

Spring 2004

EDUCATION FOR GLOBAL PEACE

EDPL 788A

Instructor: Prof. Jing Lin

Tuesday 7:00 - 9:45pm

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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 massive misunderstandings and engaged in bloody wars and conflicts. We now possess the means to fully destroy the humanity. The terrorist attack of Sept 11, 2001 shocks the world and forces us to undergo a great awakening and transform our consciousness and education.

What has brought the human kind to hating each other so much that killings are needed to resolve conflicts? As educators, what have we failed to do and what should we do to 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 emphasizes the development of an understanding on urgent peace issues facing the humanity. Then the class will study and reflect on the roots of violence, critically analyzing inequality and injustices in the world based on racism, classism, sexism, and other factors. We explore ways for quelling violence and building peace broadly. Nonviolence theories and movements, as well as feminist perspectives and other perspectives on peace will be studied. Alternative approaches for conflict resolution as well as the building of inner peace will be examined. We will examine how education can be transformed to bring true peace to the world; we will look at curriculum changes and collaboration of school and society, and finally, we will stress the importance of teaching for love in education.

The goal of this course is to nurture our awareness and enhance our competencies for the building of long lasting global peace; we will engage in discussions to discover our inner self, and foster a holistic understanding of the interconnected impact of family, school and society on our perspectives on peace. We aim to foster a profound compassion for the whole humanity and nurture a form of all-encompassing love that transcend hatred and heal wounds. The course hopes to develop wisdom and courage for us to take actions for the realization of the dream of a truly peaceful world.

Course Texts: (A course pack is also required)

Telhami, Shibley. (2002). *The Stakes: America and the Middle East*. Westview Press.

Lippman, Thomas. (1995). *Understanding Islam: An introduction to the Muslim world*. New York: Meridian.

Thomas Cleary. (1993). *The essential Koran: The heart of Islam - An introductory selection of readings from the Qur'an*. San Francisco: Harper.

Ayres, Alex (ed). (1993). *The wisdom of Martin Luther King, Jr.* New York: Meridian.

Kripalani, Krishna. (2001). *Gandhi: All men are brothers*. New York: Continuum.

Smith, David C, and Terrance R. Carson. (1998). *Educating for a peaceful future*. Toronto: Kagan and Woo Limited.

Harris, Ian M. and Mary L. Morrison. (2003). *Peace education*. Jefferson, NC: McFarland.

Assignments and Grading

1.	Participation	10%
2.	Abstracts and reflection papers on Readings:	10%
3.	Reflection Paper on Sept 11, 2001:	20%
4.	Book Review:	20%
5.	Peace Proposal	40%

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. Reflection Papers: Students will write a 2-3 pages reflection paper on the readings of each class and it is expected that you use the writing process to summarize ideas, raise questions and enhance your understanding about peace.
3. Reflection Paper on September 11, 2001 Terrorist Attack: 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 the challenges nowadays in promoting global peace. You may also want to discuss: What does the WTC stand for? What are the underlying causes for the attack? What are your perspectives on the responses of the United States government? Where should we go from here? **(3-5 pages, due Feb. 24)**
4. Book Review Report: Students will do a literature search and write a book review, preferably on one of the following topics:

Roots of violence; world-wide conflicts and resolutions
History and current initiatives of peace movements and ideology
Social, emotional, moral and spiritual development for peace
Transformative peace education programs and practices
World peacemakers and organizations

The paper will be shared in the class and is **due on April 13**.

5. 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.
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COURSE OUTLINE

Feb. 3

Introduction and Overview

Feb. 10

History of War, International Peace Organizations, and the Human Conditions Today

Readings

Hans Kung. (1991). *Global responsibility: In search of a new world ethic*. New York: Crossroad. Pp. 2-24.

Peter Wyden (ed.). (1984). *Day One before Hiroshima and after*. New York, NY: Simon & Schuster, pp. 253-269.

Hoogvelt, A. (1997). "Islamic Revolt." In *Globalization and the Post-Colonial World: The New Political Economy of Development*. The Johns Hopkins University Press.

Start reading

The Essential Koran: The Heart of Islam
Understanding Islam: An introduction to the Muslim world.

Websites:

World War I & II in the 20th Century: <http://search.yahoo.com/search?p=world+war>

The Holocaust: <http://search.yahoo.com/bin/search?p=holocaust>

U. S. and World Military Spending: <http://www.cdi.org/issues/usmi/>

Madeleine K. Albright. "Bridges, Bombs, or Bluster?" *Foreign Affairs*, September/October, 2003.
<http://www.foreignaffairs.org/20030901faessay82501/madeleine-k-albright/bridges-bombs-or-bluster.html>

Feb. 17

The Middle East Conflicts: Where is the Way Out?

Readings:

Telhami, Shibley. (2002). *The Stakes: America and the Middle East*. Westview Press.

Lippman, T. (1995). *Understanding Islam: An introduction to the Muslim world*.

Amos Elon. (1971). Chapter 1: "A Parade." Chapter 9: "Living Dangerously." In *The Israelis*. Aylesbury, Bucks: Hazell Watson & Viney Ltd., Chapter 1, pp. 7-37 & Chapter 9, pp. 229-263.

Video: *Promises*

Feb. 24

Presentation of Reflection Paper on 9:11. Paper Due.

March 2

Theories of Violence: Psychological, Economic, Social, Cultural, and Religious

Reading:

"Aggression." In David O. Sears et al. (1970). *Social Psychology*. New Jersey: Prentice-Hall.

"Conformity." In David G. Myers. (1983). *Psychology*. New York: McGraw-Hall.

Lin, Jing. (1991). *The Red Guards' Path to Violence*. New York: Praeger. Chapter 1 and 4.

"The My Lai Massacre." In Herbert C. Helman and V. L. Hamilton. (1989). *Crimes of Violence*. Yale University Press.

Juan J. Linz. (2000). *Totalitarian and Authoritarian Regimes*. Boulder, Colorado: Lynne Rienner Publishers, Inc., pp. 65-143. (optional)

9 March No Class, Professor in Conference

16 March

Poverty, Structural injustices, Human Rights, Capitalism and Globalization

United Nations: "Universal Declaration of Human Rights."
(<http://www.un.org/Overview/rights.html>)

"UN Millenium Development Goals": <http://www.un.org/millenniumgoals/>

UN Millenium Declaration: <http://www.iahf.com/20000914.html>

"Poverty and development." "Population explosion, resource depletion, and environmental destruction." "Human rights." In J. Milburn Thompson (2000). *Justice and peace: A Christian primer*. New York: Orbis Books.

23 March

No class, Spring Break

30 March

Achieving Peace through Non-Violence:

Video:

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

Reading:

Ayres, Alex (ed). (1993). *The wisdom of Martin Luther King, Jr.* New York: Meridian.

King, Martin Luther: "Loving your enemies" "Where do we go from here" & "I have a dream": <http://www.mlkonline.com>.

Gandhi: *All men are brothers.*

6 April

Feminist, Ecological, Religious, and Spiritual Quest for Peace

Reading:

"The role of social conditioning in male violence." In Boulding, E, Brigagao, C and Clements, K. (1991). *Peace culture and society*. Boulder, Colorado: Westview Press.

"Faith and society." In David G. Myers. (2000). *The American Paradox: Spiritual hunger in an age of plenty*. New Haven: Yale University Press.

"Split culture." In Judith Plant. (1989). *Healing the wounds: The promise of ecofeminism*. Santa Cruz, CA: New Society Publishers.

"The Earth as a peace teacher." In Boulding, E, Brigagao, C and Clements, K. (1991). *Peace culture and society*. Boulder, Colorado: Westview Press.

"The spiritual journey of a Taoist educator." In John P. Miller & Y. Makagawa. (2002). *Nurturing our wholeness: perspective on spirituality in education*. Brandon, VT: The Foundation for Educational Renewal.

13 April

Book Review presentation and paper due

20 April

Transforming the Whole Process of Education for Peace

Harris, Ian M. and Mary L. Morrison. (2003). *Peace education*. Jefferson, NC: McFarland.

27 April Integrating peace into all aspects of education

Lin, Jing. (1991). *The Red Guards' Path to Violence*. NY: Praeger. Chapter 3.

Pike, Graham and David Smith. (1998). *Educating for a Peaceful Future*. Toronto: Kagan and Woo. Pp. 51-168.

4 May

The Courage for Peace and Education for Love

Lin, Jing. (2004). *School for Love*. Lanham, MD: Scarecrow.

Chung Ok Lee (ed.). (2000). "Common framework for the ethics of the 21st century." "Dialogues among civilizations at the United Nations." "Triple universal ethics for a new civilization." In *Vision for a New Civilization: Spiritual and Ethical Values in the New Millennium*. New York: Won Buddhism Publishing.

Boulding, E, et al. (1991). "Creating global vision for peace movement." In *Peace Culture and Society*. Boulder, Colorado: Westview Press.

11 May

Sharing of Peace Proposals and Projects