"Leadership and Peace and Conflict Studies" : the mutual benefits of linking multidisciplinary fields of study

Douglas M. Schaefer

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“Leadership and Peace and Conflict Studies:”
The Mutual Benefits of Linking Multidisciplinary Fields of Study

By

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Senior Project
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Richmond, Virginia
May, 1999
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**Appendix:**
- Proposed Conceptual Syllabus, “Leadership and Peace and Conflict Studies”
Introduction

The purpose of this project is to take two fields of study, Leadership Studies and Peace and Conflict Studies (a.k.a. Peace Studies), and critically analyze how both can mutually benefit each other. For this purpose, a proposed model of an academic course combining the two fields of study in the form of a conceptual syllabus will be included in the appendix. However, before such a course is taught, the connections between two previously unconnected fields must be made. This paper will show how both fields of study mutually benefit each other and combine to form a course designed specifically for students at the Jepson School of Leadership Studies in Richmond, Virginia. The findings of this project will serve as a recommendation for such a course and is intended to be a suggestion only. The scope of this project goes beyond creating the proposed course by outlining the connections between the two multidisciplinary fields and shows how they can benefit each other with their unique insights. However, at the conclusion of each section in this project there will be suggestions of a general nature regarding how the content of the previous discussion might benefit the proposed course. Before an analysis of how the two fields can mutually benefit each other, a background in both fields is necessary.

Leadership Studies emerged in the 1920's under the guise of management and has progressed into its own separate field ever since (Rost 1991: 2). Leadership Studies incorporates fields such as Political Science, Speech Communication, International Relations, and History. All of these fields can be found in Leadership Studies coursework at the Jepson School of Leadership Studies.
Since Peace and Conflict Studies emerged as an academic discipline after World War II and took off in the 1960's, it has incorporated such fields as Psychology, Philosophy, Theology, History, Political Science, International Relations, Anthropology, Literature, and Linguistics (Sponsel 1994: 5). According to Peace and Conflict Studies scholar George Lopez, "...our own multidisciplinary venture is enhanced and brought closer to the changing realities it is meant to study when we search for its linkages to other multidisciplinary domains" (Lopez in Klare 1994: 10). Recent connections for Peace and Conflict Studies have been made to the fields of gender studies, environmental studies, and anthropology (Lopez in Klare 1994: 10).

Considering that "leadership is one of the most observed and least understood phenomena on earth," the time is right to make the linkage between Leadership Studies and Peace and Conflict Studies (Burns 1978: 2). This link will be the first attempt to bring both fields together and study the benefits that they can both offer to each other in the form of a proposed course, thus making the impetus for this project original. It is the intention of this project to add scholarship into both fields of study by showing how they can both benefit each other through the form of a proposed course entitled "Leadership in Peace and Conflict Studies." The goal of the proposed course is for students to make the connection between the two fields of study in their own minds and see how both fields can come together to serve as a valuable learning tool.

A course entitled "Leadership in Peace and Conflict Studies" will be a beneficial addition to the curriculum of the Jepson School of Leadership Studies. Because the Jepson School teaches "for and about leadership," adding such a course would allow the school to remain on the cutting edge of scholarship (Pamphlet," Leadership Studies
Facts”). The insights from looking at leadership through the lens of Peace and Conflict Studies and vice-versa will be a valuable addition to both fields of study leaving them both stronger after the connections are made. While this course would most likely be taught in the Jepson School, this project will combine the fields in such a way that it should be open to any student interested in the subjects. Thus, new insights and perspectives will be added from non-Leadership Studies majors to benefit the learning of the course.
Methodology

The topic of investigation for this project involves the mutual benefits that the fields of Leadership Studies and Peace and Conflict Studies can provide to each other. Research will focus on identifying the history of both fields, the purpose of each field, and existing literature regarding problems in the fields. Both Leadership Studies and Peace and Conflict Studies will be examined thoroughly both through primary and secondary sources of information. To determine how the fields can help each other “fill in the gaps” and solve problems, the focus of the research will revolve around texts that address problems that exist within one field. After the gaps are identified, research will then shift to looking at the other field to add the unique insights from that field or see how a similar problem has been addressed. The conclusion for this project will draw upon the benefits of linking multidisciplinary fields such as Leadership Studies and Peace and Conflict Studies and the possibilities of other fields making links in a similar manner. The conclusion will also discuss implications for the creation of a proposed course that links two previously unconnected fields of study and argue that the benefits are real and can help to expand the horizons for both fields in the long run.

The proposition of this project is that Leadership Studies and Peace and Conflict Studies, if examined closely enough, can serve to benefit each other by filling in the gaps in both fields, which will help them both grow stronger. This idea grew out of identifying certain problems in each field and recognizing that although both multidisciplinary fields, neither had come into contact as contexts of each field of study. To make the proposition even clearer, a proposed syllabus will be added to the appendix.
to show how a course entitled, "Leadership and Peace and Conflict Studies" will help address how both fields will mutually benefit each other.

Resources for project research will be two-sided. On one side, research will consist of Leadership Studies materials. Books, articles, texts, and coursework from the Jepson School of Leadership Studies will all serve as primary research materials. Within this research, the focus will be on examining problems within Leadership Studies that can be identified and clearly stated. Because Leadership Studies is a multidisciplinary field, research materials will not be limited to just "Leadership Studies" specifically, but will include works on conflict resolution, service learning, creative collaboration, and change. Resources for Leadership Studies materials will also include syllabi from Leadership Studies courses at the Jepson School of Leadership Studies, articles from leadership or management journals, and information about how the Jepson School of Leadership Studies teaches Leadership Studies.

Research for Peace and Conflict Studies materials will begin with syllabi from coursework in the field, texts, and articles found within academic journals related to Peace and Conflict Studies. Being a multidisciplinary field, materials for research will come from works designed specifically for peace research, peace education, and not just Peace and Conflict Studies alone. The focus of examining such books, texts, and articles will be to identify problems or gaps within the field. After the problems or gaps are identified, the proposed course syllabus will address these issues as part of the coursework and readings for the students.

With research materials in place and the problems identified in both Leadership Studies and Peace Studies, combining the insights from both fields together in the form
of a proposed course is the challenge and the bulk of this project. In this sense, taking the insights found from one field will serve to address the problems in the other field and vice-versa. The gaps within each field are found within the weekly concepts for the course and will be addressed by the combination of Leadership Studies and Peace and Conflict Studies readings for that particular topic. One can look at the weekly topics on the proposed syllabus along with the questions asked below the topics and identify immediately how the two fields combine to answer difficult questions in both fields. Further examination in the Course Teacher’s Manual will give explicit connections between the two fields as to how they come together to attempt to answer the proposed questions. The result of such a course is that both fields of study add a new context to their own field and help solve problems in the field while growing stronger in the process.

To use a metaphor for the process of both fields benefiting each other, the rebuilding of a car engine is appropriate. In this case, there are two separate “engines,” Leadership Studies and Peace and Conflict Studies. Each “engine” has its strong points, but by itself is not as strong as it can be combined with another. Combining the best aspects of each into the parts of the other that are lacking will create one super engine in the process. By breaking down each “engine,” exploring where it came from, what makes it work, and what can be improved, it will be the engineer (researcher) who must put both “engines” back together as one improved final product. An example of the “completed engine” will be found in the proposed syllabus for the course in the appendix.

Research regarding the proposition stems from the questions proposed originally for this project. Questions include:
• What are the fundamental problems with each field that need to be addressed?
• What are the benefits of the two fields that can help to benefit each other?
• Why should Leadership Studies and Peace and Conflict Studies link together?
• How can a proposed course bring two previously unconnected fields of study together add to the scholarship of each field?

The information from attempting to answer these questions will serve as the impetus for creating a course combining the two fields of study. Research from Leadership Studies and Peace and Conflict Studies materials will comprise a majority of the project. The proposed syllabus and Course Teacher’s Manual will prove the hypothesis of the project, which is that Leadership Studies and Peace Studies can mutually benefit each other specifically in the form of a course entitled “Leadership and Peace and Conflict Studies.”
Literature Review

While conducting research in Leadership Studies and Peace and Conflict Studies, it is evident that works combining the fields in an academic fashion are non-existent. Thus, the impetus for this project, which is to link the two fields, is original. The purpose of this literature review is to list the works available for both Leadership Studies and Peace and Conflict Studies that can be used to discover new insights between the two fields that would be relevant for a course entitled “Leadership and Peace and Conflict Studies.”

The idea of linking two previously unconnected fields of study came from Leslie Sponsel in his article, “The Mutual Relevance of Anthropology and Peace Studies.” In the article, Sponsel looks at both Anthropology and Peace Studies and lists how the two fields are mutually relevant to one another despite the fact that they had not been linked together before. He goes one step further in his analysis by stating ways in which both fields can incorporate the aspects of other fields to expand the scholarship in one field.

Leadership Studies

Many works in Leadership Studies attempt to define the term “leadership” yet there is no one agreed upon definition. In his classic 1978 text, Leadership, James MacGregor Burns offers his views of leadership as well as his own definition. He largely views leadership as a transforming process that leaves both the leader and follower in a better situation than when they began. Joseph Rost in Leadership for the 21st Century argues that having one single definition of leadership will make a “breakthrough concerning the study and practice of leadership” (Rost 1991: 37). Rost then goes into
considerable detail examining the history of how leadership has been defined throughout the ages. Peter Northouse, in *Leadership: Theory and Practice*, looks at the definition of leadership by pointing out the different ways that scholars have approached the term. Northouse makes the insightful point that “as soon as we try to define ‘leadership,’ we immediately discover that leadership has many different meanings” (Northouse 1997: 2). He then goes on to examine how different scholars have all defined leadership as different types of processes. Hughes, Ginnett, and Curphy in their text, *Leadership: Enhancing the Lessons of Experience*, view leadership as a process that involves the leader, the followers, and the situation, in what they call the “interactional framework” (Hughes et al. 1996: 62). In the beginning of their text, they list many definitions of leadership that have been used in throughout history. There is no shortage to the number of definitions for leadership in the literature of Leadership Studies. One needs only look inside the text to find another definition to add to the already large collection.

One important note for Leadership Studies is to clarify the difference between leadership and management. Northouse sums up the difference quite well by pointing out that “management is about seeking order and stability; leadership is about seeking adaptive and constructive change” (Northouse 1997: 8). Other authors distinguish clearly the difference between leadership and management. Articles such as C.R. Hickman’s “Mind of a Manager, Soul of a Leader” and J.P. Kotter’s “A force for change: How leadership differs from management,” all address the common misconceptions of how leadership is accidentally labeled management.

Leadership Studies began in the early 1900’s with the belief that “great men” possessed certain traits that made them strong leaders (Northouse 1997: 13). It was
during this time that people widely believed that leaders were born and not made. According to Northouse, the trait theory “was challenged by research that questioned the universality of leadership traits” (Northouse 1997: 13). Rost gives credence to how Leadership Studies emerged in the rough in the early 1900’s, but has developed substantially in the end of the 20th Century. There is plenty of information and literature available that outlines the origins of Leadership Studies and how it has evolved since its inception.

After definitions of leadership are put into circulation for scholarly debate, various theories attempting to explain how the process of leadership works enter into the debate. Northouse goes into detail regarding the most prominent theories of leadership that exist. He reviews such theories as the trait approach, situational approach, contingency theory, and transformational leadership all within his text. One of the more current approaches to leadership is the school of thought developed by Ronald Heifetz.

Creative collaboration is one of the newest approaches to Leadership Studies. To understand this growing style of leadership, Ron Heifetz’s Leadership Without Easy Answers discusses the concept of “adaptive work” (Heifetz 1994: 2). He argues that to meet new challenges, “we need a different idea of leadership, and a new social contract that promotes our adaptive capacities, rather than inappropriate expectations of authority” (Heifetz 1994: 2). Similar to this approach of leadership is the creative problem solving technique, which is addressed by Lewicki, Sanders, and Minton in their text, Essentials of Negotiation. Through the idea of integrative bargaining, the authors suggest adding resources “in such a way that both sides can achieve their objectives” (Lewicki et al.
1997: 74). Thus, they favor “expanding the pie” of limited resources in favor a “fixed pie” with only limited resources.

Service in leadership is an important concept that has a great deal of literature from many different fields outside of Leadership Studies. The major work in Leadership Studies regarding service is Robert K. Greenleaf’s *Servant Leadership*. In his book, he argues that the leader is he who serves first. Greenleaf bases his assessment of this idea from the character, Leo, from Hermann Hesse’s *Journey to the East*. A different view of service in leadership comes from Robert Coles’ *The Call of Service*. He looks at the various types of service from government to religion and uses case studies of his students to offer their personal insights about service.

Leading change is a topic that has a great deal of literature in Leadership Studies. Two valuable works include J.P. Kotter’s *Leading Change* and James O’Toole’s *Leading Change: The Argument for Values-Based Leadership*. Both of these works deal with topics of overcoming resistance to change, how leaders motivate followers to action, and the qualities leaders should exhibit when trying to lead change.

**Peace and Conflict Studies**

Many works regarding Peace and Conflict Studies discuss the implications for peace in the world, but few attempt to define the word “peace.” One category of literature for Peace and Conflict Studies attempts to define the differences between negative peace and positive peace. Johan Galtung defines Peace Studies as “the study of the conditions of peace work” in his text, *Peace by Peaceful Means* (Galtung 1996: 9). He calls Peace and Conflict Studies a social science, but more particularly, “an applied social science, with an explicit value-orientation” (Galtung 1996: 9). In Barash’s
Introduction to Peace Studies, one of the only Peace and Conflict Studies textbooks, he defines negative peace as "simply the absence of war (Barash 1991: 7).

Negative peace has a much narrower focus than positive peace. Sponsel views negative peace as focusing on "security, stability, and order" (Sponsel 1994: 6). He argues that people who follow this model of peace tend to focus on "violent conflict, especially war, and usually at the national (civil), international, and global levels (Sponsel 1994: 6). Barash takes a slightly different approach to building negative peace. He argues that rather than settling conflict by war, determining "mutually acceptable agreements" is a viable alternative. Thus, he largely neglects the focus on war and turns to the use of diplomacy and conflict resolution as a method to build negative peace.

Positive peace is "more than merely the absence of war, or even the absence of violence...is which there is neither overt violence no the more subtle phenomenon of structural violence" (Barash 1991: 8). Both Galtung and Barash provide the starting point to determining workable definitions of peace and Peace and Conflict Studies. Galtung and Barash also raise the controversy surrounding the two different conceptions or views of peace. Rather than stating that one is better than the other is, they simply define both negative and positive peace and address the subtopics that comprise each.

The history of Peace and Conflict Studies is a topic of which there is disagreement. In his article, "The Mutual Relevance of Anthropology and Peace Studies," Leslie Sponsel discusses briefly the history of the field. He points out that "education in Peace Studies has developed mainly since the 1960's" (Sponsel 1994: 5). According to Carolyn Stephenson in her article "The Evolution of Peace Studies," "[Peace Studies] arose as an academic field in the aftermath of World War I"
(Stephenson in Thomas and Klare 1989: 9). She argues that Peace and Conflict Studies has gone through three distinct waves. According to Stephenson, the three waves include initial development in the 1950's and 1960's, undergraduate education in the early 1970's and finally the coming of age of Peace and Conflict Studies in the 1980's (Stephenson in Thomas and Klare 1989: 9). Conversely, Betty Reardon argues that peace education has gone through three different phases since World War II (Taylor and Larke in Duhon-Sells 1997: 222). The three phases are the reform phase, the reconstructive phase, and the transformational phase (Taylor and Larke in Duhon-Sells 1997: 223). Thus, disagreement exists as to the exact origins of Peace and Conflict Studies and its subsequent evolution over time.

A major category for study in the field of Peace and Conflict Studies involves the causes of war. Barash outlines the causes of war as one part of his textbook on Peace and Conflict Studies. He outlines the various causes of war through different levels including the personal level, the group level, the state level, the decision-making level, the social and economic level, and finally the superpower level (Barash 1991: 137). Michael T. Klare takes a slightly different approach to the topic. He argues that the challenges in teaching about war are "to analyze the conflictive forces of the late 20th Century and to describe the various peacemaking techniques that will be applicable to future conflicts" (Klare 1994: 97). To study the causes of war, Bruce Russet uses an analogy of war being a "cancer" (Russet in Wallensteen 1988: 57). He states that "we are now well aware that cancer is not simply 'caused' by a single action and reaction, but rather by a complex set of conditions" (Russet in Wallensteen 1988: 58). For Russet, the study of the causes of
war involves analyzing a “variety of conditions” that “interact in complex, often multiplicative ways…” (Russet in Wallensteen 1988: 59).

Peace movements comprises a topic in Peace and Conflict Studies that does not get as much attention as do the causes of war. According to Barash, “most ‘peace’ movements...have been fundamentally antiwar movements” (Barash 1991: 56). He takes the opinion that efforts for peace are easier to mount in opposition to war than by merely the desire for peace. To add to the scholarship of peace movements, Michael True traces the evolution of peace movements throughout history in his article, “Nonviolence, Peace Movements, and Social Action.” True associates the term “nonviolent action” with peace movements such as “marches, boycotts, vigils, fasts, picketing, leafleting, and strikes” (True in Klare 1994: 397). He suggests that people such as Martin Luther King, Jr. and Ghandi be studied extensively to understand the force behind peace movements. (True in Klare 1994: 397).

Literature surrounding the building of positive peace must be examined closely to learn what comprises this aspect of peace. Barash outlines in detail the various aspects of positive peace. He lists human rights, ecological wholeness, economic well being, nonviolence, and personal transformation as aspects of positive peace (Barash 1991: 8). For Barash, these aspects comprise what is present in society that views peace as “more than merely the absence of war” (Barash 1991: 8). Barnaby furthers the concepts included in positive peace. He adds that positive peace involves “the presence of freedom, cooperation, and harmony” (qtd. in Sponsel 1994: 6). Barnaby adds that those who adapt to the positive peace model focus more on peace and nonviolence as the major components (Sponsel 1994: 6).
With the literature in place for both Peace Studies and Leadership Studies, basic weaknesses within each field become apparent. When looking through the proposed course syllabus in the appendix, each topic by itself is incomplete to answer the questions posed for each week’s worth of study. The questions get to the center of the connections to be made between Leadership Studies and Peace and Conflict Studies and cannot be answered without insights and knowledge from both. The basic weaknesses in Leadership Studies are limited insights from other fields of study, the lack of an agreed-upon, scholarly definition of leadership, and lack of a holistic approach to studying leadership. The weaknesses in Peace and Conflict Studies include a failure to deal with the concept of change, a lack of addressing the historical perspectives of efforts for peace, and an examination of the entire leadership process rather than only the leader in peace movements. Descriptions of the weaknesses for both Leadership Studies and Peace and Conflict Studies along with suggestions for solutions to the gaps are in the next two sections of the project, Problems with Leadership Studies, and Problems with Peace and Conflict Studies, respectively.
Problems with Leadership Studies

Since emerging in the 1920’s, Leadership Studies has grown into a “multidisciplinary, if not an interdisciplinary, approach to understanding and practicing leadership” (Rost 1991: 2). The history of defining the term “leadership” began in the 1920’s with the word having a connotation of “control and centralization of power” (Rost 1991: 47). Use of the word “management” was frequent and was used in a definition from that time, “leadership is the management of men by persuasion and inspiration rather than the direct or implied threat of coercion” (Rost 1991:47). Into the 1930’s, the definition of leadership focused on a “trait and group theory of leadership” (Rost 1991: 47). A definition from social scientist Bogardus stated that leadership was “personality in action under group conditions” (qtd. in Rost 1991: 47). Moving through the decades, the field of leadership studies began to take the direction of looking at leadership through various contexts. Because the study of leadership “has been mired in a single disciplinary view for most of the 20th Century,” it is Leadership Studies that allows students of leadership “to think radically new thoughts about leadership that are not possible from a unidisciplinary approach” (Rost 1991: 21). Thus, adding new ways of study and looking at Leadership Studies will be beneficial by expanding the horizons of possible insights and concepts.

Leadership scholar Joseph Rost outlines three problems that he feels Leadership Studies scholars need to address in the 21st Century (Rost 1991: 3). Rost identifies the first problem of Leadership Studies as being the “emphasis that writers of leadership have placed on what is peripheral to the nature of leadership and the “content of leadership—
the ideas and information that leaders and followers in particular professions or organizations must know in order to influence one another in a leadership relationship” (Rost 1991: 3). By “content of leadership,” Rost argues that the understanding of the process of leadership is neglected. Peace and Conflict Studies addresses this problem because by its very nature it addresses the process of achieving peace rather than getting mired down in the details such as how leaders have certain traits or their style of leading.

The field of Peace and Conflict Studies seeks to address how to build and promote peace at the expense of overcoming what exactly are the conditions to peace. By focusing on building positive peace in the world, Peace and Conflict Studies aims to address the process, which is “peace building, the establishment of harmonious, nonexploitative social structures, and a determination to work toward that goal even when war is not ongoing or imminent” (Barash 1991: 9). Leadership Studies can gain from the example of Peace and Conflict Studies first by broadening its horizons to include a new field of study to its list of contexts, and second by following Peace and Conflict Studies and focusing on the process, rather than the content itself.

The second problem with Leadership Studies that Rost raises is that as an academic discipline, “neither the scholars nor the practitioners have been able to define leadership with precision, accuracy, and conciseness” (Rost 1991: 6). Rost further argues that “many scholars do not see this inability to agree upon a definition of leadership as a problem” and that “there have been no criteria established to evaluate leadership definitions” (Rost 1991: 6). From the Peace and Conflict Studies perspective, there is no one single agreement of the definition of “peace,” however, in this field, this is viewed as a positive, not a negative. Peace and Conflict Studies has a complete debate between
whether peace should be defined as "positive peace" or "negative peace." However, rather than getting bogged down in searching for a definition of peace, Peace and Conflict Studies scholars have used the disagreement as healthy debate as to how to go about achieving peace, the ultimate goal for Peace and Conflict Studies. Leadership Studies can gain from this field and stop debating as to what constitutes a complete, overarching definition of "leadership" and merely use working definitions, which will help scholars to better research how the process of leadership works.

The third problem that Rost addresses regarding Leadership Studies is that "no one has presented an articulated school of leadership that integrates our understanding of leadership into a holistic framework" (Rost 1991: 9). Rost feels that a new school of leadership needs to be created, but to do so, it must be more holistic than the first. To make leadership studies more holistic, new approaches and insights must be added. Adding insights from the field of Peace and Conflict Studies to Leadership Studies will bring new perspectives to broaden the horizons of both fields in the process.

Peace and Conflict Studies brings topics to the field of Leadership Studies such as peace, causes of war, nonviolence, and peace movements. All of these sub-fields of Peace and Conflict Studies will add to the scholarship of Leadership Studies by bringing in new concepts to be examined and new ways of looking at leadership. It is through the suggested course readings and discussions for the proposed course that these topics from Peace and Conflict Studies enter into the debate of Leadership Studies.
Problems with Peace and Conflict Studies

Within the multidisciplinary field of Peace and Conflict Studies, there are many challenges to overcome and problems that need solving. Michael T. Klare's compilation of Peace and Conflict Studies essays entitled, *Peace and World Order Studies* addresses many of the challenges facing Peace and Conflict Studies today along with suggestions for improvement.

One of the first problems that Klare sees with Peace and Conflict Studies is its failure to deal with the concept of change. According to Klare, "because the international system itself is changing rapidly, we must develop our analyses so as to account for new and altered circumstances. More than this, we must develop an analysis for change" (Klare 1989: 66). Klare addresses the importance of Peace and Conflict Studies understanding and dealing with the implications for change. To understand peace, the changing conditions of the world are critically important and knowing how to deal with this change is even more important. Leadership Studies has done a great deal of research on the subject of change. Issues of change are a major part of the curriculum at the Jepson School of Leadership Studies. Specifically addressed is the concept of leading change. The Jepson School has a course specifically designed to deal with the concept of change entitled "Leading Change." According to Leadership Studies Professor Gill Robinson Hickman in her Fall 1997 syllabus for "Leading Change," "Much of what we study in leadership involves the process of facilitating change, sometimes to promote ongoing improvement, but most often to respond to crises, acts of human injustice or external shifts in the larger environment"
(http://www.richmond.edu/~jepson/Hickman/changehick.html). Thus, change is an essential part of Leadership Studies and the insights from this field on change can directly apply to Peace and Conflict Studies. Authors such as J.P. Kotter and Peter O’Toole address change specifically with dealing with resistance to change and leading efforts for change.

O’Toole’s insights to leading change will have great benefits for Peace and Conflict Studies. While studying peace movements, O’Toole’s ideas about why change is resisted and is so difficult to bring about will help Peace and Conflict Studies scholars better understand this area of Leadership Studies. According to O’Toole, “leaders today can no more be thought of as shepherds than their followers can be thought of as sheep” (O’Toole 1996: 6). Rather, he likens leadership more as “herding cats than sheep” (O’Toole 1996: 6). Past connections of leadership, which are still in use today in Peace and Conflict Studies can be changed and enlightened due to the insights of Leadership Studies.

A second area of improvement for Peace and Conflict Studies is addressing historical perspectives of efforts for peace. To know and understand peace, one must know how peace came about, what sustained it, and what causes peace to end. This problem is addressed specifically in weeks 3-4 of the proposed course under the heading of “Past conceptions of leadership and peace.” Included with studying the history of peace, insights about types of leaders and their leadership styles are just as important as the movement itself. Examples of studying the leaders behind the peace movements include examining Martin Luther King, Jr. in the civil rights movements for blacks in the 1960’s and Ghandi in the independence for India from Great Britain in the 1940’s.
Studying the past conceptions of both Leadership Studies and Peace and Conflict Studies together will help clarify what the fields have done and help determine in what direction they are going.

Peace and Conflict Studies scholars Daniel C. Thomas and Nigel Young address this specific need for understanding past occurrences in their field. In their article, "Research Frontiers for Peace Studies: New Inquiry and Curriculum Development," they wrote, "...but the field [Peace and Conflict Studies] can do still more to integrate historical perspectives. Pedagogically, the use of history in Peace Studies is both sobering and empowering" (Thomas and Young in Thomas and Klare 1989: 57).

Thomas and Young also write, "cross-disciplinary collaboration not only improves the quality of research and curricula; it also facilitates a rapprochement between fields that have traditionally been divided" (Thomas and Young in Thomas and Klare 1989: 57).

The field of Leadership Studies had addressed this concern for historical understanding in its own field. The Jepson School of Leadership Studies has courses entitled, "History and Theories of Leadership" and "Leadership in Historical and Cultural Contexts" (Pamphlet, "Leadership Studies Facts"). "History and Theories of Leadership" examines the views of leadership, the implications for these views and ideas for leadership in the future. The same type of insight can be applied to Peace and Conflict Studies to better examine past examples of peace, implications of past peace, and suggestions for peace in the future. Without understanding of the past, there can be no understanding of the future.

A third area where Peace and Conflict Studies could benefit from Leadership Studies is the examination of the leadership process in peace movements and peace efforts. As it stands now, one of the only analyses of leadership in Peace and Conflict
Studies occurs in Barash’s *Introduction to Peace Studies*. Barash examines only the role of the strong or weak leader in his chapter on “The Decision-Making Level of War” (Barash 1991: 219). He takes a very narrow view of only one part of the leadership process, which occurs in only one type of activity (making war). By incorporating Leadership Studies into Peace and Conflict Studies, it will allow for a more in-depth study of the role of not just leadership, but of followers, and of the situation in the leadership process. Currently, the focus is on the leader in Peace and Conflict Studies, but to develop a more careful study of leadership in Peace and Conflict Studies, understanding all aspects of leadership is important.

Hughes, Ginnett, and Curphy, authors of *Leadership: Enhancing the Lessons of Experience*, view leadership as involving three elements, “the leader, the followers, and the situation” (Hughes et al. 1996: 62). They view leadership as an “interactional framework, which includes three separate lenses of leader, follower, and situation that overlap. Leadership occurs where the three lenses overlap. According to Hughes et al., “leadership is the result of a complex set of interactions between the leader, the followers, and the situation. These complex interactions may be why broad generalizations about leadership are problematic; there many factors that influence the leadership process” (Hughes et al. 1996: 62). Thus, by viewing leadership through the “interactional framework,” Peace and Conflict Studies can escape its narrow view of only lens of the leadership process and begin to explore how the followers and the situation play critical roles in examining the entire leadership process.

The problems listed for the field of Peace and Conflict Studies will be addressed in the proposed course syllabus for “Leadership and Peace and Conflict Studies.”
However, it is up to the individual instructor to add his/her own insights to further discover other gaps in Peace and Conflict Studies as well as Leadership Studies to further develop that instructor’s method of teaching the proposed course.
Notes on the Evolution of the Project

This section of the project serves to explain the rationale behind this project, how it evolved, and what it hopes to accomplish. Dr. Richard Couto of the Jepson School of Leadership Studies was the inspiration for this project. After suggesting the possibility that the Jepson School of Leadership Studies might be developing an exchange program with the University of Ulster in Ireland, the idea of creating a course for the program was the goal of this project. The intent for the course would be to tie in the insights of Leadership Studies from the Jepson School and the insights of Conflict Resolution from the University of Ulster.

The research for this project began by searching for literature the combined both Leadership Studies and Conflict Resolution materials. In the search for Conflict Resolution materials, the more encompassing field of Peace and Conflict Studies emerged. Soon, the goal of the project was to combine Leadership Studies and Peace and Conflict Studies specifically for the Jepson School. After discovering Leslie E. Sponsel’s “The Mutual Relevance of Anthropology and Peace Studies,” the focus of the project changed to aiming to achieve two goals. The first goal is to outline the mutual benefits of Leadership Studies and Peace and Conflict Studies and show how they can “fill in the gaps” of each other’s weaknesses. The second goal of this project is to create a proposed syllabus for a course that ties together the two multidisciplinary fields and will benefit students involved in either Leadership Studies or Peace and Conflict Studies.

The first goal of the project, to outline the mutual benefits of Leadership Studies and Peace and Conflict Studies, lists only a few ways that the fields can benefit each
other. While mutual benefits are listed and recommendations for filling in the gaps are given, this outline is in no way exhaustive of the possibilities that the two fields linked together can achieve. The sub-goal of the first is to show the benefits of linking previously unconnected multidisciplinary fields of study for new insights. Many more fields of study exist that have yet to be tapped either by Leadership Studies or by Peace and Conflict Studies.

The second goal of this project, the conceptual syllabus, is one interpretation for how such a course should be taught or structured. This course is one way of looking at the link between the two fields and can be adapted to each instructor's specific expertise. There are other themes, concepts, and objectives for the course that can be added to those already in place. To complement the proposed syllabus, a Course Teacher’s Manual is included to help the instructor of “Leadership and Peace and Conflict Studies” use the materials and literature listed within this project.
Course Teacher’s Manual for “Leadership and Peace and Conflict Studies”

According to Peace and Conflict Studies scholar Andrew Murray, “putting together an introductory course in Peace and Conflict Studies is like putting together a puzzle that has too many pieces and will make more than one picture” (Murray in Klare 1994: 69).

In teaching the course “Leadership and Peace and Conflict Studies”, the instructor should adapt the course to meet his/her specific goals for teaching the students. For example, if the course is taught in a Peace and Conflict Studies department, it may be appropriate to add more insights of Peace and Conflict Studies to Leadership Studies and vice-versa if the course is taught in a Leadership Studies department. The instructor’s insights should enter into the course to make the material that is already present come alive and connect directly with the students. This Course Teacher’s Manual is included in the project to help the instructor use the existing materials and syllabus to teach the course.

With the combination of Leadership Studies and Peace and Conflict Studies in a proposed course, the puzzle that Andrew Murray wrote about will have even more pieces, creating many more pictures. The puzzle of Leadership Studies and Peace and Conflict Studies together is a difficult one to assemble, but after putting all the pieces together properly, the assembler will come out of the experience having benefited along the way.
Notes for Instructor (Beginning of Course)

The topics suggested within this teacher’s manual are designed specifically for a course entitled “Leadership and Peace and Conflict Studies” at the Jepson School of Leadership Studies in Richmond, Virginia. However, the topics and concepts for the course address issues of leadership that students study in all of their core courses at the Jepson School. The proposed course will be especially relevant for those students who have taken “Critical Thinking and Methods of Inquiry,” “History and Theories of Leadership,” “Leading Groups,” and “Ethics in Leadership.” Insights from these courses as well as others from the Jepson School curriculum will be relevant and applicable. However, the insights of combining both Leadership Studies and Peace and Conflict Studies are applicable in teaching a general course on either subject. Instructors should feel free to adapt the proposed syllabus as they see fit by adding their own expertise or focus to the course.

Weeks 1-2: Current conceptions of “leadership” and “peace”

The first task of the course should be an attempt to define both “peace” and “leadership.” This should occur before any formal knowledge about definitions of “peace” or “leadership” are taught to the class. This will allow for various perspectives and definitions of these words will provide the class with new ways of thinking about these concepts. As a starting point (at least for the instructor), the definition of peace is based on Johan Galtung’s works and study of peace. That is, peace is “nonviolent and creative conflict transformation” (Galtung 1996: 9). Thus, peace then divides into two
kinds of peace. Those two types of peace are “positive peace” and “negative peace.” Positive peace is the result of “the presence of freedom, justice, and human rights” (Taylor and Larke in Duhon-Sells 1997: 218). Conversely, negative peace is “simply the absence of war” (Taylor and Larke in Duhon-Sells 1997: 218). With definitions of peace and its variations in place, Peace and Conflict Studies needs defining. According to Carolyn Stephenson, Peace and Conflict Studies is “commonly defined as the systematic interdisciplinary study of the causes of war and the conditions of peace” (Stephenson in Thomas and Klare 1989: 9). Turning to leadership, James MacGregor Burns gives a suitable definition. Burns defines leadership as “leaders inducing followers to act for certain goals that represent the values and the motivations—the wants and need, the aspirations and expectations—of both leaders and followers” (Burns 1978: 19). Turning to a definition of Leadership Studies, Joseph Rost argues that it is “an emerging discipline devoted, as the name suggests, to the study of leadership as it is practiced in different organizations and societies” (Rost 1991: 1). With working definitions of peace, leadership, Peace and Conflict Studies and Leadership Studies in place, the focus then turns to using these definitions as starting points to explore how Peace and Conflict Studies and Leadership Studies can mutually benefit each other as academic disciplines.

However, before tackling this first assignment, it will be critically important to set the classroom in a collaborative, open, discussion-oriented setup with everyone seated equally in a circle. Because this course is designed for everyone to learn together, the teacher should not come into the class claiming to be the authority figure with all of answers. Because of the uniqueness of the proposed course and the difficult questions that will be raised, answers will not come from an authority figure. Rather, they will
come from the discussions and collaborative efforts of the entire class. Thus, it is
important the class establish a clear line of communication and respect early so that there
can be open and frank dialogue as well as respect for diverse opinions.

In defining “leadership,” students should begin by reading the introductory
chapter in Northouse and Chapter 3 of Joseph Rost’s Leadership in the 21st Century. This
will introduce formal definitions of leadership to those who have not taken any
Leadership Studies coursework. For those who have been involved in Leadership
Studies, this should serve as a review of the subject. From the Northouse reading,
students should take away an appreciation for the many different types of definitions of
leadership as well as how the word is commonly defined today as a process involving
leaders and followers (Northouse 1997: 3). With the Rost reading, students should be
aware that it is a concern to some scholars in Leadership Studies that there is no
commonly agreed-upon definition.

To bring in the student’s opinions after the readings, a debate within the class
should be held between two sides with the resolution that: Leadership Studies should
have one common definition. With the background readings, this gets the students
activity thinking about the benefits and negatives of a lack of a definition. This will also
get students speaking in front of the class, increasing the oral communication.

In defining “peace,” students should read from Barash and Galtung to understand
their definitions of peace. From the Barash text, students will quickly realize that peace
is quickly divided into positive peace and negative peace before one complete definition
is given. For this purpose, students should work to form one complete definition of
“peace” before moving into positive peace and negative peace. With the Galtung
reading, students should come away with a good idea of how peace researchers work and how definitions of peace are arrived at for scholarly use.

With a solid grasp of how peace researchers and scholars define “peace,” a debate should occur within the class similar to that of the word “leadership.” The peace debate should have the following as the resolution statement: “Peace should have one central definition instead of two.” This will get the class to actively think about why peace is broken down into two parts instead of trying to have one central definition for Peace and Conflict Studies. With a solid start of defining “leadership” and “peace,” students are ready for the next section of the course, which is looking at past conceptions of leadership and peace.

**Weeks 3-4: Past Conceptions of “leadership” and “peace”**

This section of the course will strive to examine the ways the words “leadership” and “peace” have been conceptualized in the past. By studying the past connotations of these words, the student will be able to better understand how the current definitions came about and where these definitions will go in the future. Also, students will examine how the fields of Leadership Studies and Peace and Conflict Studies evolved over time and how they have grown and expanded over time. This will give the students a sense of perspective in relation of how the fields are currently explored compared to the past conceptions of the fields. Reading Joseph Rost will give the students a feel for how Leadership Studies emerged in the 1920’s and has grown over time to escape from the very close connection with management. Rost points out how leadership was equated with domination over the followers and was not nearly as democratic as it is defined today (Rost 1991: 47). Students can follow the definitions of leadership throughout the
decades up until 1979 in Chapter 3 of his text, *Leadership in the 21st Century*. Similarly, students will gain a feel for how peace and Peace and Conflict Studies have evolved over time in Carolyn Stephenon's "The Evolution of Peace Studies." In her article, she traces how Peace and Conflict Studies grew out of the Vietnam War and has grown ever since. She also outlines the three distinct "waves" of Peace and Conflict Studies since the late 1950's and early 1960's (Stephenson in Thomas and Klare 1989: 9).

In connecting the history of Leadership Studies and Peace and Conflict Studies, the instructor should aim to make the parallel between the evolution of the two fields simultaneously throughout the 20th Century. The student should see that both fields have grown into multidisciplinary fields over time and have met resistance as being truly "academic" fields of study. An emphasis should be placed here on what has made the fields academic, what can help make them more academic (such as more research, answering questions that are more explicit) and how students can participate in this endeavor. Students should be able to identify the major theorist in each field of study such as James MacGregor Burns, Joseph Rost, and Robert K. Greenleaf in Leadership Studies and Betty Reardon, Johan Galtung, and Elise and Kenneth Boulding in Peace and Conflict Studies. With a solid background in the history of both fields as well as their conceptualizations over time, the focus should shift to how to use these insights in evaluating and critiquing leadership in peace movements.

**Weeks 5-6: Ways of Leading Peace Movements**

In learning how to lead peace movements, students need to understand a few basic theories of leadership and the difference between positive and negative peace. By turning
to Peter Northouse, students will gain a feel for four basic theories of leadership, Transformational, Situational, Trait, and Contingency. By studying how theories of leadership work and how they are prescriptive and descriptive towards leaders, students will better be able to analyze leadership in current peace movements. Students should be able to identify these four major theories of leadership after reading Northouse and be able to describe what unique attributes comprise each one of the theories. Being able to identify which theories that are most relevant to types of leaders in peace movements will be particularly relevant.

In conjunction with studying the theories of leadership, understanding the difference between positive and negative peace beyond just the definition is important. Students should be able to identify current examples of both types of peace in the world and what the benefits and negatives are of two kinds of peace. By reading Troutman, the students will get a better feel for the need to educate for peace in the world. With Troutman's international focus regarding peace, students will gain an appreciation of how positive and negative peace are viewed across the world and not just in the United States.

At the end of this section, students should be able to use the various theories of leadership and analyze critically which methods of leading are most effective in sustaining and developing positive peace and negative peace. Being able to practically apply the theories of leadership in real world examples of positive and negative peace, students will be able to gain an appreciation of how they can lead themselves by understanding what works and what does not. Students should be able to apply theories of leadership towards achieving peace specifically in preventing war, which comprises the next section of the course.
Weeks 7-8: Creative collaboration for preventing war

Having identified sources of conflict in the world and how to go about resolving them, students are ready to learn about creative collaboration. This involves going beyond just integrative or distributive bargaining. Creative collaboration looks to “expand the pie” and rework the limited resources so that there will be more for everyone in the end. Using creative solutions to difficult questions can help to prevent war and violence by solving the problem before it gets out of hand. An essential concept to note is that all relevant information from all parties needs to be laid out on the table before the problem can effectively be solved. In this sense, students should not come away from this section thinking that problem solving does not involve effective communication or even some conflict before the problem is solved.

Students in this section will begin by reading Ron Heifetz’s *Leadership Without Easy Answers*. In his book, he discusses the need for leaders to help followers help themselves with tough decisions. Heifetz uses example of a doctor with a cancer patient to go through the entire process of “adaptive work.” In the doctor example, Heifetz follows each step that the doctor must lead the patient through before that person discovers that they do not have long to live. Instead of just telling the patient immediately of the life-threatening illness, the doctor, like a leader, must know his or her follower and how much that follower can handle at one time. Students should realize how leaders serve the role of proving “adaptive work” to followers and be able to give their own examples similar to that of Heifetz. Students should describe their stories in class and relate the Heifetz approach to “adaptive work” each step of the way.
According to Louis Kreisburg, “the use of exercises, simulations, and the study of how conflicts are limited or peacefully resolved can be empowering” (Kreisburg in Klare 1994: 186). Thus, exercises using techniques and concepts from Heifetz’s book will prove valuable for showing the students that the leader is sometimes facilitator, not authority figure. The Peace and Conflict Studies literature in this section outlines the causes of war. Because they go in depth to discuss how war is brought about, the Leadership Studies literature becomes especially relevant in teaching students how to go about preventing war from occurring in the first place. However, the readings from Barash, Klare, and Russet will give the students the needed backgrounds in the causes of war to understand who the players are, why war is brought about, and who gets involved in wars.

At the end of this section, students should realize that alternative measures such as creative collaboration and problem solving can be used effectively to prevent war from occurring. However, they should also realize that sometimes war cannot be avoided and the process of creative collaboration must be used at a later date when it can be used effectively. With understanding how to use leadership and peace to prevent war, students are ready to learn how further concepts of conflict resolution are applicable in social movements.

Notes for Instructor (Middle of Course)

When reaching the midway point in the course, students should be making further connections between Leadership Studies and Peace and Conflict Studies besides those studied only in class. At the midway point, it would be a good idea to get students
thinking about their group project that involves studying a peace organization and the leadership within for their group paper. (See Assignment # 2) This paper will be a chance for students to see concepts from the course in a real-world setting. This will be a chance for the students to put their knowledge to use by making critical analyses of the organization’s leadership as well as recommendations for ways that things could be done differently and improved. This paper should constitute a substantial portion of learning outside the classroom and periodic insights from the site visits should be made in class in an open discussion to get peer feedback. Whenever possible in class discussions, references from the readings to the organization analysis should be welcomed and discussed by the class as to the implications for both Leadership Studies and Peace and Conflict Studies.

Weeks 9-10: Resolving conflict peacefully (Leader as Negotiator)

"The practice and theoretical understanding of conflict resolution can make significant contributions to teaching about peace and world order."

(Kreishburg in Klare 1994: 176)

In this unit, emphasis should not only be placed on the importance of understanding how to settle conflicts, but also to look at the role of a leader as negotiator. Specific case studies from world leaders, or diplomats could be effectively used by having students find the conflict and then examining what the leader did to settle the conflict.

Fisher and Ury’s Getting to Yes is a very effective way of teaching students about the benefits of principled negotiations whereby the negotiations become win/win. Students will follow the four steps that will allow hard bargaining to become “soft” so that agreement can be reached. The five principles that the students should be able to
carry out are 1) don’t bargain over positions, 2) separate the people from the problem, 3) focus on interests, no positions, 4) invent options for mutual gain, and 5) insist on using objective criteria (Fisher and Ury 1991: 15). With all five of these steps, students should be able to apply them to any type of negotiation simulation within class. Having students perform an exercise in front of the class using Getting to Yes principles would be particularly effective in getting the hands-on experience that they will need to benefit from the Conflict Resolution unit. By placing themselves in the role of the leader who sets out to resolve a conflict, the students will gain a greater appreciation of the stresses, pressures, and difficulties of representing constituencies while trying to settle an agreement. Continuing with the win/win bargaining focus, students will learn about both integrative and distributive bargaining from Lewicki et al.’s Essentials of Negotiation. In the introductory chapter entitled, “The Nature of Negotiation,” students will gain a perspective of the types of negotiation that can be used in varying situations. Thus, understanding when to use either Getting to Yes principles, distributive bargaining, or integrative bargaining will be the key concept for students.

Understanding peace movements and the use of nonviolence are both important elements of the peace process. Through Barash’s chapter on peace movements, students should come away with knowledge of what starts a peace movement, who begins a peace movement, and what sustains a peace movement. Answering these questions will be much easier by coming the insights from negotiation texts from Leadership Studies. Students should be able to take peace movements and examine what types of negotiations can be used to head off conflict and secure the peace for nonviolent resistance. Analyzing past and current peace movements through Getting to Yes principles will make
the concept become real through hands-on negotiations and simulations in class. After students learn how negotiation styles can help achieve peace, they should begin to learn about how other styles of leadership such as women's leadership can help achieve peace.

**Weeks 11-12: Gender styles of leading towards peace**

The field of gender studies is a rare field in that it has made inroads in both Leadership Studies and Peace and Conflict Studies. With articles published connecting gender studies to both fields, this section of the course is relevant because not only does it address how women lead differently, but that gender studies has made the link between other multidisciplinary fields.

To gain a better understanding of how women lead, students should read the articles by Judy Rosener, Virginia Schein, and Ann Morrison and Mary Ann Von Glinow. Each of these articles addresses how women have a different style of leadership compared to that of men. Rosener calls the women's leadership style, "interactive leadership," based on the belief that women try to positively interact with subordinates to make for a positive experience (Rosener in Wren 1995: 150). Schein addresses a solution to the differences between a masculine and feminine style of leadership, an androgynous style of leadership taking the best of both men and women. Schein goes on to mention that "Women’s leadership has been linked with enhancing world peace..." (Schein in Wren 1995: 162). Thus, she gets at the issue between women's leadership and peace--women are considered to be more peaceful and desiring of peace. Thus, it is important to examine and understand women's leadership as an approach to furthering peace as well as working towards an androgynous style of leadership.
A valuable exercise for the class would be to have the men and women argue against each other in a debate over which is better? "Men's or Women's leadership style?" However, the men should argue from the pro-women standpoint and vice-versa for the women. This will force each side see the issue from another viewpoint and help them to emphasize with stereotypes between men and women specifically in leadership.

The reading from Barash on nonviolence is relevant due to the belief that women are usually more nonviolent in their approaches towards peace than men. Barash works to discuss how nonviolence helps to promote positive peace, which involves going beyond merely the absence or war to the presence of justice, human rights, and international law. Unfortunately, Barash does not touch on gender issues in his chapter on nonviolence, but getting the understanding the positive peace goes beyond just the absence of war is the key concept for students.

With this section of the course, students should be able to identify the stereotypes of women's and men's leadership and be able to see the argument from both sides. Students should strive to work towards an androgynous leadership style in their own lives to incorporate the best attributes traditionally associated with men and women. Students should be aware of what it takes to achieve positive peace and what it takes to sustain this concept in the world. After understanding how to achieve positive peace, students are ready to learn what makes leaders decide to serve others and work for peace.

Weeks 13-14: Peace leader as servant

This unit ties together directly the concept of Servant Leadership from Leadership Studies and ways to promote the two different types of peace. Students should be able to
understand why people decide to lead, why they work for peace, and how serving others can be rewarding in the effort for peace.

Students will examine Robert K. Greenleaf’s text, *Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness.* According to Greenleaf, “the great leader is seen as servant first” (Greenleaf 1997: 7). This concept is essential for understanding why a person should decide to “give back to his or her society.” The concept of Servant Leadership is especially relevant for peace workers because it addresses why people take on such difficult roles. Another text for students to examine in this topic is Robert Coles’ *The Call of Service: A Witness to Idealism.* Coles takes a critical look at the many types of service that exist from religious service, governmental service, and community service. Understanding the role of service will help students understand why people decide to lead. After understanding all of the difficulties that leaders face, it is important for students to realize the importance of service.

In his chapter on building negative peace, Barash writes about the role of diplomacy and negotiations. After having learned about conflict resolution earlier in the course, students will be ready to understand negative peace in terms of service. Since negative peace involves the absence of war, the concept of serving first as a leader applies to working to eliminate war. In using diplomacy and negotiations, one must be patient and truly love and believe in what they are doing to achieve their goal. Thus, the servant leader needs to have this type of commitment. It will be the task of the student to try to analyze what makes people decide to serve others for the sake of peace when they know the incredible odds they face.
This topic connects the hands on learning component of the course where groups of students evaluate organizations working for peace. By going out into the “field” and serving on their own in an organization working for peace, students will gain a first hand knowledge that cannot be gained inside the classroom. Open and frank discussion within the class between its members will be crucial to analyzing their experiences of service. After learning about why people decide to serve, students are ready for the final section of the course, leading change for peace.

Week 15: Leading change for past and future peace

This section of the course deals with one of the major ways in which Leadership Studies has the edge over Peace and Conflict Studies and can help to fill in the gaps. The resources from Leadership Studies with authors such as J.P. Kotter and Peter O’Toole greatly aid the insights to the field of Peace and Conflict Studies by examining how change is resisted, what it takes to lead change, and why Peace and Conflict Studies needs to be concerned with understanding change.

O’Toole talks of leading change through the “Rushmorean School,” which includes those American Presidents who are memorialized in stone on Mt. Rushmore. He lists the qualities those leaders needed to deal with change as “courage, authenticity, integrity, vision, passion, conviction, and persistence” (O’Toole 1996: 21). These are leadership qualities that are critical to leading efforts for change especially those for peace. O’Toole goes on to mention that these leaders were able to deal with resistance to change because they stuck with their ultimate objective and dealt with short-term losses for long-term gain (O’Toole 1996: 25). Students should come away from reading
O'Toole being aware of the traits that leaders possess who are successful in overcoming change and be able to describe and discuss what exactly each traits is and how the leaders use these traits in peace movements.

After reading Kotter, students should be able to describe in detail the rationale behind his “Eight-Stage Process of Creating Major Change” and apply it to concepts in the real world in which this concept would apply (Kotter 1996: 21). The process is described in depth and also serves as a valuable tool for the group projects that will have students study a peace organization (Assignment # 2). Kotter makes an encouraging point that “available evidence shows that most public and private organizations can be significantly improved…” (Kotter 1996: 17). This insight should serve as a valuable motivating tool for students and challenge them to find the ways in which organizations dealing with peace can overcome the resistance to change and improve for the better.

An exercise for this section is to have the students pick a large, international organization working for peace and examine any type of change that it has had to deal with recently. This change can be any type of shift in relations between countries, an economic problem, or even a personnel change. Students should examine the processes of change that occurred and be able to take that organization through the eight-stage process and incorporate Kotter’s insights to leading change. After completing the exercise in groups in the class, students should present their findings of how the eight-stage process works and chart it specifically on the chalkboard or overhead projector so that the exercise gives students further experience in making presentations, defending their points, and speaking publicly.
Notes for Instructor (End of Course)

The final week of the course should focus on closure for the entire class. Emphasis on looking towards the future of how Leadership Studies and Peace and Conflict Studies can work together to achieve each of their goals. Students and instructor should be able to talk freely about peace and leadership issues and be able to relate past concepts from the course and carry on intellectual discussions along with critical analysis. Students should write a final reflection paper so that they can sum up their personal knowledge from the course, how they have changed, and what they hope to do with their newfound knowledge. The instructor should write a reflection paper as well for the benefit of sharing his/her insight with the class as well as to demonstrate the point of everyone learning together.

Course Assignment Descriptions and Evaluation Criteria

Course Assignment # 1
Weekly two-page reflection papers

Weekly reflection papers should be turned in on Fridays allow the students to look back at what they have learned over the past week. In writing these reflection papers, the student will be able to follow his/her learning process throughout the course and add insights that may not come out into the class meetings.

For the first few weeks a good reflection paper will include changing conceptions of peace and leadership, a better understanding of the two fields, and how the course discussions help them learn about the two fields. Through the middle of the course, students should begin to write about their reflections about the peace organization they are studying, begin challenging that which they are learning within the class, and whether
or not they are learning new original learning concepts in the course. In the final few weeks, students should begin to summarize that which they have learned over the past semester and begin to apply it towards local issues of leadership and peace. Reflection papers should not be given a letter grade, but rather a check or a check with a plus sign next to it to signify "satisfactory" or "beyond satisfactory." Students should not feel hindered to write what is on their mind or feel as if they are writing "for a grade." The purpose of these papers is to help the student chart his/her learning process and for the instructor to do the same while also evaluating the quality of the course.

**Course Assignment #2**

**Group peace organization analysis project (with a written paper and oral presentation)**

A hands-on study of an active peace organization will give the student the chance to see the process of leadership in action. Students should work in groups of four or five to visit the organization, obtain relevant information, and conduct an analysis including recommendations for the organization. Recommendations should be based on class meetings and discussions, class readings, and other relevant knowledge from the course. This project will give students the chance to critique leadership in a peace organization directly and apply concepts from the course.

Upon completing this project, students should present their information in front of the entire class and make a thorough presentation that allows every member of the group to share his/her insights. A quality project will include the issues within the organization, the parties involved, the constituencies, a critique of positives and negatives about the organization, a recommendation for improvements, and the implications of these improvements for the organization.
Course Assignment # 3
Final five-page reflection paper for the entire course

The final reflection paper gives the students the chance to demonstrate to the instructor what he/she has learned both from class readings as well as insights that the students has made from class meetings. The paper also serves to show the instructor what concepts were particularly relevant in the course and helped the student made the connection between Leadership Studies and Peace and Conflict Studies.

The final reflection paper is of critical importance to the summation of the course for the student. A good reflection paper will include relevant insights from the course, personal challenges overcome, goals completed by the student, and an evaluation of how they benefited from the course. With all of these concepts included in the final reflection paper, it will not only help the student recount his/her experiences, but also to help the instructor make improvements or changes in the course for the next time it is taught.
Conclusion

The major implication for this project is that the fields of Leadership Studies and Peace and Conflict Studies link together for the first time in the form of a proposed course syllabus. However, there is much to be done in both fields of study before the gaps in one field are filled in by the other. Scholars in both fields need to realize that the weaknesses of their own fields and the benefits of other fields before they can gain knowledge from outside sources to expand scholarship in their field of study. The problems listed within for both Leadership Studies and Peace and Conflict Studies are no doubt a few of many. The impact of this project, however, was not to list all of the problems in both fields, but rather to address a few of the problems in each field that can be benefited by either Leadership Studies or Peace and Conflict Studies. Hopefully this project will inspire both fields to branch out in search of other fields of study that offer unique insights and can combine them into their own field. There are many other fields of study that have not yet been connected to either Leadership Studies or Peace and Conflict Studies, but could offer new insights as a context for an already existing field of study.

With the problems for both Leadership Studies and Peace and Conflict Studies in place, the work to be done to fill in the gaps starts with the scholars. Journal entries, chapters in textbooks, and adding new courses such as the one proposed in this project in either Leadership Studies or Peace and Conflict Studies can help start the process of branching out to expand scholarship. Creating courses combining multidisciplinary fields will also be a major step in furthering scholarship for these fields of study. With
the massive amounts of literature available in both fields, it is now a matter of sifting through it all to find more answers to questions that have not even been asked in both fields of study. For the problems in both fields to be solve, the work will begin at universities and spread throughout the United States. Once students begin solving the problems raised in a field of study, the possibilities for future research are guaranteed.

Because both Leadership Studies and Peace and Conflict Studies have come of age in the 20th Century, the need for the two fields to come together is especially relevant. Neither have a great deal of history behind them, but together can help to offer a critical analysis of the 20th Century and are primed to answer important questions in the 21st Century. For this to happen, the fields need to embrace each other now and work to address topics jointly and help provide needed answers. An excellent way to begin the academic discourse between the two fields comes in the form of the course, “Leadership and Peace and Conflict Studies.”

The proposed course “Leadership in Peace and Conflict Studies” should serve as an outline for the move to combine aspects of Leadership Studies and Peace and Conflict Studies together. With a course in place, both professor and student can learn together about how adding one field to the other as a context can help both fields make strides in scholarship together. The themes, concepts, and topics suggested for the course are all designed to be items to examine, but the individual instructor should feel free to add his/her own unique insights to modify the way in which the course is taught. Thus, the course syllabus should not merely be limited to being only a course for the Jepson School of Leadership Studies, but should serve as a general model to use to bring Leadership Studies and Peace and Conflict Studies together. Hopefully, such a course would be
added to all undergraduate programs in Leadership Studies and Peace and Conflict Studies across the United States. A course linking Leadership Studies and Peace and Conflict Studies with each other will be an excellent way to start a nationwide dialogue in academia of how bringing multidisciplinary fields together adds to the scholarship of both fields in the end.
Bibliography

Leadership Studies


Peace and Conflict Studies


Appendix
Proposed Conceptual Syllabus

“Leadership and Peace and Conflict Studies”

Purpose
This course is designed to link Leadership Studies and Peace and Conflict Studies together and to show the mutual benefits of linking each other as multidisciplinary fields. Both students and instructor will work together to analyze themes appropriate to the two fields and attempt to answer difficult questions raised in this quest. Defining words such as “peace” and “leadership” will be a major focus throughout the entire course as new insights throughout will constantly force the learner to reevaluate his/her conceptions of the terms. Throughout the course, questions that can only be answered with insights from both Leadership Studies and Peace and Conflict Studies insights will constitute a continuous dialogue. At the completion of the course, the student should be able to make the link between Leadership Studies and Peace and Conflict Studies and have a background in both fields.

Learning Objectives for Course
• To devise basic definitions of “peace” and “leadership”
• To make the student aware of how Leadership Studies and Peace and Conflict Studies mutually benefit each other as academic disciplines
• To be aware of the history and development of Leadership Studies and Peace and Conflict Studies over time
• To understand basic theories of leadership and how they help analyze the varying conceptions of peace
• To understand the concept of war and how creative problem solving can help to avert violent action
• To gain an appreciation for resolving conflict peacefully
• To learn how gender styles of leadership address the quest for peace
• To learn how to take personal action to work for peace
• To understand the importance of leading change efforts for peace and dealing with resistance

Additional Learning Objectives
• To learn the importance of conflict and how to use it effectively as a leader/follower
• To learn how to resolve conflict peacefully and creatively
• To understand how various styles of leadership affect efforts to lead peace movements
• To study peace movements from historical perspectives and plan for the future
Weeks 1-2: Current conceptions of “leadership” and “peace”

**Defining Leadership**

*What is leadership? How do scholars define leadership? Is leadership a process or a concept? Are leaders born or made? Can leadership be measured? What makes a good leader? What makes a good follower?*

Rost, (Chapter 3: Definitions of Leadership: 1900-1979)
Northouse, pgs. 1-12 (Chapter 1: Introduction)
Hughes, Ginnett, and Curphy, pgs. 59-85 (Chapter 3: Leadership involves an interaction between the Leader, the Followers, and the Situation)

**Defining Peace**

*What is peace? Is peace measurable? How is peace defined by scholars? Can peace last? How can we achieve peace?*

Barash, pgs. 3-30 (Chapter 1: The Meaning of Peace)
Galtung, pgs. 24-39 “Peace Studies: Some Basic Paradigms”

Weeks 3-4: Past conceptions of “leadership” and “peace”

**History of Leadership Studies**

*When did Leadership Studies become an academic discipline? Who are the original theorists in Leadership Studies? What are some of the early conceptions of leadership?*

Rost, (Chapter 2: An Overview of Leadership Studies)

**History of Peace and Conflict Studies**

*When did Peace and Conflict Studies become an academic discipline? What were the original concepts of peace? How has peace been viewed in the United States?*

Sponsel, “The Mutual Relevance of Anthropology and Peace Studies”
Stephenson, “The Evolution of Peace Studies”
Taylor and Larke, “Peace Education in the United States: Definition, Development, and Diversity”

Weeks 5-6: Ways of Leading Peace Movements

**Theories of Leadership**

*How do different theories of leadership view the process of leadership? Which theories are most relevant to Peace and Conflict Studies?*

*Transformational Leadership—Northouse, pgs. 130-158*
*Situational—Northouse, pgs. 53-73*
*Trait Theory of Leadership—Northouse, pgs. 13-31*
*Contingency Theory of Leadership—Northouse, pgs. 74-88*

**Positive vs. Negative Peace**

*Which view of peace is more effective to sustaining peace? How are the different conceptions of peace affecting Peace and Conflict Studies?*

Troutman, pgs. 173-187 “Peace Education Influencing International Education”
Weeks 7-8: Creative Collaboration for Preventing War
Creative Collaboration/Problem Solving
How can leaders address difficult problems? Do leaders have all of the “answers?”
How do leaders negotiate? How can leaders get others to commit to action?
Heifetz, pgs. 69-100 (Chapter 4: Mobilizing Adaptive Work)
Lewicki et al., pgs. 63-88 (Chapter 3: Strategy and Tactics of Integrative Negotiation)

Causes of War
What causes war? What is war? Who are the players in war? Who gets countries involved in wars? How can peace be an alternative to war?
Barash, pgs. 219-243 (Chapter 10: The Decision Making Level)
Russet, pgs. 58-69, “Peace Research, Complex Causation, and the Causes of War”

Weeks 9-10: Resolving Conflict Peacefully (Leader as Negotiator)
Conflict Resolution
How do leaders resolve conflict? What types of negotiations are possible? What types of negotiation are most effective? How can conflicts be resolved peacefully?
Fisher and Ury, pgs. 1-149
Lewicki et al., pgs. 1-29 (Chapter 1: The Nature of Negotiation)

Peace Movements
Who leads peace movements? What sustains peace movements? How do peace movements begin? How is nonviolence achieved?
Barash, pgs. 55-80 (Chapter 3: Peace Movements)

Weeks 11-12: Gender Styles of leading towards peace
Gender Styles of Leadership
How are women different leaders than men? What traits do women exude in leadership that are different from men? Is men’s or women’s leadership more effective than the other?
Judy B. Rosener, “Ways Women Lead” in Wren’s Leader’s Companion
Virginia Schein, “Would Women Lead Differently in Wren’s Leader’s Companion
Ann M. Morrison and Mary Ann Von Glinow, “Women and Minorities in Management” in Wren’s Leader’s Companion

Building and Promoting Positive Peace
How can justice be preserved? How can human rights be enforced in the world? Is peace more than just the absence of conflict?
Barash, pgs. 557-578 (Chapter 23: Nonviolence)
Weeks 13-14: Peace Leader as Servant

Servant Leadership

What motivates leaders to serve? Who are servant leaders? Why do leaders decide to serve? What are the benefits of service?

Greenleaf, pgs. 1-48, (Chapter 1: The Servant as Leader)
Coles, pgs. 1-67 (Chapter 1: Kinds of Service)

Building and Promoting Negative Peace

How can conflict be eliminated? What are some steps to dealing with conflict?

Barash, pgs. 299-319 (Chapter 13: Diplomacy, Negotiations, and Conflict Resolution)

Week 15: Leading change for past and future peace

How can leaders work to create peaceful change? How have leaders overcome resistance in the past to achieve peace? How do followers participate in a peaceful change movement? How do leaders deal with resistance to change?

O'Toole, pgs. 19-36 (Chapter 1: The Rushmoreans: An Indelible Lesson in Values-Based Leadership)
Kotter, pgs. 17-32 (Chapter 2: Successful Change and the Force that Drives It)

Course Assignments

• Weekly two-page reflection papers (Course Assignment #1)
  Weekly reflection papers to be turned in on Fridays allow the students to look back at what they have learned over the past week. In writing these reflection papers, the student will be able to follow his/her learning process throughout the course and add insights that may not come out into the class meetings. Weekly reflection papers will serve as a valuable instrument in using them for the student to write the final reflection paper at the end of the semester.

• Group peace organization analysis project (with a written paper and oral presentation) (Course Assignment #2)
  A hands-on study of an active peace organization will give the student the chance to see the process of leadership in action. Students should work in groups of four or five to visit the organization, obtain relevant information, and conduct an analysis including recommendations for the organization. Recommendations should be based on class meetings and discussions, class readings, and other relevant knowledge from the course. This project will give students the chance to critique leadership in a peace organization directly and apply concepts from the course.

• Final five-page reflection paper for the entire course (Course Assignment #3)
  The final reflection paper gives the students the chance to demonstrate to the instructor what he/she has learned both from class readings as well as insights that the students has made from class meetings. The paper also serves to show the
instructor what concepts were particularly relevant in the course and really helped the student make the connection between Leadership Studies and Peace and Conflict Studies.