

IICBA

Peace Education and Global Governance

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Profile

- **Dr. Tatsuo Yamane** is currently Associate Professor in Hiroshima University. His main area of interests is International Relations (IR) on international security, especially on armed conflict and peacebuilding. After receiving his Ph.D. from Osaka University, he served as Assistant Professor in IDEC and then Specially Appointed Associate Professor in Osaka University before rejoining IDEC as the current position in 2013. His previous positions include a Special Assistant (Political Affairs) at Permanent Mission of Japan to the United Nations, Director of “Project of Peacebuilding through Health Activities in Sri Lanka” in Association of Medical Doctors in Asia (AMDA), Visiting Fellow at Department of Political and Economic Studies in University of Helsinki, and Visiting Professor in School of Social Innovation of Mae Fah Luang University in Thailand. He teaches class of Peace and Conflict Research and currently holds four MA course students and three Ph.D. course students in his laboratory.

Process

Step 1 International
Relations:
Realistic
view or
Liberalistic
view?



Step 2 Education
for Peace



Step 3 Peace
Subjects in
Hiroshima
University

What is taught about “peace” in
International Relations?

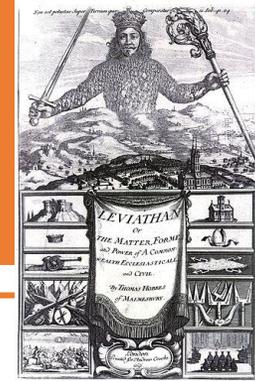
Pursuit of “Peace”

- Which actor’s peace (basically among states)?
 - **Historical Analysis** (Why wars happened? Whose peace pursued? How happened, and What conflicted?)
 - **Theoretical Analysis** (Realistic view [**Realism**], or Liberalistic view [**Liberalism**])
- **Toward larger peace for all, all the time**
 - From “negative peace” to “**positive peace**” (Johan Galtung)
 - **Multiple levels** (Global, international, state, local and individual)

Realism:
Peace in realistic view?

Why “nature man’s war”?

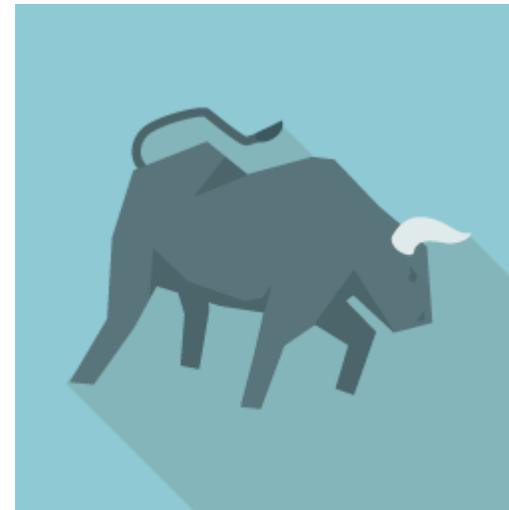
Tomas Hobbes
(1651), Leviathan



- So nature man; thirdly, glory.
- The first, maketh men invade for gain; the second, for safety; and the third, for reputation. The first use violence, to make themselves.....
- (in Chapter XIII(PART I) of the natural condition of mankind as concerning their felicity, and misery, para.6.)
- Hereby it is manifest, that during the time men live without a common power to keep them all in awe, they are in that condition which is called war; and such war, **as is of every men, against every men...**(para.8)

The core idea of Realism

- Statism
- Survival
- Self-help



Power,
capabilities, and
national interests

State
power

Capabilities

State
power

Capabilities

According to Realism, state action to international relations will be conducted when the state considers to pursue **the national interests**. Because states themselves are being for their **survival**.

The view

- “Although often deeply pessimistic, realists profess to describe the world the way it really is rather than how we wish it to be.”
- Source: Dunne, Tim, “Realism,” Baylis, J. and Smith, S. (eds.), *The Globalization of World Politics*, 2017, p.102.

Peace in liberalistic view (Liberalism)?

Liberalism's wish

- “Liberals concede that we have far to go before cooperative patterns of behavior are sustained Across a variety of issues and challenges.”
- (Source: Dunne, Tim, “liberalism,” Baylis, J. and Smith, S. (eds.), *The Globalization of World Politics*, Oxford University Press, 2017, p.117.)

Points: Peace, Cooperation, Rule of Law, Equality,
Freedom

Classical Liberalism

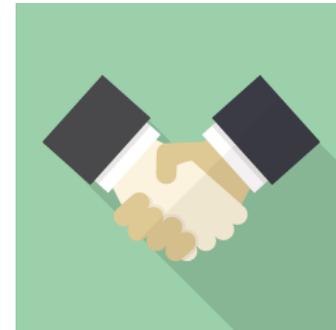
▪ Early thinkers

- J. Locke (1632-1704): The rule of law
- J. Bentham (1748-1832): Liberal states respect International Law.
- E. Kant (1724-1804): Republican will establish perpetual peace.
- (Source: Jackson, Robert, Sorensen, G., and Moller, Jorgen (eds.), *Introduction to International Relations: Theories and Approaches*, Oxford University Press, 2019, p.109.)



Point

- “Liberalism is a theory of both government within states and good governance among states and peoples world wide...liberalism seeks to project values of order, liberty, justice, toleration into international relations.”
- (Source: Dunne, Tim, “liberalism,” Baylis, J. and Smith, S. (eds.), *The Globalization of World Politics*, Oxford University Press, 2017, p.118.)



“Democratic Peace”?

- An prevailing empirical study: liberal states rarely fight against each other. (cf. Russett, B., *Grasping the Democratic Peace*, Princeton University Press, 1993.)
- **Criticism** (Source: Dunne, Tim, “Liberalism,” Baylis, J. and Smith, S. (eds.), *The Globalization of World Politics*, Oxford University Press, 2017, pp.119-120.):
 - 1. Why war has become unthinkable among liberal states? (wealthy states/friends each other)
 - 2. How then should states inside the liberal zone of peace conduct their relations with non-liberal regimes? (**Aggressive to other type of regimes**)

(Other Reference) “...the issue of whether Wilhelmine Germany was a democracy. (p.41),”... “Wilhelmine Germany was as democratic as France and Britain. (p.42),” Layne, Christopher, “Kant or Cant: The Myth of Democratic Peace,” *International Security*, Vo.19, No.2, 1994, pp.5-49.

Reference (Opinions)

- **Is democracy a better system...?**
- **For:** Historical evidence supports the democratic peace thesis./The fall of communism on 1989.../Democratic states are foundation of global peace./Democratization of post-conflict states reaps dividends in peace.
- **Against:** Democracies are highly war-prone./Democracy is in retreat./Problems at home./Democratic peacebuilding is a new form of imperialism.
- (Source: Dunne, Tim, “liberalism,” Baylis, J. and Smith, S. (eds.), *The Globalization of World Politics*, Oxford University Press, 2017, p.125.)

Peace Education:
Does it depend on the positions, such as
realism and liberalism?

Its definition(s)..

- *Journal of Peace Education* “understands peace education as education for the achievement of non-violent, ecologically sustainable, just and participatory societies”
- (Source: Aims and Scopes, Journal of Peace Education, <https://www.tandfonline.com/action/journalInformation?show=aimsScope&journalCode=cjpe20>)

UNESCO

- “Establishing a culture of peace and sustainable development are at the heart of UNESCO’s mandate. Training and research in sustainable development are among the priorities, as well as human rights education, skills for peaceful relations, good governance, Holocaust remembrance, the prevention of conflict and peace building.”
- (Source: UNESCO, Culture of Peace and Non-violence, <https://en.unesco.org/themes/building-peace-programmes>)

Who rules global governance for peace
(education)?

The United Nations as a Driving Force to Liberal Peace

Background

- Est. 1945 (51 original member states)
- 193 member states (2018)
- To secure collective security for international peace and security



UN Charter, Preamble

- WE THE PEOPLES OF THE UNITED NATIONS DETERMINED
- to save succeeding generations from **the scourge of war, which twice in our lifetime has brought untold sorrow to mankind**, and to reaffirm faith in **fundamental human rights**, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small, and to establish conditions under which **justice** and respect for **the obligations** arising from treaties and other sources of international law can be maintained, and to promote social progress and better standards of life in **larger freedom**,
- AND FOR THESE ENDS
- **to practice** tolerance and live together in peace with one another **as good neighbours**, and
- **to unite** our strength **to maintain international peace and security**, and
- **to ensure**, by the acceptance of principles and the institution of methods, that armed force shall not be used, save in the common interest, and
- **to employ** international machinery for **the promotion of the economic and social advancement of all peoples**,

Decision of 31 January 1992 (3046th meeting): Statement by the President (UNSC)

- The responsibility of the Security Council in the maintenance of international peace and security
- Preventive action, to avert crises; peacemaking, to restore peace through diplomacy; and peacekeeping, to reduce tensions and consolidate efforts to restore peace

“Threat to the Peace” (UN Charter Ch.7, Article 39)

Cases	Contents	UNSC Resolution
Invasion by Iraq to Kuwait	Persecution of citizens	S/RES/688
Somalia	Peace and stability in Somalia	S/RES/733
Yugoslavia	Breach of international humanitarian law	S/RES/827
Rwanda	Genocide	S/RES/918
Afghanistan	Terrorism	S/RES/1368

Source: Created by Author (Tatsuo Yamane)

Mutually Contested ideas of Conflict Resolution

- ✓ “Humanitarian Intervention” or “Non-interference”
- ✓ “Regime Change (democratization)” or “Keeping the Regime (tentative stabilization for keeping regional and world order)”
- ✓ “Advancing Peacebuilding by external view” or “following Local Ownership”

Peacemaking

Peace
enforcement
and Intervention

Peace
agreement

Peacekeeping

Peacebuilding
and
reconstruction

Conflict
prevention

How do you teach about creation for peace



- “Humanitarian Intervention” or “non-interference”
- “Regime Change (for shifting to democratization)” or “Keeping the Regime (tentative stabilization for keeping regional and world order)”
- ““Advancing peacebuilding by external view” or “following local ownership”

Use of Veto since 2007 (as of June 2019)

Date	Draft	Agenda Item	Member Casting Veto
29 July 2015	S/2015/562	Ukraine (S/2014/136)	Russian Federation
8 July 2015	S/2015/508	Bosnia and Herzegovina	Russian Federation
22 May 2014	S/2014/348	Middle East - Syria	China, Russian Federation
15 March 2014	S/2014/189	Ukraine (S/2014/136)	Russian Federation
19 July 2012	S/2012/538	Middle East - Syria	China, Russian Federation
4 February 2012	S/2012/77	Middle East - Syria	China, Russian Federation
4 October 2011	S/2011/612	Middle East - Syria	China, Russian Federation
18 February 2011	S/2011/24	Middle East situation, including the Palestinian question	USA
15 June 2009	S/2009/310	Georgia	Russian Federation
11 July 2008	S/2008/447	Africa (Zimbabwe)	China, Russian Federation
12 January 2007	S/2007/14	Myanmar	China, Russian Federation

Cont. (Use of Veto)

Date	Draft	Agenda Item	Member Casting Veto
28 February 2019	S/2019/186	he situation in the Bolivarian Republic of Venezuela	Russian Federation, China
1 June 2018	S/2018/516	Middle East situation, including the Palestinian question	USA
10 April 2018	S/2018/321	Middle East	Russian Federation
26 February 2018	S/2018/156	Middle East	Russian Federation
18 December 2017	S/2017/1060	Middle East situation, including the Palestinian question	USA
17 November 2017	S/2017/970	Middle East	Russian Federation
16 November 2017	S/2017/962	Middle East	Russian Federation
24 October 2017	S/2017/884	Middle East	Russian Federation
12 April 2017	S/2017/315	Middle East	Russian Federation
28 February 2017	S/2017/172	Middle East	China, Russian Federation
5 December 2016	S/2016/1026	Middle East	China, Russian Federation
8 October 2016	S/2016/846	Middle East	Russian Federation

What will be taught about “peace” in the situation of global governance?

- Governing process/actions by a set of rules in a particular/comprehensive area of interest among multiple actors
 - “Governance” as “new” concept under the background of globalization and informatization beyond state authority
 - Stressing the state’s effort on openness and accountability to the citizen (cf. T. Inoguchi)
- How to govern stakeholders in peace issue?
 - Making common rules
 - Overcoming significant distinctions among the rules/conflicting justice

Case of Peace Subject in HU: Common Subject for New Students

- Peace Subjects

- Extensive varieties of the subjects include Peace Studies Initiated by Hiroshima; Peace and People; Hiroshima Studies; The Environment and Peace; Thinking About Peace; The Age of World Wars; War and Peace from the Perspective of Medicine
- Mandatory subject for all new students (Undergraduate) in HU
- Including fieldwork to peace monuments

The Five Guiding Principles of Hiroshima University



Hiroshima University, main campus

- ✓ **The Pursuit of Peace**
- ✓ The Creation of New Forms of Knowledge
- ✓ The Nurturing of Well-Rounded Human Beings
- ✓ Collaboration with the Local, Regional, and International Community
- ✓ **Continuous Self-Development**

Syllabus, Peace Subject (by Yamane)

Second Term, Monday, 12:50-16:05

Class	Title
1	Introduction: What is peace and Conflict
2	Conflicts in Middle East and its beyond
3	Conflicts in Asia
4	Conflicts in Africa
5	Evaluating mid-term paper among students themselves
6	UN system and the collective security
7	Discussion: "What is correlation between YOUR specialty and peace"? Submission of discussion report
8	Wrap-up meeting

Promoting Student's Initiative

- Introduction
 - Peace and conflict around you! (quarrel with your family or friends)
 - Skill up communication (through discussion and writing)!
 - Take your leadership! (role-sharing)
 - Approaching peace issues is related your career paths!
 - Be punctual for your mates in the class!
 - You are a stakeholder for global peace!

Evaluating Mid-term Paper

- Evaluating Mid-term Paper among Students themselves
 - Write a short paper on “contemporary armed conflict and its challenges”
 - Bring the copies (6) for distribution to the discussion group
 - Discuss and choose the best one in your group!
 - Filling up evaluation sheet (distributed)
 - Presentation

Correlating Peace and Yourself

- Discussion on “What is Correlation between Your Specialty and Peace”
 - Agenda-setting
 - Getting out of member’s story
 - realizing correlation between your future story and positive peace
 - Building awareness of needs for peace education in/around you and the surrounding world
 - Submission of discussion report

Concluding Remarks

- Global Governance in 21st Century
 - Contrasted cognition of politics, economy, and culture/value through peace
 - Challenges on “liberal peace” against “illiberal peace” *vice versa*
 - Efficacy of international organizations and civil society organization
- Area of Peace
 - Significance and challenges on localization of “peace”
- Role of Education
 - Facilitating proactive learning through cordial discussion
 - “Not life, but good life, is chiefly achieved.” (Socrates, reported by Plato)

