



## Programme syllabus

Faculty of Social Sciences

Global fred, rättvisa och välbefinnande, masterprogram, 120 högskolepoäng

Global Peace, Justice and Well-being, Master Programme , 120 credits

### Level

Second cycle

### Date of Ratification

Approved 2024-09-26.

Revised 2024-12-18.

The programme syllabus is valid from autumn semester 2025.

### Prerequisites

General entry requirements for second-cycle studies and specific entry requirements:

Minimum of 90 credits in a main field of study in the social sciences, humanities or economics, including a degree project of at least 15 credits, or the equivalent.

English 6 or the equivalent.

### Description of Programme

The overall purpose of the master programme Global Peace, Justice and Well-Being is that students shall acquire in-depth knowledge within the interdisciplinary field of global peace, justice and well-being. Many of the present as well as future challenges such as climate change, global pandemics, increasing number of conflicts, cybersecurity threats, increasing inequality within as well as between states, humanitarian crises, lack of inclusive economic, social and political development, and individual well-being are complex and multifaceted and connect the global level with the regional, national, local and individual levels. Peace, justice and well-being are mutually linked together. Without peace it is difficult to build justice and well-being and vice versa, without justice and well-being it is difficult to build peace. The connection between global peace, justice and well-being is also a main theme of Agenda 2030 for sustainable

development. A peaceful world promotes justice, which in turn increases the overall well-being of individuals and communities. These challenges are not isolated factors; they interact and affect all of us. Facing these challenges requires interdisciplinary research, policy coherence and collective actions at several different levels.

The aim of the programme is to provide the students with a foundation for both third-cycle studies and professional employment within a number of international, national and local organisations, as well as within civil society organisations and private businesses active in the field. The skills being taught are useful within areas such as development cooperation, sustainable development, humanitarian aid, conflict resolution, peacebuilding, defence/security, cultural diversity and integration programmes, environmental planning and analysis. Special emphasis is placed on independent working methods, critical assessment and the ability to solve problems.

The study programme Global peace, justice and well-being is organised within the scope of the EUniWell collaboration with the participation of partner universities. Global Governance Institute (GGI) in Brussels is a collaborative partner with practical experience. The programme reflects the depth and the width of the EUniWell's Thematic Arena on Social Equality and Well-Being, about individual, social and societal well-being and justice, with a deliberate emphasis on the global perspective.

This programme syllabus is based on a joint syllabus developed within the EUniWell, where each higher education institution admits their own students. The higher education institution to which the student is accepted is considered their home university and is also where the student shall carry out their independent project. Parts of the programme are offered jointly by the partner universities for the students within the programme, in a hybrid form. The remaining courses are made up of elective courses at the respective higher education institution. The students are also offered a semester of exchange studies at one of the higher education institutions included in the collaboration. This is an international programme, both in terms of the composition of the student group, the teachers, and the cooperation between higher education institutions from different countries.

## Objectives

Qualitative Targets in accordance with the Higher Education Ordinance

### *Knowledge and Understanding*

For a Degree of Master of Science, the student shall:

- Demonstrate knowledge and understanding in the main field of study, including a broad knowledge of the field as well as significant in-depth knowledge in certain areas of the field, and a deepened insight into current research and development work, and
- Demonstrate advanced knowledge of methodology within the main field of study.

### *Competence and Skills*

For a Degree of Master of Science, the student shall:

- demonstrate the ability to critically and systematically integrate knowledge and analyse, evaluate and handle complex phenomena, conceptions and situations, also with limited information available,

- demonstrate the ability to critically, independently and in a creative manner identify and define problems and to plan and complete advanced tasks by the use of adequate methods and within predetermined time frames, and by this contribute to the knowledge development and to evaluate this work,
- demonstrate the ability to orally as well as in writing clearly present and discuss their conclusions as well as the knowledge and reasonings on which they are based, in dialogue with various groups and in national as well as international contexts, and
- demonstrate the skills required for participation in research and development work, or skills required for employment in some other qualified capacity.

#### *Judgement and approach*

For a Degree of Master of Science, the student shall:

- demonstrate the ability to make assessments in the main field of study with regard to relevant disciplinary, social and ethical issues, and demonstrate awareness of ethical aspects on research and development work,
- demonstrate insight into the possibilities and limitations of research, its role in society and the responsibility of the individual for how it is used, and
- demonstrate the ability to identify the personal need for further knowledge and to develop the individual competence.

#### **Programme specific objectives**

- Independently define research issues related to contemporary and historical processes of peace, justice and well-being in a global perspective and in relation to the consequences of these processes within the field of politics.
- Theoretically and empirically analyse processes of peace, justice and well-being and their impact on social, economic, political, cultural and environmentally related aspects of communities and individuals.
- Demonstrate the ability to plan, carry out and evaluate practical projects related to the furtherance of peace, justice and well-being.
- Demonstrate an independent and advanced ability to assess scientific, social and ethical aspects of issues in relation to global peace, justice and well-being, and demonstrate an awareness of ethical considerations within research and development work.
- Demonstrate the ability to identify the personal need for further knowledge and to develop the individual competence.

#### **Content**

The programme comprises 120 credits and is organised by the Faculty of Social Sciences. The programme has an appointed programme director who is responsible for the overall planning and coordination of the structure and content, and the quality development of the programme, and a programme coordinator who is responsible for the everyday activities.

#### **Programme overview**

The programme consists of two years of full-time study at the second-cycle level. The programme contains courses that combine studies on campus with distance learning. The main field of study in the programme is political science and the language of instruction in all courses is English.

The core courses comprise 30 credits, the course in research methods comprises 10 credits and the preparatory course for the degree project comprises 5 credits. These courses are compulsory and common for the programme. The courses are jointly offered by the partner universities within EUniWell. The elective courses comprise 30-45 credits depending on the period of internship the student chooses to carry out (0-15 credits). The degree project comprises 30 credits within the main field of study.

The programme builds upon the educational approach of "the universal classroom", which is a method characterised by a combination of teaching in the classroom on campus at the respective home university while the students at the same time follow programme-wide digital learning modules with synchronous and asynchronous teaching. Thus, the students study the elective courses at Linnaeus University on campus at part-time and the common digital courses part-time. The student studies several semesters at the Linnaeus University and one semester of exchange studies at a partner university and combines during that semester elective courses offered at the partner university with the programme common digital courses. The students are offered courses within three focus areas/orientations – global peace, justice or well-being. An internship period may be carried out. Additional modules in the universal classroom may include partnerships outside of Europe, particularly the African continent.

The overall intended learning outcome is to promote the students' commitment in finding research based practical solutions to contemporary as well as future challenges related to global peace, justice, individual and social well-being, broadly defined and in an interdisciplinary perspective.

### **Programme courses**

Courses in the main field of study = \*

#### **Semester 1**

*Foundations of Global Peace, Justice and Well-Being, 15 credits (A1N)\**

The course is an introduction to the different thematic areas.

Elective courses, 15 credits.

#### **Semester 2**

*Qualitative and Quantitative Methods in Global Peace, Justice and Well-Being, 10 credits (A1N)\**

This course discusses qualitative and quantitative methods in relation to the field global peace, justice and well-being.

*Method preparation course for degree project, 5 credits (A1F)*

The course is a preparation for the independent project.

Elective courses, 15 credits.

#### **Semester 3**

*Specialisation in Issues on Global Peace, Justice and Well-Being II, 15 credits (A1F)\**

This course builds upon the first course and addresses advanced issues within the field

global peace, justice and well-being and how these are related. The approach builds further on a multidisciplinary perspective (peace, justice and well-being) and a multi-level perspective (global, regional, national, local, individual) in relation to current and future challenges within the field, as well as political challenges and instruments to handle these.

Elective courses, exchange studies or internship, 15 credits.

#### **Semester 4**

*Master's Thesis in Political Science, 30 credits (A2E)\**

#### **Elective courses at Linnaeus University**

The elective courses available are presented to the students prior to each time a course shall be selected. Only courses given in English are included among the elective courses offered. Swedish-speaking students may possibly after consultation with the programme director choose courses given in Swedish. A minimum of 15 credits of the elective courses must be offered at the second-cycle level.

#### **Societal relevance**

Several of contemporary as well as future challenges in relation to the development of society need to be handled in a multidisciplinary manner and different levels should be connected. The programme strives to further solutions that have a holistic view at the crossroads between peace, well-being and human rights/justice. This is achieved by building bridges between the global and the European perspectives, and by connecting local, national, regional and global levels. We make use of the civil university approach, which entails that we encourage our students that they engage in social issues at the state as well as at the local level. A multidisciplinary and global outlook is promoted through individual modules, the compulsory hybrid courses and the comprehensive curriculum. The students are also expected to include these components in their thesis or final projects. The orientation and content of the study programme build upon that both teachers and visiting guest lecturers have their own tangible professional experience of working within the international field, and that the repeatedly participate in collaboration assignments within the professional field. Within the programme there is a clear objective that the type of instruction and the course literature should be closely relevant to the working practices applied in the current labour market.

Several of the programme courses are examined through project work carried out in groups, and policy and policy-making documents, inquiries and manuals are frequently used as study material and works of reference. The possibility to carry out the degree project in the form of supervised field work or an evaluation is an attempt to stay close to the working practices and the time pressure that consulting work often entail.

#### **Internationalisation**

In the programme, globalisation and international development are discussed, directly related to the opportunities and the challenges of internationalisation. The students come from all over the world and the multicultural classroom creates a unique learning environment and the students gain experiences from work in a multicultural environment.

The programme is offered in collaboration with higher education institutions within the EUniWell cooperation. Upon agreement made with the programme director, students may carry out exchange studies during semester 2 and/or 3 at any of the participating

EUniWell higher education institutions and study the compulsory courses there, offered during semester 2 and/or 3, together with 15 credits of elective courses at the chosen higher education institution. Students who complete exchange studies within the scope of the programme at one of the participating EUniWell higher education institutions may apply for a double degree after completed studies. In order to apply for a double degree, it is required that at least one course has been assessed at Linnaeus University.

### **Sustainable development**

The programme has through its content and structure a consistent focus on international aspects and sustainable development. A fundamental approach in all teaching is the emphasis on equality and diversity, not only at the individual and societal level, but also in a global perspective. The programme content often refers to the demands on a long-term sustainable development put forward in the implementation of the UN's social development goals. Treating all humans as equal, irrespective of social background, gender and gender identity, sexual orientation and disability, is a fundamental approach at Linnaeus University as well as at the partner higher education institutions, which clearly permeates the working environment and all our courses and study programmes. This approach is also a foundation for the studies in Global peace, justice and well-being.

Planetary well-being and inclusive sustainable development are essential core values throughout the programme. The global profile of the programme sometimes requires longer flights, resulting in a high ecological footprint. Such travels should to the extent possible include several activities and be planned so that for instance activities in relation to lectures are coordinated with conferences and field work should be coordinated with courses.

Knowledge development, education and learning as well as the view on science are other significant components included in the main courses, since several of the courses in the main field of study focus on how knowledge has been generated in relation to the modern society in a context of imperialism, colonial conquests and the justification of colonialism. The aim is that the students shall develop an advanced and problematised knowledge base so that they can handle complex issues in relation to society within areas such as diversity, human rights and the individual's relation to the surrounding environment. In what ways the different perspectives are integrated in the programme and how these are examined and discussed are specified in the course syllabuses.

The gender perspective is an essential part of the teaching, in relation to the human condition during armed conflicts and peacebuilding as well as in an inclusive social development perspective.

### **Quality Development**

A university-wide EUniWell programme council consisting of senior academic personnel from each core university is responsible for ensuring the overall quality of the jointly offered courses. A programme council consisting of the participating departments at Linnaeus University will contribute to the development of the programme and the connection to various research domains within the Linnaeus University of relevance to the programme.

Student influence mainly takes place by means of course and programme evaluations carried out, but also through representation in the programme council. Compilations of various evaluations are available at the department of Political Science.

## Degree

After having completed their studies in accordance with the requirements stated in the Qualification Ordinance of the Higher Education Ordinance and in Linnaeus University's local qualification ordinance, the student may apply for the award of a qualification. Students who have completed the programme Global Peace, Justice and Well-being, Master Programme may obtain the following qualification:

Degree of Master of Science (120 credits) with Specialisation in Global Peace, Justice and Well-being. Main Field of Study: Political Science.

Filosofie masterexamen med inriktning mot Global fred, rättvisa och välbefinnande.  
Huvudområde: Statsvetenskap.

The degree certificate is issued in two languages (Swedish and English) and is accompanied by a diploma supplement in English.

## Other Information

In the event of any discrepancies between the Swedish and the English version of this programme syllabus, the Swedish version shall prevail.

All costs in connection with travel and studies abroad are paid for by the students themselves.