories and Analysis) (3 units)**

Designed as a foundational course that provide students the opportunity to explore and understand the philosophy, history, and movements of peace studies, the different theories and approaches to peace as well as the current issues and trends in the local and global context that challenges peacebuilding. Teaching-learning activities that are necessary to prepare the students to integrate these theories and approaches in the higher level courses will be emphasized.\*<sup>4</sup>

**MPS 201 – Justice, Peace, Human Rights: Biblical-Theological Foundations of Peace (3 units)**

This course is an introductory examination of the various biblical roots and theological understanding of the meaning of peace as "Shalom" in Hebrew and "Eirene". The holistic and comprehensive aspects of the biblical concept of peace as manifested in both the Old Testament traditions and as taught and preached by Jesus and Paul in the Gospels and in the Epistles will be given emphasis along with the corresponding missionary mandate for peacemaking and reconciliation.

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This is a mandatory course. Students will be introduced to research principles, methods and approaches and will be exposed to learning activities that will prepare them to conduct research in the field of peacebuilding. Topics such as planning for research, data gathering techniques, and organizing research proposal, among others, will be discussed and a hand on experience will be expected for each student to go through. \*

**MPS 205 - Practice Skills in Conflict Transformation (3 units)**

Designed as a forum where students examine and practice alternative ways of responding to conflict and violence. Using simulation, case studies and role plays, students will explore the various conflict resolution approaches (including indigenous forms of alternative dispute resolution) and practice and develop skills in negotiation, mediation, compassionate communication, active listening and other skills that enable them to help in bridging conflicting parties and in strengthening social relationships.

**MPS 213 - Research II (3 units)**

Familiarity with qualitative research method will enable students to appreciate its various applications in peace studies, conflict transformation and development programming and evaluation.

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**MPS 231 – Development Concepts and Theories of Change (3 units)**

Approaches to development work are usually guided by underlying theories and models. It is therefore helpful for students and practitioners to be familiar with the various concepts, theories and models of development. In this course, more attention will be given to the human dimension of development rather than the economic dimension popularly represented by Gross National Product (GNP) and Gross Domestic Product (GDP). Students will also examine the concept of sustainable development and integrate its core ideas in peacebuilding processes.

**MPS 212 - Curriculum Development and Peace Pedagogy (3 units)**

This will involve a critical review of existing curriculum and teaching methodologies, approaches and styles in enabling students' sensibility to the role of curriculum and teaching methodologies in conflict and conflict prevention. Students will also examine various ways of developing curriculum and critical teaching methodologies that facilitate the bringing about a culture of peace.

**MPS 232 – Conflict-sensitive Development and Peacebuilding (3 units)**

The potential for contradiction in any endeavors for development and peacebuilding are ever present. Sensitivity to these potentials is therefore needed to be cultivated in anyone who engages in development work. Within the framework of Do No Harm, students will both examine the ethical dimensions involved in doing development/ peacebuilding work, and, explore ways of mitigating its anti-development impacts in every stage of development/ peacebuilding program cycle.

**MPS 233 - Peacebuilding Program Development and Management (3 units)**

Students will be introduced to and be familiarized with program/project cycle and the elements that are integral to each phase. They will apply their learnings by going through the experience of designing peacebuilding/development programs, including the design for its evaluation, within the context of community or organization development program.

**MPS 250A – Thesis Writing (Thesis track) (6 units)**

**Or 250B – Internship (Non-thesis track)**

We expect students to ground their academic learning with experiential learning. In order to do this, students will be required to apply academic theories to real life situations within the auspices of an organization, community, or work place that reflect her/his areas of interest.

**Certificate Programs**

**A. Certificate in Peace Education**

Core Courses (9 units)

MPS 200 - Peace Studies: Theories and Analysis

MPS 211 - Philosophical Foundations of Peace Education

MPS 212 - Curriculum Development and Peace Pedagogy

Elective Courses (9 units)  
Please see page 8 - 10

## **B. Certificate in Conflict Analysis and Peacebuilding**

Core Courses (9 units)

MPS 200 - Peace Studies: Theories and Analysis  
MPS 205 - Practice Skills in Conflict Transformation  
MPS 221 - Analysis and Understanding Conflict

Elective Courses (9 units)  
Please see page 8 - 10

## **C. Certificate in Peace and Development Program Management**

Core Courses (9 units)

MPS 200 - Peace Studies: Theories and Analysis  
MPS 231 - Development Concepts and Theories of Change  
MPS 232 - Conflict-sensitive Development and Peacebuilding

Elective Courses (9 units)  
Please see page 8 - 10

## **Elective Courses:**

### **MPS 210 – Seminar in Trauma Awareness and Healing (3 units)**

This course is designed to allow participants to develop a broader knowledge and a deeper understanding of the complexity of trauma and the promise of healing and reconciliation. Specific cases of armed conflict, resulting to internal displacement and people becoming refugees, as well as cases of natural disaster, domestic violence and abuse will be examined. Participants will have the opportunity to maximize the potential for resiliency and healing mechanism in light of such traumatic events. They will explore new skills and approaches in healing and reconciliation from different cultural perspectives.<sup>5</sup>

### **MAPS 215 - Critical Issues for Peace Education (3 units)**

In this course, students will look into how educational structures and processes both facilitate and hinder development and peacebuilding. Case examples will be utilized to polish students' capacity to critically assess and constructively help the educational/organizational institution where they are embedded, in addressing

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<sup>5</sup> Adapted from Mindanao Peacebuilding Institute description



training and education issues and concerns that impinge on the work of cultivating and promoting individual and collective peace.

**MPS 216 – EnGendering Peace (3 units)**

Designed to engender critical analysis of gender, this course will look into how gender drives peace and conflict. Students will be acquainted with various gender analysis frameworks and its application for peacebuilding program planning and development.

**MPS 217 Active Non Violence (3 units)**

Various constructs of nonviolence, its philosophy, and practices will be examined. Special attention will be given in the study of non violence as a way of life, as a strategic approach to effect social change and their application.

**MPS 219/Soc 143 - Sociology of Education (3 units)**

The relationship between education and society, the application of social knowledge and techniques to educational processes and problems. Educational institutions and their relationships to other social institutions.

**MPS 220/Soc 121 – Social Change and Cultural Change (3 units)**

Analysis of changes accepted and those which failed to “take on” in society, oriented towards derivation of principles in acceptance or rejection of changes.

**MPS 225/Psy 246 - Psychology of Poverty (3 units)**

Examines the psychological dimension of poverty and its consequences. Introduces students to various poverty studies in our country and other parts of the globe from the social psychological perspective with the end in view of alleviating poverty conditions.

**MPS 226/Psy 218 – Organizational Development (3 units)**

This course is designed to develop understanding of the basic principles of organizational development and the dynamics within an organization that impact on the relationship of people. Alternative and creative responses to conflict in the organization will be explored with special interest on the role of leadership in building organizational culture and harmony.<sup>6\*</sup>

**MPS 227/PA 223 – Development Models and Ideologies (3 units)**

This course looks into the different classic models of development in regard to liberal nationalist/mercantilist and socialist ideologies. The emphasis are place on the works of Francois de Quesnay, Adam Smith, David Ricardo, John Maynard Keynes, Milton Friedman, John Kenneth Galbraith and The WB-IMF-GATT-WTO of the liberal school; Alexander Hamilton, Antonio Serra, Thomas Munn, Friedrich List and Otto Von Bismarch, Jean Baptiste Colbert, and the Meiji of Japan of the nationalist/mercantilist school; and Karl Marx, Dependency School and the Bible for the socialist ideology. These models are studied in terms of how the means of nation’s production, the market and wealth distribution should be managed for the benefit of all. One major requirement: a. deconstructive critique of a country’s

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model of development using any or a combination of the above thought, or the student may pursue a macro-environment analysis of a country for strategic thinking towards ensuring the virtues of “nourishing the people,” “education” and the use of people’s taxes with rectitude. (The use of early publications is deliberately chosen to bring the students close to the context upon which these reading materials were written, and to expose the students to the references which may not come from the interpretation of interpretations).

**MPS 234/Anthro 159 - Human Problems in Technological Change (3 units)**

Development of organized social groups into communities. The interdependence between rural and urban communities. Conditions of rural communities bypassed by changes, and planned efforts to enable rural communities to catch up with changes in urban centers.

**MPS 247/PA 224 – Theory and Practice of Public Affairs and Local Governance (3 units)**

The structure of ideas, issues and trends in the practice of administration, focusing on the relevance of these ideas in national development.

**MPS 248/PA 225 – Governance, Resource and Socio-cultural change (3 units)**

This course looks into the formal and informal arrangements, institutions, and norms which determine how resources, either natural or created, are utilized amidst the social and cultural changes that beset a community. There are five possible forms of governing resources in particular social and cultural context: traditional management, community-based management, co-management, centralized management, and private management.

**MPS 249 – Human Rights, Governance and Peacebuilding (3 units)**

The centrality of human rights standards in governance and peacebuilding will be the focus of this course. Students will use the framework of human rights in looking into the roots of conflict and violence. The same will also be used in examining the various development/ peacebuilding programs and blueprints such as the Millennium Development Goals (MDG) to determine both the advances and decline made alongside governance, industrial/corporate responsibility, and military campaigns in the Philippines context. Students are then expected to come up with some policy implications that can be integrated in the discourse of human rights, governance and peacebuilding.