



c:/peace pedagogy 2004 course

MSVU, Halifax NS
Department of Education
GFDD 6657
Peace and Social Justice: Pedagogy and Practice
January-April 2004

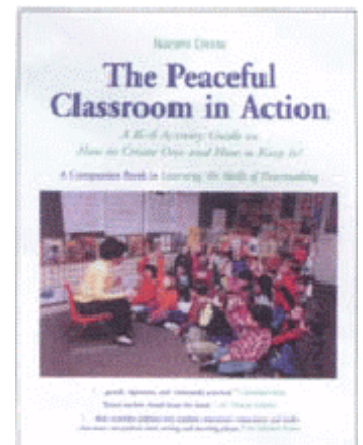
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Course Description and Objectives

Peace education assumes people are naturally inclined towards living in peace and is about (a) teaching children and others how to *be peaceful*, (b) teaching strategies to build a desire for peace (including a respect for the role of conflict in daily life), (c) and how to build a culture of peace, a culture of non-violence (resolve conflict constructively). Peace education brings together multiple traditions of pedagogy, theories of education, and *international initiatives* for the advancement of human development through learning. Peace education has both a consciousness raising component (one's desire to live in peace) and a teaching component (how to achieve peace) (Ian Harris, 2000).

Pedagogy is the act of imparting knowledge to someone and is made up of two things: (a) what counts as knowledge and (b) what is the most effective way to get this knowledge across to, or solicit it from, the "learner." Knowledge can come from: (1) personal/cultural as lived each day, (2) popular culture, press and the media (mainstream and alternative), (3) mainstream academics (Western research paradigm), (4) transformative academics (this approach challenges the mainstream academic), or (5) school knowledge found in books and curriculum guides. One's pedagogical approach is a key determinant of human relationships in the educational process. It is the medium of communication between teacher and learner, and the aspect which *most* affects what learners receive from their teachers and vice versa. Also, some pedagogical approaches challenge, reveal or expose the status quo while others reinforce, conceal or obscure the status quo, that being the current context that perpetuates violence, oppression, exclusion, injustice, etc.

Peace pedagogy Peace education brings together multiple traditions of pedagogy. Learners should leave the course with a closer appreciation of their own professional understanding of a peace education pedagogy. To that end, each learner will be expected to participate fully in class seminars on each of the building blocks of the course and be prepared to lead discussions and share comparative analyses. This engagement with other learners and course material should lead to a deep understanding of how various scholars and you understand what a peaceful classroom "looks like." The word **look** means more than just the outward appearances and includes peace education processes and philosophy (values, attitudes, goals and principles) that create *that peaceful look you see when you peak into a peaceful classroom*. Source of this picture is <http://www.jalmarpress.com/item22280.ctlg>



Textbook

Harris, I., & Morrison, M.L. (2003). Peace education (2nd ed.). Jefferson, NC: McFarlane.

Web articles are integrated into the schedule below.

A tentative schedule of topics follows

Unit Topic (13 classes)	Seminar Topic	Text	Readings from the professor	Readings from the Internet and other sources
UNIT ONE - The Big Picture 4 classes Jan 7-Feb 4 Jan 28 no class Challenges to Peace Education in the Current World Paradigm				
1. Globalization and Neoliberalism			Articles # 3 & 4 at http://www.consultmcgregor.com Plus some e-attachments on globalization from Professor.	<p>http://www.un.org/esa/socdev/rwss/Intro&overview.pdf UN 2001 Report on the World Social Situation. 19 pp Entire report is 300 pages. There are sections on peace, violence and justice.</p> <p>What elements of the scientific, mechanistic paradigm get in the way of peace education? http://www.prasena.com/public/peace/9.htm</p> <p>Robin Burns (2000) Globalization and peace ed at (11 pages) http://www.peace2.uit.no/hefp/contributions/papers/Burns_Robin_11E-1.pdf</p>
UNIT ONE 2. Current State of the School System in the context of globalization and neoliberalism				<p>Apple (1999) neoliberalism and education at 10 pages http://www.tc.columbia.edu/CICE/articles/ma112.pdf</p> <p>See also http://www.tc.columbia.edu/CICE/articles/pwc112.htm 6 pages</p> <p>Privitization and educational equity (Cookson, 1999) at 6 pages http://www.tc.columbia.edu/CICE/articles/pwc112.htm</p> <p>Bob Stewart, <u>Paradigm Shift in Canadian Education</u> (2003, pp. 1-4) at http://www.peace.ca/modellingpeaceeducation.htm</p> <p>Http://www.bluffton.edu/~mastg/PEACE%20WORKS%20.htm A person's story of going to a Mennonite grade school and then to a fundamental Christian US high school and how this experience shaped her approach to peace education!</p>

UNIT ONE 3. Challenge to Peace Education (in the current school systems)	C. 9	C 5, 8, 9	I will present a summary of CBIE's (2002) - are schools part of the problem?	(Passi, 2003) 3 challenges to peace ed (1 page) http://www.prasena.com/public/peace/9.htm
UNIT ONE 4. How schools need to change - a new paradigm for peace	C 4	C 11		http://www.perfectfit.org/CT/giroux1.html (Hit the Role of Schools button - 1 page) Shapiro (2000) What a peaceful educ looks like at http://www.tikkun.org/magazine/index.cfm/action/tikkun/issue/tik0001/article/000115f.html (4 pages) Miller & Ramos (2000) Transformative peace ed (13 pages) at http://www-unix.oit.umass.edu/~vmiller/transout.htm
Unit Two - 3 classes Peace Education as a Philosophy				
UNIT TWO 1. Different conceptualizations of peace over time, religions, famous people and through the peace movement		C 2		GFDD 6656 Reader (peace movement)
UNIT TWO 2. What is peace and what are the 6 strategies of peace (one being peace education)?		C 1		Which way to peace? At http://www.ppu.org.uk/learn/peaced/pe_which.html The kind of peace we have determines the kind of peace education we need -Sandy & Perkins (2002) at http://www.trinstitute.org/ojpcr/4_2natp.pdf

<p>UNIT TWO 3. What is peace education (goals, values, attitudes, principles, etc)?</p>		C 1	<p>KON monograph http://www.kon.org/leadership/peace.html (Part 1)</p>	<p>GFDD 6656 Reader (Hicks, Toh, Fisk, Peace Education Network)</p> <p>The Nature of Peace Ed (Hicks) at http://www.ppu.org.uk/learn/peaceed/pe_which1.html</p> <p>UNESCO 1995 Educ for Peace, HR and democracy - read pp.7-14 at http://www.unesco.org/education/nfsunesco/pdf/REV_74_E.PDF</p> <p>UNICEF (1999) Peace Education http://www.unicef.org/girlseducation/PeaceEducation.pdf (See table of content for aims - pp. 22-24)</p> <p>Hoepper (2002) Peace Education in Queensland as a key learning area (includes creating a peaceful classroom and practising peace) - Relevant material is from pp 1-22) http://www.qsa.qld.edu.au/yrs1_10/kla/sose/pdf/rp_pce02.doc</p>
<p>UNIT TWO 4. What is NOT peace education but is related to it (global ed, etc</p>		C 3		<p>David Selby Click on Table 1 Global Ed Key Areas http://www.citizens4change.org/global/intro/toc.htm#</p> <p>UNICEF (1999) Peace Education http://www.unicef.org/girlseducation/PeaceEducation.pdf (See Section 2)</p>

<p align="center">Unit Three No classes since we did this in the other course Peace Education as a Knowledge Base</p>				
<p>1. Collection of general concerns forming a conceptual base for peace education: violence, conflict, justice, rights, war and defence, security, non-violence, responsibilities,</p>		C 6		<p>GFDD 6656 Reader</p> <p>http://www0.un.org/cyberschoolbus/peace/home.asp In the left column, there are five units</p> <p>Click on Holistic peace at http://www.amshq.org/positions/index.html</p>
<p align="center">Unit Four 5 classes Peace Education as a Process</p>				
<p>UNIT FOUR 1. What are the five types of knowledge and how does one's choice of a specific type of knowledge affect their peace pedagogy?</p>				<p>Five kinds of knowledge (Bing, 2002) http://courses.lib.odu.edu/engl/jbing/cp1.html</p>
<p>UNIT FOUR 2. What are seven new types of knowledge related to peace?</p>				<p>Seven new kinds of knowledge for peace education - Summary of Morin (Passi, 2003) http://www.prasena.com/public/peace/9.htm</p> <p>http://unesdoc.unesco.org/images/0011/001177/117740eo.pdf Edgar Morin Seven Complex Lessons for Education for the Future 1999 66 pages - Read at least pages 1-3</p>

<p>UNIT FOUR 3. Pedagogical approaches relevant to peace education transformative, critical pedagogy, reflective, progressive education, contextual learning, critical/creative thinking, collaborative/cooperative learning, constructivist, participatory, global, emancipatory, democratic, dialogical, empowerment, political change agent</p> <p>See Betty Reardon at http://www.peace2.uit.no/hefp/labyrinth_newspaper/labyrinth_2_8.html</p>	C 10	C 4 10	Short pieces by Dr. McGregor (to be sent via e-mail I think) on contextual learning, transformative learning, critical science pedagogy, critical and creative thinking	<p>Fabulous site on contextual learning http://www.bgsu.edu/organizations/ctl/navigation/ (Click on CTL constructs in left column)</p> <p>Critical pedagogy (Giroux, 1999) at Http://www.perfectfit.org/CT/giroux1.html</p> <p>One pager on critical peace pedagogy at http://construct.haifa.ac.il/~cerpe/abs/shapiro.html</p> <p>Transformative peace (Ardizzone, 2001) at http://www.tc.columbia.edu/CICE/articles/la141.htm Educational ideologies (near end of Hick's article at http://www.ppu.org.uk/learn/peaceed/pe_which.html</p> <p>Constructivist learning http://www.ncrel.org/sdrs/areas/issues/content/contareas/science/sc5model.htm</p> <p>Collection of articles on democratic classrooms at http://www.newhorizons.org/strategies/democratic/front_democratic.htm</p> <p>Democratic classes http://www.cortland.edu/c4n5rs/wheel/6.htm</p> <p>Also at http://www.nea.org/he/heta99/s99p61.pdf</p>
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<p>UNITS FOUR 4. Peace education curriculum and course design issues (separate course, infusion, etc)</p>		C 5	Handout on basic curriculum design models and approaches to designing curricula	Toward a peace ed curriculum (Hicks) at http://www.ppu.org.uk/learn/peaceed/pe_ednetcurriculum.html
<p>UNIT FOUR 5. Peace teaching strategies (instructional methods and processes) stemming from different pedagogies used to create a peaceful classroom or learning experience: value and moral reasoning, participatory domain and affective domains of learning, collaborative teaching, problem solving, stress management, build self confidence/esteem, listening, reflection, conflict resolution, dialogue, consensus, asking Socratic questions</p>	C 7 C 8	C 4, 5, 7, 10		<p>UNESCO 1995 Educ for Peace, HR and democracy - read pp.7-14 http://www.unesco.org/education/nfsunesco/pdf/REV_74_E.PDF</p> <p>UN Peace ed content, strategies etc (see units at left of page) http://www0.un.org/cyberschoolbus/peace/frame.htm</p> <p>Hoepper (2002) Relevant material is In Section 6.1 and 6.2) http://www.qsa.qld.edu.au/yrs1_10/kla/sose/pdf/rp_pce02.doc</p> <p>Use as a resource http://lovon.com/peace.html#c</p>
<p>Unit Five no classes on this - independent study Independent Reading about Maintaining One's Strength as a Peace Educator</p>				
No lectures on this.		C 5		

Resources

<http://www.un.org/cyberschoolbus/peace/content4.htm> (Detailed list of UN peace related documents, covenants etc)

Canadian Peace Education Foundation at <http://www.peace.ca/foundation.htm>

Educating for Peace resources <http://www.global-ed.org/e4p/rm-teachers.htm>



Choose Chapter 2 - What is Peace?

<http://www.hawaii.edu/powerkills/NOTE14.HTM#FULL> VERY DETAILED - use as a resource.

Evaluation Scheme (3 components)

Class participation is worth **35%** and a guideline for what constitutes participating in class will be distributed to you. This mark may also include some **critical analysis assignments** to be handed in.

A **lecture/seminar approach** will be used to shape the dialogue in class so you have to do the readings and have reflected on each of them separately and in relation to each other (comparative analysis) BEFORE class. Groups of students will be lead a 45 minute



class seminar on selected topics/chapters from the textbook. This presentation, and preparatory notes, is also part of class participation.

Chapters 4, 7, 8, 9, 10 will comprise the seminars, respectively: (a) peace education as empowerment for social change, (b) moral development, (c) controversial dimensions of peace education (7 issues), (d) overcoming the culture of war in schools, and (e) five pedagogical approaches for peace education that surpass all other approaches.

A **Glossary** of key pedagogical approaches will be compiled, using the below. More may be added. Each entry should be 300 words, minimum (if using WP, block text, click on file, properties and then information to get a word count). It is up to you if you want to reference it. This must be completed by March 3rd. **Value 25%**.

transformative,
critical pedagogy,
reflective pedagogy,
progressive education,
contextual learning,
critical versus creative thinking,
collaborative/cooperative learning,

constructivist,
participatory,
global,
emancipatory,
democratic classroom,
dialogical,
empowerment,
political change agent

Deep research paper (beyond the understanding of an average mind) 40%

Integrating peace into education changes content, changes pedagogy and changes teaching and learning. A **final research paper** will focus on these aspects of peace education. The topic for the paper is “**what does a pedagogical model of a peaceful classroom look like?**”

This paper is more than a reflective piece - it is a research paper, as well. For example, if your model of a peaceful classroom involves a critical pedagogy, I need to know that you are very familiar with what this entails, who you read to gain your understandings and how it complements the other components of your model. This paper will involve DEEP thinking, synthesis and judgement. The Paper is worth **40%** and will draw heavily on the insights gained from the seminars, the glossary and other readings.

From a technical perspective, the length will range from 15-20 pages, double spaced (longer if you want) in 12 pitch, 1 inch margins and is due the last day of class (unless we decide otherwise). The APA style of referencing is to be used.