

Subject

Proposal Concept: Establishing a Department of Peace Studies at your university

Greetings,

My name is Dr. John WorldPeace, JD, based in Albuquerque. I am writing to request a brief meeting to discuss a proposal for your university to establish a Department of Peace Studies—with a phased pathway beginning as electives/certificate-level offerings and scaling, as appropriate, to BA, MA, and PhD degree plans.

The core academic rationale is straightforward: while many universities offer peace-adjacent courses (conflict resolution, human rights, international relations, ethics, public policy, mediation), these offerings are typically dispersed across departments and often emphasize historical figures or discrete conflicts rather than a coherent, interdisciplinary curriculum focused on the systemic causes of conflict and the applied methods by which peace can be increased in human society. Your university is well-positioned to create a distinctive, nationally visible hub that integrates rigorous scholarship with structured civic learning and practical peacebuilding competencies.

I recognize that I have not previously held an academic appointment and do not presume familiarity with your University's internal protocols. My intent is to contribute a developed concept and substantial research archive while collaborating with your university's faculty and administration to align the program with institutional governance, accreditation expectations, curricular standards, and appropriate academic oversight.

In brief, the proposed program would:

- Launch with a Peace Studies elective sequence and/or certificate/minor (Phase 1), supported through cross-listing and affiliated faculty.
- Build toward an undergraduate major (Phase 2) grounded in theory, systems analysis, research methods, ethics, and applied peacebuilding practice.
- Expand to MA/PhD tracks (Phase 3) emphasizing advanced research, mediation design, evaluation, and institutional change.

I am prepared to introduce the concept, share a short concept note, and learn what channels your university would recommend for formal consideration (e.g., departmental home options, cross-college sponsorship, committee process, and any initial feasibility questions).

Thank you for your time and consideration.

Respectfully,
Dr. John WorldPeace, JD

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Concept Note

Establishing a Department of Peace Studies at your university

Submitted by: Dr. John WorldPeace, JD (Albuquerque, NM)

Contact: DrJohnWorldPeaceJD@gmail.com | 713-825-8665

Date: 2026 (committee concept note)

1. Purpose and Request

This concept note proposes that the University of New Mexico establish a Department of Peace Studies through a phased implementation plan. The initial request is for institutional review and guidance on (a) appropriate academic sponsorship, (b) governance and approval pathways, and (c) feasibility criteria for launching an initial elective sequence/certificate that could scale to degree pathways (BA, MA, PhD) over time.

2. Rationale: The Academic Gap and the Public Need

2.1. Current landscape

Many universities offer peace-related courses distributed across multiple departments (political science, international relations, sociology, anthropology, psychology, law/public policy, history, philosophy, religious studies, communication). These offerings frequently address peace through (a) discrete conflicts, (b) human rights frameworks, or (c) biographical study of prominent peace advocates. In many cases, however, there is not a single, coherent program that treats “peace” as a cumulative, interdisciplinary field of study with defined competencies and applied methods.

2.2. Public context

Institutions of higher education are operating in an era of sustained civic and geopolitical tension: armed conflicts, polarization, disinformation, racial and gender inequity, climate stress, displacement, and accelerating technological change. These conditions create two needs:

- an academic need: rigorous interdisciplinary research and instruction on conflict drivers and peacebuilding mechanisms; and
- an institutional need: a structured academic venue for facilitated dialogue and civic learning that does not displace disciplinary instruction across the university.

3. Proposed Program Vision

3.1. Academic mission

The Department of Peace Studies would focus on the study and development of methods to increase peace within and between societies. “Peace” is understood here not as an idealized end-state, but as a measurable set of conditions shaped by institutions, incentives, norms, information environments, law, economics, and cultural narratives.

3.2. Distinctive value proposition for UNM

A UNM-based Peace Studies department can differentiate the university by:

- providing a visible interdisciplinary hub for peacebuilding scholarship and practice,
- supporting research and convenings relevant to national and global audiences,
- attracting students motivated by public service and civic problem-solving, and
- creating an academic “home” for structured analysis of contested public issues.

4. Scope: Curriculum and Research Themes

4.1. Institutional domains shaping peace (illustrative)

A departmental framework can integrate major domains that repeatedly shape the level of peace in societies:

- Government and governance (institutions, legitimacy, incentives)
- Law and dispute systems (courts, rights, procedural justice)
- Political economy (inequality, labor, corporate power, incentives)
- Religion/spirituality and pluralism (comparative, nonsectarian analysis)
- Universities and civic formation (speech norms, deliberation, protest governance)
- Media ecosystems and information integrity (disinformation, polarization dynamics)
- International organizations and multilateral systems (conflict prevention, mediation)
- Civil society movements (mobilization, nonviolence, social repair)

4.2. Cross-cutting peace challenges (illustrative)

- Racism/ethnonationalism
- Gender equity and the status of women
- Poverty and inequality
- Climate stress and ecological disruption
- Public health and institutional trust
- Democracy/authoritarianism and civic breakdown
- Violence, crime, retaliation cultures
- Technology governance (including AI and platform effects)

5. Pedagogy and Assessment Model

The department would combine standard university course formats with applied learning:

- seminar-based theory and case analysis,
- short analytical writing (memos, argument maps, structured reflections),
- dialogue labs with facilitation standards,
- project-based learning (program design, mediation frameworks, policy proposals), and
- research methods training appropriate to the degree level.

Assessment would align with UNM standards (rubrics and demonstrable academic outputs). Participation can be included as a component, but credit would remain grounded in documented learning outcomes.

6. Phased Implementation Plan

Phase 1 (Year 1): Electives + certificate/minor pathway

- Launch cross-listed electives with affiliated faculty.
- Create a Peace Studies certificate or minor (e.g., 12–18 credits).
- Convene a speaker series / practicum labs to build student engagement.

Phase 2 (Years 2–3): BA degree pathway

- Define core competencies and required methods sequence.
- Build a capstone requirement (research or applied practicum).
- Formalize advising and internship placement (mediation centers, NGOs, public agencies).

Phase 3 (Years 3–5): MA and PhD tracks

- Establish research clusters (peace metrics, mediation design, institutional reform, information ecosystems).
- Develop grant-aligned research programs and external partnerships.
- Build visiting scholar/practitioner-in-residence programming.

7. Governance and Staffing Considerations

7.1. Academic governance

The department should be led under standard academic governance (faculty chair, curriculum committee, appropriate college oversight). An external advisory board may be beneficial for practitioner input, while curricular control remains within UNM.

7.2. Role of proposer (Dr. John WorldPeace, JD)

I propose a role for myself that is consistent with UNM policy and appropriate academic oversight—potentially as a program developer, lecturer, or affiliated contributor—while curricular authority and faculty hiring remain institutional decisions. I bring a substantial independent research archive, long-form writing, and professional background in law, business, and public communication.

8. Resource Needs (Initial)

Phase 1 can begin modestly through cross-listing and limited staffing:

- coordination support for scheduling, events, and student communications,
- a seminar/event space capable of hybrid participation,
- instructional design support for course development, and
- mechanisms for interdisciplinary faculty affiliation.

Funding pathways may include grants, gifts, convening revenue, and partnerships; these should be evaluated through your university's standard financial and compliance processes.

9. Requested Next Steps

I respectfully request:

1. identification of the appropriate UNM unit(s) to sponsor initial review;
2. guidance on the formal pathway for proposing an elective sequence and certificate/minor; and
3. an initial feasibility conversation to determine program fit, governance model, and required documentation.

Respectfully submitted,

Dr. John WorldPeace, JD

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Proposal to Establish a Department of Peace Studies in a United States University

Dr. John WorldPeace, JD

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Project Title: Establish a Department of Peace Studies at your university with degree pathways (BA, MA, PhD)

Date: 2026

Preface (Professional Disclosure)

I am not a career academic and have not previously held an institutional university appointment. Accordingly, I welcome guidance on UNM's academic protocols, governance processes, and

program-development requirements. My intent is to submit a conceptually robust proposal and to collaborate with faculty leadership to align it with accreditation standards, curricular norms, and institutional priorities.

Executive Summary

This proposal recommends that your University establish a **Department of Peace Studies** designed to support:

1. **Undergraduate and graduate coursework** (initially as elective sequences, scaling to full degree plans).
2. A **research and curriculum hub** focused on the systemic drivers of conflict and the practical conditions for increasing peace within and between societies.
3. A scalable model for **inter-university participation** through shared courses, research collaborations, and curricular resources.

The central claim is that peace education is often present only as **biographical study of peace leaders** or as partial treatment within other disciplines, while a comprehensive, integrated, degree-granting framework oriented toward **root causes, systems design, and applied peacebuilding** remains underdeveloped as a unified academic pathway.

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1. Statement of Purpose

To establish at your University a **Department of Peace Studies** that develops and delivers a rigorous curriculum, research agenda, and public engagement platform dedicated to **increasing**

the level of peace in the world human society through interdisciplinary study and applied methods.

2. Rationale: The Academic Gap and the Public Need

2.1 The Current Landscape

Many universities offer courses that relate to peace, conflict resolution, human rights, international relations, ethics, and social justice. However, these offerings are often **distributed across departments** and may not culminate in a single, coherent degree pathway focused explicitly on peace as a distinct, cumulative academic field with defined competencies.

2.2 The Problem the Field Must Address

The modern world faces sustained instability: armed conflict, political polarization, structural inequality, information disorder, climate stress, displacement, and contested identity narratives. The need is not merely to study peace as an ideal, but to study:

- why peace fails to expand despite global institutions, and
- what interventions—educational, institutional, cultural, legal, and technological—can measurably increase it.

2.3 Institutional Constraints and the University's Role

Universities frequently encounter a practical challenge: in moments of intense public controversy, classrooms across disciplines can become the venue for unresolved civic conflict. A dedicated Peace Studies department can serve as an academic home for structured analysis and facilitated dialogue—protecting disciplinary instruction elsewhere while providing a principled, research-based place for contested issues to be examined.

3. Proposed Program Vision

3.1. Academic mission

The Department of Peace Studies would focus on the study and development of methods to increase peace within and between societies. “Peace” is understood here not as an idealized end-state, but as a measurable set of conditions shaped by institutions, incentives, norms, information environments, law, economics, and cultural narratives.

3.2. Distinctive value proposition for UNM

A UNM-based Peace Studies department can differentiate the university by:
Establishing a Department of Peace Studies at your university would:

1. **Create a distinctive academic identity** for your university in an area of urgent national and global relevance.
 2. Support interdisciplinary teaching and research across Political Science, Sociology, Anthropology, Psychology, Law, Public Policy, History, Philosophy, Religious Studies, Communications, and Data/Information Science.
 3. Provide a structured academic framework for **dialogue, deliberation, and civic learning**—supporting institutional resilience and student development.
 4. Attract students motivated by public service, diplomacy, mediation, education, policy, and global engagement.
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4. Global and Institutional Opportunity

A university-based Peace Studies hub could evolve into a platform for:

- **International academic partnerships**, including translation and localization of course materials.
- Visiting scholars and practitioner residencies.
- Collaborative conferences on peacebuilding, mediation, institutional design, and conflict prevention.
- Grant-funded research initiatives aligned with UN and NGO peacebuilding priorities.

The department could also support structured, nonpartisan research into norms for campus expression, protest governance, and conflict de-escalation—an area of growing importance across higher education.

5. Program Structure and Curriculum Overview

5.1 Phased Implementation

Phase 1: Peace Studies Elective Sequence (6–18 credit pathway)

- Launch a cross-listed set of courses and structured seminars.
- Create a Peace Studies certificate or minor as an early credential.

Phase 2: BA in Peace Studies

- Define core competencies (theory, history, methods, ethics, systems analysis, mediation fundamentals, policy design).

Phase 3: MA and PhD Tracks

- Emphasize research methods, comparative systems, institutional analysis, program evaluation, conflict prevention, and advanced mediation design.

5.2 Curriculum Focus Areas (Illustrative)

A. Primary Institutional Domains Affecting Peace

- Governance and political economy
- Law, courts, and legitimacy
- Religion, spirituality, and pluralism (comparative, nonsectarian)
- Universities and civic formation
- Corporate power, labor, and consumer culture
- Media ecosystems and information integrity
- International organizations and multilateral governance
- Civil society movements and peace organizations

B. Cross-Cutting Peace Challenges

- Racism and ethnonationalism
- Gender equity and the status of women
- Poverty and inequality
- Climate stress and ecological disruption
- Public health, trust, and misinformation
- Democracy, authoritarianism, and civic breakdown
- Capitalism, incentives, and predation in systems
- Violence, crime, and the culture of retaliation

6. Pedagogical Model and Assessment Approach

The department can combine conventional academic formats with applied practice:

- seminar-based analysis
- short analytical writing (policy memos, argument maps, structured reflections)
- facilitated dialogue labs
- case-method instruction
- project-based learning (program design, mediation frameworks, civic repair initiatives)

Assessment would follow university standards (rubrics, competencies, transparent evaluation). Participation and reflection can be included, but credit should remain grounded in **demonstrable academic work products** consistent with institutional requirements.

7. Governance and Leadership Model

Given the scope of the proposed program, governance should follow standard academic structures:

- Department Chair (faculty appointment)
- Curriculum committee and external advisory board
- Faculty lines and affiliated faculty across departments
- Practitioner-in-residence roles (mediation, diplomacy, public policy, community leadership)

I would propose a role for myself appropriate to university policy—potentially as a **program developer, lecturer, or affiliated contributor**—with responsibilities and authority defined by UNM governance and aligned with academic standards.

8. Resource Needs and Implementation Phasing

8.1 Initial Needs (Phase 1)

- modest office / seminar space (with capability for public events)
- staff support for scheduling, student communications, and event coordination
- learning platform support for hybrid participation
- faculty support through cross-listing and course development

8.2 Funding Pathways (Illustrative)

Potential supports include philanthropic gifts, grants, partnerships, conference revenue, and long-term research funding. Any inter-university participation model would be developed only after review by UNM administration and legal/financial offices.

9. Founder/Developer Profile (Summary)

Dr. John WorldPeace, JD

- BA Political Science (University of Houston)
- Bachelor of Accountancy
- Juris Doctor; 20 years legal practice
- Military service (U.S. Army; NATO assignment in Italy)
- Extensive independent writing and publishing across peace, religion, politics, and culture
- Long-form research and public communication via a large personal archive and multi-site publication network

(Full CV and portfolio available upon request; digital reference sites can be provided in an appendix.)

Closing

I respectfully request the opportunity to discuss this proposal with relevant UNM leadership and faculty—especially those involved in interdisciplinary program creation, public policy, conflict studies, mediation, and civic engagement. My goal is not merely to add isolated coursework, but to develop a coherent academic home at UNM for the study and practice of peace.

Dr. John WorldPeace, JD
