

Peace Education

CR410/510: 201104

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Course Description

This course will provide students with a theoretical and practical introduction to the field of Peace Education. Students will explore the philosophical, cultural, pedagogical and curricular elements of Peace Education and, within that context, will develop an understanding of the theory and practice of effective conflict resolution education. Emphasis will be on experiential learning, engaged and reflective pedagogies, and the practice of transformation learning as tools for social change. This class is for anyone interested in educating or training children, adults, professionals, communities, or organizations about peace.

The first class period will include an opportunity for students to articulate their individual learning goals, which will inform the process of designing the second half of the course. The instructor's anticipated learning outcomes are listed below, and will be considered in concert with student interests/expectations:

Learning Outcomes (Six levels of learning as described in Bloom's Taxonomy)

1. Knowledge: Through writing and discussion, students will demonstrate an understanding of peace education theory and practice.
2. Comprehension: Through course requirements, students will demonstrate an understanding of the obvious and subtle distinctions between teaching about peace and teaching with peace.
3. Application: Students will apply their knowledge of peace education in their in-class leadership, online sharing, and final projects.
4. Analysis: Students will reflect critically on the reading assigned for the course, and on each other's work.
5. Synthesis: Students will demonstrate the ability to synthesize their theoretical understanding with their practical understanding in the final project.
6. Evaluation: Students will apply critical analysis in an evaluating subject matter in general, and course material, peer assignments and course learning in particular.

Course Expectations

Students are expected to attend and actively participate in class sessions. This course is highly participatory and requires students to step into the shared responsibility of class leadership and learning.

Student Leadership

Students are primarily responsible for making sure that their learning goals are met during the course of this class. The first task toward this is to develop (and perhaps re-develop) your learning goals. The second task toward this is to ensure that the syllabus reflects your learning goals. The third task is to contribute to course resources and readings, to make sure that the reading for the course covers your particular interests. The fourth task is to provide leadership in class and online discussion. In addition, during Weeks 6-9, pairs of Students will take leadership by choosing the week's topic, and facilitating discussion during class time.

Assignments

All reading will be provided, either through online links or with journal citations (that can be found through the PSU Library). Students are expected to complete their reading assignments before class, and write a one to two-page critical reflection paper on some aspect of the required readings for the week. Students taking the course for graduate credit have different expectations for their Portfolio of Learning (see that section for details).

Midterm Project/Presentation

The Midterm Project is a book review about a book that deals with peace education. A list of suggested texts will be provided during the first class period, and students should feel free to suggest other relevant texts at that time. Students will have the opportunity to share their book reviews with the class, during the fifth week of the term.

Final Project: Portfolio of Learning

Students will agree upon a Portfolio of Learning by the end of the seminar course. Based on individual student learning goals, undergraduate students will choose two to three papers/projects that will help them achieve their learning goals, graduate students will choose four to five papers/projects that will help them reach their learning goals. Some suggestions are:

- Research Paper
- Lesson/Unit Plan
- Curriculum
- Organizational Resource
- Personal Development Protocol
- Research Project
- Journal
- Creative Projects

Course Evaluation

Consistent with the principles of peace education and the philosophy of engaged pedagogy, students will participate in their own evaluation process in collaboration with the instructor. During the final week of the term (week 11) students will have individual meetings with the instructor to evaluate the learning goals developed by the student in the first two weeks of the course.

Date		Topic	Reading	Assignment
1	9/26	Introduction to Peace Education	Stomfay-Stitz/A History of Peace Education in the United States of America: http://www.tc.edu/centers/epe/entries.html Galtung/Form and Content of Peace Education:	Post an Educational Biography on the D2L

			http://www.tc.edu/centers/epe/entries.html Harris/History of Peace Education: http://www.tc.edu/centers/epe/entries.html UN Cyber School Bus: http://www.un.org/cyberschoolbus/peace/home.asp	course site.
2	10/3	Philosophy of Peace Education, Pedagogies of Peace	Page/Philosophy of Peace Education: http://www.tc.edu/centers/epe/entries.html Looking at Peace Education (8 Sections): http://www.ppu.org.uk/learn/peaceed/pe_which1.html Introduction to Critical Theory (Apple, Freire, Giroux, and McLaren): http://www.perfectfit.org/CT/index2.html Bajaj/'Critical' Peace Education: http://www.tc.edu/centers/epe/entries.html	Critical Reflection #1 And Learning Goals for Course
3	10/10	Loving and the Language of Nonviolence	Noddings/Caring and Peace Education: http://www.tc.edu/centers/epe/entries.html Gomes de Matos/Learning to Communicate Peacefully: http://www.tc.edu/centers/epe/entries.html Hooks/Building a Community of Love: http://www.shambhalasun.com/index.php?option=content&task=view&id=1844	Critical Reflection #2
4	10/17	Adult, Transformative and Experiential Learning	Discussion as a Way of Teaching: http://www.stephenbrookfield.com/Dr._Stephen_D._Brookfield/Workshop_Materials.html Peace Studies as Experiential Education (you may have to search through library site): http://ann.sagepub.com/cgi/content/abstract/504/1/48	Critical Reflection #3
5	10/24	Student Presentations	No Assigned Readings	Midterm Due
6	10/31	TBD	TBD	Critical Reflection #4 And Plan for Final Portfolio
7	11/7	TBD	TBD	Critical Reflection #5
8	11/14	TBD	TBD	Critical Reflection #6
9	11/21	TBD	TBD	Personal Reflection
10	11/28	Synthesis and Evaluation	None	Final Portfolio
11	12/5	Individual Evaluation Meetings	None	Scheduled w/Amanda

Please notify instructor immediately if you require special accommodation