EDHI 681
EDUCATION FOR GLOBAL PEACE

Date: Thursday 4:15pm – 7:00pm, Benjamin Building Room #1107
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We have been forced to a point where we're going to have to grapple with the problems that men have been trying to grapple with through history, but the demands didn’t force them to do it. Survival demands that we grapple with them. Men, for years now, have been talking about war and peace. But now, no longer can they just talk about it. It is no longer a choice between violence and nonviolence in this world; it’s nonviolence or nonexistence (Martin Luther King, “I see the promised land”, April 3, 1968)

We are living in a critical juncture in human history. We have built up weapons of mass destruction that can wipe out the human race many times. Peace seems out of reach as massive misunderstanding among people and cultures seems to keep on building up, and countries and groups can not seem to be stopped from waging bloody wars on each other. In the post 9/11 world, high international tensions have made it even more urgent for the world to make concerted efforts for the building of long lasting peace. It is time for a great awakening and transformation of our consciousness through education.

This course explores these questions: What has brought the humankind to hate each other so much that killings are needed to resolve conflicts? More importantly, as educators, what have we done or failed to do, and what can we do, to help build a peaceful world? This course is designed to provide a forum for students to explore issues of global peace and educational measures in promoting peace. The course first stresses the development of an understanding on urgent peace issues facing the humanity. Then the class will study social, cultural, psychological and educational theories on the roots of violence; we will critically analyze inequality and injustices in the world based on racism, classism, sexism, and other factors. Global movements to push for peace will be discussed. Nonviolence theories and movements, as well as feminist perspectives and other perspectives on peace will be studied. In education, we will examine how education can be transformed to bring true peace to the world. We will examine development and challenges of peace education approaches and programs. We will look at curriculum changes and collaborative efforts between school and society. We will study multicultural efforts for peace and promises and challenges of peace education. Finally, we will examine the feasibility of constructing a global ethic of universal love, forgiveness and reconciliation through education for the building of sustainable peace.

The goal of this course is to inform students about knowledge and development in peace and peace education. Students are expected to increase their awareness and enhance their ability as an educator to work for global peace. Peace education is not only about teaching, it is about
helping oneself and others become a peace maker. We aim to foster a profound compassion for the whole humanity and nurture a form of all-encompassing love that enables our young people to transcend hatred and build bondage of sisterhood and brotherhood among all people. The course encourages students to develop wisdom and to take actions for the building of a truly peaceful world.

COURSE TEXTS:

A Course pack is compiled for the class


Optional but recommended


Assignments and Grading

1. Participation: Students are expected to actively participate in discussions in class. It is expected that all students would have read the readings before class and ready to provide meaningful contribution to the class discussion.

2. Summary/Reflection Papers: Students will write a 2-4 pages reflection paper on the readings of each week and it is expected that you use the writing process to summarize ideas, raise questions and enhance your understanding about peace. Students hand in the reflection before the beginning of each class. They will be placed in file for final examination by the professor at the end of semester.
3. Research Essay on “Global Peace, Conflicts and Security: Efforts and Challenges after September 11, 2001.” In this paper, you will do research on issues and challenges that have come up after the 9.11 attack. You may want to examine how the attack has impacted on the United States and the world, and what are efforts by various groups and organization and the challenges nowadays in promoting global peace. You may also want to discuss: What are the key conditions blocking efforts of global peace? What positive changes or major challenges have you observed? (4-5 pages). Due: Oct. 9, 2008.

4. The final paper is a Peace Proposal (12-15 pages). Select a problem (issue or concern) related to peace, draw upon your readings, class discussions, and other readings/research, and develop a proposal on what should be done in relation to this problem. Educational implications must be reflected upon. In this proposal,

   a) Clarify the problem and indicate how it relates to global peace;
   b) Discuss how others have conceptualized this problem, and how others have sought to deal with this problem, and
   c) Delineate and justify your strategies for dealing with this problem;
   d) Be CREATIVE AND VISIONARY with your strategies and vision of a peaceful world

Alternatively, a student can also choose to write a research paper on peace education.

COURSE OUTLINE

Sept. 4    Introduction and Overview

Sept. 11   History of War, Human Conditions Today and the Field of Peace Education

Readings


**Websites:**
Cost of Iraq War: [www.costofwar.com](http://www.costofwar.com).

**UN Organizations:** UN Security Council;
Comprehensive Test Ban Treaty Organization (CTBTO) [http://www.ctbto.org/](http://www.ctbto.org/);
International Atomic Energy Agency (IAEA) [http://www.iaea.or.at/](http://www.iaea.or.at/);

**Sept. 18 Middle-East Conflicts: Understanding Islam and the Children of Promise**

**Video:** Promises

**Readings:**


The Noble Koran: [http://www.usc.edu/dept/MSA/quran/](http://www.usc.edu/dept/MSA/quran/).


**Sept. 25 Theories of Violence and War: Psychological, Economic, Social, Cultural, and Religious, and Governmental Causes**

**Readings:**


“Poverty and development;”
“Population explosion, resource depletion, and environmental destruction;”
“Human rights.”

Optional:

Oct. 2 Achieving Peace through Non-Violence and Forgiveness: Mahatma Gandhi, M. L. King and Desmond Tutu

Video:
India: Defying the Crown: A force more powerful
Martin Luther King: From Montgomery to Memphis.

Readings:
Lin, Love, Peace and Wisdom in Education: Chapter 2, “Centrality of Love”

Speeches by Martin Luther King: “Loving your enemies,” “I have a dream.”

Recommended:

Oct. 9 Student Presentation of Paper on “Global Peace and Security: Anti-Terrorism, Peace Efforts and Challenges after 9.11”
Paper Due

Oct. 16 Creating a Culture of Peace: Feminist, Ecological, Religious, and Spiritual Perspectives and Implication on Peace Education

Powerpoints: 1) Leadership from a Gender Perspective; 2) Five Pillars of Peace Education

Readings:
Lin, *Love, Peace and Wisdom in Education*:
   - Chapter 3: Reconstructing School for Love; 
   - Chapter 4: The Development of Integrated Intelligence.


Oct. 23 Development of Peace Education: Critical Issues in Peace Education and Efforts to Promote Peace Education

Readings:

“Introduction.”

Suggested Reading:


**Oct. 30**

**Integrating Peace Education into Curriculum and Students’ Life**


**Nov. 6**

**No Class, Professor in Conference**

**Nov. 13**

**Multicultural/Cross-cultural Education for Peace**

**Guest Speaker:** Carol Radomski

**Readings**


Chapter 1: Ross, Heidi and Jingjing Lou. “Pathways to Peace”
Chapter 2: Radomski, Carol. “Building Peace in the Family.”
Chapter 3: Al-Smadi, Rana Tala. “Professional Development for Peace.”
Chapter 4: Brantmeier, Edward. “Building Intercultural Empathy for Peace.”
Nov. 27  No Class, Thanksgiving

Dec. 4  Transforming Education for Global Peace: Challenges and Promises

Lin, Love, Peace and Wisdom in Education:
   Chapter 6: Education for Human-Nature harmony;
   Chapter 7: Education for wisdom;
   Chapter 8: Educational leadership;
   Chapter 9: School for Love, world for Love.


   Chapter 12: Boshier, Roger. “Royal Roads University.”
   Chapter 14: Jenkins, Tony. “Rediscovering Education for a Better World.”
   Chapter 15: Zoppie, I. and Yaeger, A. “Transforming Teaching Warfare into Peace.”
   Chapter 16: Lin, J. “Constructing a Global Ethic of Universal Love and Reconciliation.”


Web Resources


The Hague Agenda for the 21st Century: URL: http://www.haguepeace.org/


Dec. 11  Presentation of Peace Proposals and Projects
BOOKS, SOURCES, WEBSITES, ETC

BOOKS

Conflict Resolution


Johnson, David, and Johnson, Roger. Reducing School Violence Through Conflict Resolution (Fairfax, VA: Association for Supervision and Curriculum Department, 1995).


Environment

Berry, Thomas. The Dream of the Earth (San Francisco: Sierra Club, 1988).


**Nonviolence**


**Peace**


Peace Education


Bodine, R.J., Crawford, D. & Schrumpf, F. Creating the Peaceful School (Champaign, IL: Research Press, 1994).


Charney, Ruth Teaching Children to Care: Management in the Responsive Classroom (Greenfield, MA: Northeast Foundation for Children, 1992).


Lantieri, Linda Schools with Spirit: Nurturing the Inner Lives of Children and Teachers (Boston, MA: Beacon Press, 2001)

Lasley, Thomas Teaching Peace: Toward Cultural Selflessness. (Boston, MA: Bergin and Garvey, 1994).


Montessori, Maria. Education and the Peace (Chicago: Regnery, 1949).


……….. *Education for a Culture of Peace in a Gender Perspective* (Paris: UNESCO, 2001)


*Teachers College Record:* Special Issue on Peace Education, Number 1, Volume 84, Fall 1982.


**War and Problems of Violence**


**PEACE EDUCATION JOURNALS**

Candice Carter currently edits this read-for-free *Journal of Stellar Peacemaking* ([www.jsp.st](http://www.jsp.st)). The online journal incorporates nonfiction, research and all strands of the arts to illustrate peace processes.

**WEBSITES FOR PEACE EDUCATION**

Website for Teachers: What is a Peaceable Classroom?  

Website with many free peacebuilding resources. Candice Carter, Peace Education SIG Treasurer, webmaster: [www.peacemaker.st](http://www.peacemaker.st)


Website for Teachers: What is a Peaceable Classroom?:  

Peacemakers of the World (1999 ThinkQuest Junior Project): Website by Kids for Kids:  
[http://tqjunior.thinkquest.org/5886](http://tqjunior.thinkquest.org/5886)

PeaceMaker: A video game to promote peace. (Based on a simulation of the Israeli-Palestinian conflict.):  
[http://peacemakergame.com](http://peacemakergame.com)

Radio for Peace International:  
[http://www.RFPI.org](http://www.RFPI.org)

Wellington Press: Source for games and materials to teach resolving conflicts, working for peace:  
[www.peacegames.com](http://www.peacegames.com)
Alliance for Conflict Transformation in “partnership with Deep vertical, powered by Vivismo. “ConflictAware” is a new free custom search portal for peace and conflict related issues and one of the premier sites for specialized news in peace and conflict resolution, human rights, international development and related fields.”: www.conflictttransformation.org or www.conflictaaware.com

Bread for the World: Student Campaigns for Hunger Awareness on college campuses: www.bread.org

Collage Foundation: Promotes sustainability and environmentally conscious choices among young people: www.collagefoundation.org

End a War (in Uganda): www.invisiblechildren.com

Heifer International: Grassroots efforts to improve lives of world’s children (gifts of livestock, training, education): www.heifer.org

Human Rights Council (new) – Created in the United Nations on Mar. 15, 2006 (The U.S. decided not to seek a seat on the Human Rights Council but-34 other countries are members): www.ohchr.org/english/bodies/hrcouncil

Peacemaker, a video game that is a simulation of the Israeli-Palestine Conflict
Designed by Carnegie-Mellon students, Eric W. Brown and Asis Burak (who may have attended our SIG meetings in 2002): www.peacemakergame.com

Radical Math Teachers: Math Teachers who integrate issues of political, economic and social justice into the math classes”: www.radicalmath.org

Scoville Peace Fellowships: College graduates can apply for full time fellowships in Washington, D.C., addressing peace and security issues: www.clw/scoville/scovrgs.html

Save DarfurCoalition – Curriculum Ideas for Students for organizing a million Voices for Darfur campaign: www.savedarfur.org


Teaching Tolerance: New free education kit titled “One Survivor Remembers “– Holocaust education (Grades 8-12): www.TeachingTolerance.org

Weisenthal Center’s Museum of Tolerance Online Multimedia Learning Center: Lessons on the Holocaust: www.motlc.wiesenthal.com

GAMES

PeaceMaker: A video game to promote peace
(Based on a simulation of the Israeli-Palestinian conflict.)