EDHI 681 and EDHI 488A
EDUCATION FOR GLOBAL PEACE
Fall, 2012

Date: Wednesday 4:15pm – 7:00pm, Benjamin Building Room #1107
Professor: Jing Lin
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Email: jinglinpeace@gmail.com (for submission of course assignments)

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 and all that exist on earth 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 stresses the development of an understanding on urgent peace issues facing the humanity. The class will study social, cultural, psychological and educational theories on the roots of violence and on the promotion of peace; we will critically analyze inequality and injustices in the world based on racism, classism, sexism, and other factors. Global endeavors to push for peace will be discussed, such as Nonviolence theories and movements, and feminist and spiritual activism and perspectives on peace will be studied.

In peace education, we will examine how schools can be transformed to bring true peace to the world. We will examine peace education theories and programs. We will look at curriculum changes and examine the potential of international exchanges and study abroad for peacebuilding. Arts, language, and sports are considered as viable and powerful peacebuilding means. We will examine religious and spiritual traditions and discuss their commonalities in terms of their wisdom for peace building and peace education. Finally, we will discuss actions for peace, and fundamental paradigm shifts for a world of lasting peace.
The goal of this course is to enable students to understand peace and peace education in historical and socio-cultural contexts. 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 about peace, it is about helping oneself and others to 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 READINGS

1) Course readings are available on blackboard.

2) Textbooks:


   *Optional but recommended*


Course Requirements and Assignments

Students’ final grade will be based on the following:

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Rubrics for each assignment

1. Participation involves coming to classes, participating in discussions, taking initiatives, presenting readings and papers, and heeding fellow students’ views.

2. First Essay: Human Conditions and Pathways to Peace: Write a 5-6 page paper that a) identify and analyze an issue of global and local violence; and b) discuss theories, approaches, movements, people, events that effectively deal with the issue. **Due: Oct. 3.**

3. Second Essay: A Curriculum for Peace. This essay should be creative and you will design a curriculum for a class or a school that integrates peace education effectively into the learning process. Or you can identify an issue and examine what have been done creatively and effectively to incorporate peace education into the schooling process. **5-6 pages. Due: October 31.**

4. Third Essay: Transforming the Self and the World. You can identify an area, such as negative emotions, religion, media, politics, education, … and discuss how we can **transform** ourselves and/ the world for peace. For example, cultivation of inner peace, interfaith dialogues, rediscovering our deeper self through spirituality, reconstruction of the military’s roles, re-envisioning the role of the media, building new forms of schools, etc. **5-6 pages. Due: Dec. 10.**

5. Reflection paper: reflect on what you have learned in this semester and examine where you have changed or how you have changed. Share insights on peace building and peace education. **3-5 pages. Due: Dec. 10.**

6. **For graduate students, all assignments will be 7 pages and plus.**

Evaluation scale:

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COURSE OUTLINE

August 29   Introduction and Overview

Sept 5   History of War, Human Conditions Today and the Field of Peace Education

Readings:


Tell me why – a song


Websites:

The Holocaust: http://en.wikipedia.org/wiki/The_Holocaust
Children of the Atomic Bomb: http://www.aasc.ucla.edu/cab/index.html
The Liberian Civil War and aftermath: http://www.youtube.com/watch?v=NFUht0q775g
U. S. and World Military Spending: http://www.globalissues.org/article/75/world-military-spending

UN Organizations: UN Security Council;
Comprehensive Test Ban Treaty Organization (CTBTO) http://www.ctbto.org/;
International Atomic Energy Agency (IAEA) http://www.iaea.or.at/;
Organization for the Prohibition of Chemical Weapons (OPCW) http://www.opcw.org/;

Sept. 12   Roots of Violence and War, and Human Nature for Peace
Activity: Debates on aggression or love as human nature, and the relevant model of governance of society

Readings:


“The Seville Statement”.

Cases to consider other roots of violence:
- Population explosion, resource depletion, human rights violation…
- Ethnic strife: Rwanda, Bosnia and Herzegovina
- Colonialism: Rwanda
- Racism: South Africa; The United States
- Religion: Northern Ireland

Sept. 19 Non-Violence Movement, and Peace Building Efforts and Trends

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

Discussion: what is the essence of non-violence? Can you love your enemies? How to forgive? How to inspire non-violent social changes? What are some effective strategies?

Readings:

Speeches by Martin Luther King: “Beyond Vietnam;” “Loving your enemies.”


The South Africa Truth and Reconciliation Commission:
http://en.wikipedia.org/wiki/Truth_and_Reconciliation_Commission_(South_Africa)

Balancing Peace and Justice - Mato Oput:
http://news.bbc.co.uk/2/hi/africa/5382816.stm
http://www.pambazuka.org/en/category/comment/37403

Taiwan and Mainland China: economic exchanges and peace
Ireland: Multiculturalism and peace

**Sept 26:** Lens of Development, Gender, Sustainability, and Alternative Paradigms

**Readings:**


Women and Peace in Uganda:

Women and Peace in Liberia:
Optional:


Oct 3

Essay on “Human Conditions, War and Peace, and New Ideas for Peace Building”

Paper due and presentation

Oct. 10

Peace Education Theories and Practices

Guest speaker: Mainlehwon Ebenezer Vonhm

Readings:


Peace Education in Israel: http://www.ipcri.org/files/learning%20about%20the%20other.pdf
Pathways to Peace: http://www.peace.umd.edu/Places/places.html
Semester for Peace: http://www.youtube.com/watch?v=hJ-kXLp6X9o
International Institute on Peace Education: http://www.i-i-p-e.org/
Peace Education Commission: http://pecnetwork.tumblr.com/

Suggested Reading:

Oct 17    Integrating Peace Education into Curriculum, Teaching and Students’ Life


  • Chapter 7: “Citizenship Action Projects in History Class” (pp. 107-120).


Optional


Oct. 24    NO CLASS, professor in conference

Oct. 31    Language, Arts, Literature and Sports for Peace

Second Essay Due


**Websites:**
Children’s art for peace: [www.celebratingpeace.org](http://www.celebratingpeace.org)

Arts and peace education websites:

Share children’s art projects for peace in *The Quest for Peace 2005* by Kelly Guinan. :
[www.celebratingpeace.org](http://www.celebratingpeace.org)

**Nov. 7 Spiritualty, Religion, and Peace Education**

**Questions:** Can religions be a force for peace? What are the common teachings in world religions? Why wars took place because of religions? How can we achieve peace in the heart, mind, and soul of people? What can be done and what have been done to promote interfaith dialogues? Which religion/spiritual tradition speaks particularly to you? How to achieve inner peace? How to cultivate our spirituality to deal with dire problems in ourselves and the world?


**Nov. 14 Contact Hypotheses, Programs, and International, Multicultural, Cross-Cultural Education for Peace**

**Video: Promises**
[Please WATCH BEFORE CLASS this video at: http://topdocumentaryfilms.com/promises/ ]

*Everyone needs to prepare to share your thoughts with the class.*

**Readings:**


Hromadzic, A. “Smoking Doesn’t Kill; It Unites,” pp. 109-125. [SKIM]


Khamis and Lin. Proposal and PPT for the ADVANCE project

Intergroup Dialogues at University of Michigan and University of Maryland:
[http://www.igr.umich.edu/about/history](http://www.igr.umich.edu/about/history)

**Nov. 21**  
NO CLASS, THANKSGIVING

**Nov. 28**  
**New Paradigms and Activism for Peace**

*First Section: We will do an election activity in which a true peace leader is elected. Outline the quality of the leader; the leader builds a cabinet. The cabinet leaders outline visions of reform. How peace education is integral in education and society. Students share briefly the final paper they will write.*

**Readings**

Lin, *Love, Peace and Wisdom in Education*:
- Chapter 4: The Development of Integrated Intelligence;
- Chapter 6: Education for Human-Nature harmony;
- Chapter 7: Education for wisdom;
- Chapter 8: Educational leadership;
- Chapter 9: School for Love, world for Love.


Peace Alliance: [http://www.thepeacealliance.org/](http://www.thepeacealliance.org/)
Whole Child School: [http://www.wholechildschool.ca/?page_id=138](http://www.wholechildschool.ca/?page_id=138)
Global Campaign for Peace Educ.: [http://www.teacherscollege.edu/PeaceEd/newsletter/index.htm](http://www.teacherscollege.edu/PeaceEd/newsletter/index.htm)

**Dec. 5** Third Essay Presentation