

**CONF 399:
Global Peace Education
Fall 2014**

Thursday 4:30 pm to 7:10 pm
Research Hall 202

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Office Hours: Thursdays 2 to 3pm and by appointment (Room 116, Northeast Module II)

Course Description and Overview:

This course will provide an overview of the international field of peace education and explore its relevance in a world of increasing global complexity. This course will cover: (1) The subject areas of Peace Education (2) The processes and methods that are used to teach about peace (3) Several major theories of education, peace, nonviolence and conflict resolution that have influenced the field.

Peace education will be framed as a living global system of praxis, comprised of dynamic networks of people from around the globe that are continually influencing each other in developing new approaches. As such, we will examine peace education not as a static field but as an emerging and constantly changing body of work that now allows educators to communicate in real time across great distances as a result of computer mediated technologies and high speed travel.

Building on this theme of collaboration students will be required to conduct research, develop peace education activities and make that research available to other educators and communities both online and on campus. Toward this end, we will be adding resources, along with students from American University, to the website Peacelearner (www.peacelearner.org) We also will be conducting a video question and answer activity with students at a middle school.

Additionally, this class will **feature two required Saturday workshops** on March 2 and April 13. As a result of this intensive schedule the coursework **will conclude on April 13** although your grades will be submitted and posted on the normal due date at the end of the semester.

Overarching Questions Examined in the Course:

What is Peace Education? What are the values, vision and practices that guide peace education in the field? How can education prepare people to engage in compassionate action instead of brutality? What subjects might one teach in peace education? How should those topics be taught?

This course will look broadly at the challenges and opportunities of educating in the new millennium. In this course we will also ask: What do the practical experiences of peace educators working in the field reveal about the challenges and opportunities of developing educational models that can be responsive to global complexity? In what ways are peace educators pointing the way toward more dynamic forms of global education?

Course Aims

During the course class students will:

- Familiarize themselves with the academic literature on peace education and survey approaches to teaching and learning employed in the field
- Evaluate the role of self-reflexivity in peace education praxis by examining their values, assumptions and beliefs related to education
- Evaluate the role of culture and identity in education for peace
- Critically examine the effects of power, privilege and prejudice in educational settings
- Develop improved writing skills and produce clear, well-structured, creative written work
- Develop a better understanding of the contingent demands of facilitating peace education
- Contribute insight and resources to the larger peace education community

Required Texts:

Bajaj, M. (2008). *Encyclopedia of peace education*. Charlotte, NC: Information Age Pub.

Robinson, K. (2011). *Out of our minds : learning to be creative*. Oxford: Capstone

Rath, T. (2007) *Strengths Finder 2.0*. New York: Gallup Press (e-book is preferable)

**Please note additional readings will be announced through Blackboard throughout this course and it is IMPERATIVE that you check the announcements and your GMU email regularly.

Course Requirements:

Participation: 30%

Regular attendance and consistent informed participation in class discussions and activities is expected. **It is critical to complete all assigned readings** prior to each class and bring your notes from the readings with you to class so that you are prepared to engage in discussions. If you are not familiar with class readings this will impact negatively on your participation grade and I may introduce pop quizzes if students are not adequately prepared for class discussions.

Also you should bring books and class materials with you so that you can cite and reference the texts when needed in class. Further, you will need **to take notes** to be able to capture the material discussed in class.

We will frequently engage in small group work and experiential activities and from time to time you may be called on to present in front of your peers. We may also review and provide feedback to our community partners about curriculum design. All of the activities that you are asked to do that are not listed under the class assignments below count toward your participation grade. The quality of your participation and preparation is essential for maximizing learning and excelling in this class and all the above listed activities and factors contribute to your participation grade.

Major Assignments:

There will be **three major assignments** in this course and the initial explanation for those assignments are highlighted below. Additional information about the assignments (when applicable) will be posted under the “assignments” section of Blackboard

Assignment 1: Blogging and Video Responses to Student Questions (25%)

Blogging provides you with the opportunity to research and share peace education resources with the rest of the class and others who visit the class website. Each student will be responsible for submitting 2 blog posts for the class website throughout the semester and one video response to field questions from young peacelearners. The blog post should highlight a specific resource (book, video, web content, lesson plan, event, field trip location, etc.) that they feel could be effectively used in the service of building peace in an educational setting. The blog should address the following questions:

- 1. Content:** what is the resource and where did you find it? **Make sure this information is explicit to your reader*
- 2. Context:** in what type of educational setting do you feel this resource is best placed (subject matter, age level, community, formal or informal) and why? **Make sure this is explicit to your reader*
- 3. Implementation:** how would an educator incorporate this resource? What logistics/materials might they need? How much time would it require etc. Also, what pedagogies might be used to strengthen the use of this resource? How might those pedagogies be useful? You may choose to use simple headings like: “Ways to use this resource”.
- 4. Goal** – which types of peace education do you think are most supported by this resource and why? What knowledge, skills, or attitudes would students develop having engaged with this resource?
- 5. Audience-** You are also required to identify 2 stakeholders (for each blog post) that may be able to benefit from your post and to reach out to them to let them know about your post and the peacelearner website. If you can, encourage them to not only look at the

materials but comment on them. Examples of people you might reach out to could include; a teacher in Fairfax City Schools, someone working at a community center, a former teacher of yours, a specific student group on campus, etc. Students should be prepared to offer a brief overview of their post to the class highlighting how the questions above were addressed and why you thought the post was important. Blogs will not be graded until the end of the course.

Due Date: Students will be assigned which weeks they will be posting their blogs in class during week 2. No late blog assignments will be accepted.

Education and Identity Project (1200-2000 words) (15%):

This assignment provides an opportunity for you to examine your past educational experiences and to reflect on how those experiences have influenced your view of education and what is possible in the field. You can write this paper as a traditional college essay or alternatively as a letter to a friend, family member or someone from a different country who may not be familiar with the culture and some of the educational experiences you are explaining. Draw on the readings from Robinson (2011), Reardon (1999) and Friere (1978) in your analysis and connect those readings to the experiences you examine in sections b, c, d of this assignment.

a. List what you would consider the major educational experiences you have had in your life. This can be done very briefly. Bear in mind that some of our most profound educational experiences do not happen in conventional classrooms. For example:

1. Elementary School (place, name)
2. Camp (place, name)
3. Working in the Garden at Grandpa's house
4. Traveling Abroad (place, time period in your life)
5. Breaking my leg in a soccer game and having to stay home and read more

b. Describe your relationship to formal education. In what ways have you thrived, excelled and learned in school? In what ways have you struggled or found limitations in formal education contexts? Why do you think you excelled and/or struggled in those ways?

c. Describe one of your most profound educational experiences and describe one of your most disappointing or painful experiences. What made each so significant?

e. Describe the best educator you have encountered. What made him or her so effective?

d. What do you think are the most important topics that should be taught in formal education today? Why? What do you think are the most effective ways to learn? (For example, discussion, experiential activities, dance etc.) Why?

Due: September 25.

Final Project: Peace Education Practice Project (30%)

This project will provide a multi-media analysis of the strengths, tensions and future opportunities for growth you found from your school visit. The project will be submitted as a team and students will be asked to complete an anonymous peer review of your classmates work on the project as well as two page written summary of key learning from your trip. A more detailed agreement of the work project will be negotiated in class on **October 30 and posted on Blackboard following that discussion.**

Date: TBD

Tentative Course Agenda

"I have always found that plans are useless, but planning is indispensable." - Dwight D. Eisenhower

August 28: Introduction

Welcome, overview, class norms, and brief exploration of the theme of peace education

September 4: Foundational Questions: What is Peace Education? How can peace be best defined? What pedagogies should be used in the field? What is peace education content?

Readings and video resources to be completed for class:

Reardon, Betty. Peace Education: A Review and Projection.

<http://peacelearner.files.wordpress.com/2010/01/betty-reardon-peace-education-a-review-and-projection1.pdf>

Lantieri, Linda & Patti, Janet. Waging Peace in Our Schools (Chapter 3).

<http://peacelearner.files.wordpress.com/2010/01/linda-lantieri-waging-peace-in-our-schools1.pdf>

Strengths Finder Test Review (bring printed version)

Review Syllabus and bring questions to class

September 11: Peace Education: An Introduction Continued

Readings and video resources to be completed for class:

- Robinson; Introduction and Chapter 1, 2
- Freire, Paulo. Pedagogy of the Oppressed (Chapter 2).
<http://peacelearner.files.wordpress.com/2010/01/freire-pedagogyoftheoppressed1.pdf>
- Edutopia.org – Multiple Intelligences Leave No Child Behind. (Video)
<http://www.youtube.com/watch?v=l2QtSbP4FRg>

- Colman McCarthy: Teach Peace
<https://www.youtube.com/watch?v=yauNFMpcMtY>

September 18: Structural Inequality and its impact on education

Readings and video resources to be completed for class:

- Homeroom Security: School Discipline in the Age of Fear
- Werblow, J., Longo, L., 2013. Addressing the root causes of the achievement gap. Transforming schools: Alternative perspectives on school reform 67–85.
- Michelle Alexander: Locked Out of the American Dream
<https://www.youtube.com/watch?v=om2hx6Xm2JE>

September 25: Old Models-New Possibilities: Exploring Educational Change

Readings and video resources to be completed for class:

- School-based restorative justice as an alternative to zero-tolerance policies: Lessons from West Oakland. **Thelton E. Henderson Center for Social Justice**
- Robinson; Chapter 3 and 4
- Haga, K. Chicago's Peace Warrior in Rethinking Schools
http://www.rethinkingschools.org//cmshandler.asp?archive/26_02/26_02_haga.shtml

Education and Identity Project Due

October 2: Peace Education in Conflict Zones

Readings and video resources to be completed for class:

- Davies, Lynn. Education and conflict: complexity and chaos. (2004) pp. 93-140 *This document will be posted on Blackboard*
- Bajaj: Chapters 3, 4, 5

M., Fine, et al., Hyphenated Selves: Muslim American Youth Negotiating Identities on the Fault Lines of Global Conflict, Applied Development Science 2007, Vol. 11, No. 3, 151-16
http://web.gc.cuny.edu/psychology/socpersonality/Fine/Mfine/hyphenated_selves.pdf

October 10: Gender and 'Third-World' Critiques of Peace Education

Readings and video resources to be completed for class:

- Brock-Utne, B. Feminist Perspectives on Peace and Peace Education. (1989) pp. 71-102

- Lazlo, I., Peace Education and Human Rights: A Third World Critique, World Encyclopedia of Peace. (1986). Posted on Blackboard

** Special Guest Lecturer/facilitator Gina Cerasani

October 16: Global Complexity and the Need for Educational Change

Readings and video resources to be completed for class:

- Robinson; 6
- Bajaj; 11, 12, 13
- Urry, J., Global Complexity, Preface (2003)
Posted on Blackboard
- Wagner, T., The Global Achievement Gap (2008)
Posted on Blackboard

October 23: School Visit and Peace Education Co-Learning Experience Durham Friends School, NC

October 30: Field Visit Debrief and Final Project Planning Session

- Collect two articles on Quaker education. At least one of the articles should include some critical analysis of Quaker approaches to education.

Readings and video resources to be completed for class:

- Blindsided by the Avatar: White Saviors and Allies Out of Hollywood and in Education (Blackboard)
- Harber, C., Sakade, N., 2009. Schooling for violence and peace: how does peace education differ from “normal” schooling? Journal of Peace Education 6, 171–187.

November 6: TBD

November 13: TBD

November 20: Final Project Due

November 27: No Class Thanksgiving

December 4: Final Project Discussion and Class Evaluation

Grading:

I do not curve for this course. You may contest grades. If you contest your grade it is in your interest to take some time to formulate your questions/concerns about your grade in

advance. Contesting grades can cut both ways—you may make a good case for **raising your grade**, however, I may find mistakes I missed the first time and I may **deduct points** after reviewing it again.

Attendance, Late Work, Participation, and Special Needs:

- While points are not directly deducted for missed classes, not attending classes makes it difficult to participate and generally result in lower participation grades. As a rule of thumb, **more than two unexcused absences tends result in a 30% deduction from your participation grade where more than four results in an F for your participation grade.**
- If you anticipate absences from this class, please notify me in advance so we can make discuss arrangements if necessary.
- If you are absent due to illness, crisis, or unexpected obstacles, get in touch with me as soon as you can so we can discuss possible arrangements.
- I encourage you to communicate with me regarding absences and challenges that may disrupt your ability to compete requirements for the course. Timely and honest communication regarding absences can often prevent falling behind and feeling overwhelmed and allow us to consider creative possibilities.
- If you miss a class, it is a good practice to reach out to your classmates to get an idea of what you have missed in advance of reaching out to me.
- No text-messaging, personal web surfing, talking on cell phones, or private conversations. These activities are disruptive to others and will negatively affect your participation grade.

Student Resources:

English Language Institute:

The English Language Institute offers free English language tutoring to non-native English speaking students who are referred by a member of the GMU faculty or staff.

GMU Writing Center:

“The Writing Center seeks to foster a writing climate on campus and beyond by offering free writing support to George Mason students, faculty, staff and alumni. No matter what your writing abilities are, writing specialists can help you develop the skills you need to become a successful writer. Free services include: One-on-one 45 minute sessions with a writing specialist; online writing lab; one-on-one sessions with an ESL specialist; workshops on such topics as documenting sources, grammar and punctuation; writing handouts on a variety of subjects; a library of handbooks and writing manuals; [and an] online chat with a tutor about papers submitted to the Online Writing Lab” (<http://writingcenter.gmu.edu>). Students who regularly use the writing center tend to score better marks in my classes.

Disability Support Services:

Any student with documented learning disabilities or other conditions that may affect academic performance should: 1) make sure this documentation is on file with the Office of Disability Support Services (993-2474) to determine the possible accommodations you might need; and 2) **contact her or his instructor to discuss reasonable accommodations at the beginning of the semester.**

George Mason University is committed to providing appropriate services and accommodations that allow students with disabilities to access programs and activities at the university as stated in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. To achieve this goal, the university maintains and supports the Disability Resource Center Office, which is responsible for assuring that students receive the services and accommodations to which they are entitled. The professional staff of the Disability Resource Center Office coordinate services for students with disabilities, determine reasonable services and accommodations on the basis of disability, and act as a liaison between students and faculty/ administration on concerns relating to services and accommodations.” (<http://www.gmu.edu/departments/advising/dss.html>).

LAST BUT NOT LEAST: Honor Code and Plagiarism

All George Mason University students have agreed to abide by the letter and the spirit of the Honor Code. You can find information about the Honor Code at <http://academicintegrity.gmu.edu/resources/students.php>. All violations of the Honor Code will be reported to the Honor Committee for review. With specific regards to plagiarism, three fundamental and rather simple principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. If you have questions about when the contributions of others to your work must be acknowledged and appropriate ways to cite those contributions, please talk with the professor.

S-CAR requires that all written work submitted in partial fulfillment of course or degree requirements must be available in electronic form so that it can be compared with electronic databases, as well as submitted to commercial services to which the School subscribes. Faculty may at any time submit a student's work without prior permission from the student. Individual instructors may require that written work be submitted in electronic as well as printed form. S-CAR's policy on plagiarism is supplementary to the George Mason University Honor Code; it is not intended to replace or substitute for it.