

PEACE EDUCATION - Syllabus



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Course Description

This seminar introduces students to the interdisciplinary field of peace education from both theoretical and applied/practical perspectives. The course content and processes will explore a range of conceptual, analytical, and praxis-oriented perspectives and encourage students to reflect on the possibilities and challenges of educating for peace in a world of complex and escalating conflicts and violence. It provides an overview of the history, central concepts, scholarship, and practices within the field, with a particular focus on case-studies of peace education in practice worldwide. Additional focal points include the role of culture, ethnicity, gender, intergenerational relations and religious affiliation on peace education dynamics and non-violent conflict resolution processes. Given the pedagogical focus of peace education, this course requires the active and thoughtful participation of all class members. Seminar-style discussions, lectures, guest presentations and practical exercises constitute the bulk of the course's structure, supplemented with occasional videos and guest speakers.

This course is CBL-Optional - section titled "CBL: JUPS 407" within MyAccess

At Georgetown University, community-based learning (CBL) is an academic course-based pedagogy that involves student work with disadvantaged and underserved individuals or groups, or organizations working with and for disadvantaged and underserved individuals or groups, that is structured to meet community-defined needs. Critically, course objectives and student community work are fundamentally integrated.

In addition to regular course assignments, students pursuing the CBL option will submit two process reflection papers and a final evaluation reflection paper. Instructions on how to complete these assignments will be provided in class.

Further information about this option can be obtained at: <https://csj.georgetown.edu/cbl>

The two programs associated with the CBL option are:

The After School Kids (ASK) Program seeks to empower adjudicated youth in the District of Columbia to make positive changes in their lives by challenging them with new learning opportunities and teaching them the necessary skills to successfully meet those challenges.

The DC Schools Project (DCSP) is a tutoring, mentoring, and advocacy program that engages Georgetown students as volunteer and Federal Work Study-funded tutors to provide English language tutoring and support for low-income youth and adults of immigrant backgrounds in Washington, DC.

Additional information about these programs can be obtained at:

<https://csj.georgetown.edu/semester>

Course Objectives

This course is designed to provide students with the necessary foundations to achieve the following objectives:

- To acquire a holistic and critical understanding of the theory and practice of peace education.
- To search for and identify the best ways to teach peace.
- To review evaluation studies on the impact and effectiveness of peace education.
- To model, experience and practice peaceable classroom and healthy group dynamics.
- To become critical learners and reflective peace practitioners.
- To gain an appreciation of the foundations of just and peaceful societies.
- To encourage positive action and non-violent conflict resolution in society.
- To enhance students' intellectual flexibility, creativity & problem-solving capacities.

Learning Outcomes

Upon successful completion of this seminar students will be able to:

- Trace the historical development and current status of the peace education field.
- Critically examine the key concepts, theories and ethical considerations underpinning peace education.
- Effectively communicate their own emerging vision and approach to peace education.
- Prepare and present a country research report or a community action plan.
- Demonstrate effective skills in facilitating the learning of others at multiple levels.
- Connect course content to current public events and issues worldwide.

Course Materials

- Harris, Ian M. and Mary Lee Morrison (2013) **Peace Education**. Jefferson, NC: McFarland & Company Inc. (PE)
- McGlynn, Claire, Zvi Bekerman, Michalinos Zembylas and Tony Gallagher (2009) **Peace Education in Conflict and Post-Conflict Societies: Comparative Perspectives**. New York, NY: Palgrave McMillian. (PECPCS)
- *All additional readings and course materials will be made available through Blackboard.*

Assessment

Students' performance in this course will be evaluated through the following activities and assignments:

- Critical Thinking Papers (4 x 25) = 100
- Take-home Midterm Exam = 200
- Country Research Report = 100
- Class Presentation = 50
- Class Participation = 50
- **Total Points = 500**

Information on how to complete these assignments is included in this syllabus. Additional details will be provided in class.

Grades will be assigned as follows:

Points	Grade	Percentage	Points	Grade	Percentage
500-480	A	100 - 96%	394-380	C+	78 - 76%
479-459	A-	95 - 92%	379-355	C	75 - 71%
458-439	B+	91 - 88%	354-330	C-	70 - 66%
438-415	B	87 - 83%	329-305	D	65 - 61%
414-395	B-	82 - 79%	304 & below	F	60% & below

Critical Thinking Papers

Students will submit four critical thinking papers answering questions, or responding to materials pertinent to the field of peace education as provided by the instructor. Papers should be written thoughtfully, clearly and effectively, engaging the course readings to support the points made, which should be properly cited in any scholarly scientific style (i.e. Chicago, AAA, APA—note that this excludes the MLA). Required length is 2-3 pages, double spaced, 12-point font, plus a “Sources Cited” section.

Country Research Projects and Class Presentation

Each student will select a conflict-affected country, research their efforts to institutionalize peace education in their school systems, campuses, and ministries as relevant, and write a report documenting these findings. Reports will be evaluated in terms of the clarity of the writing, level of understanding of the subject matter, and ability to reflect on and engage with the subject matter of the course. Reports are expected to be 5-6 double spaced pages (1500-1700 words long), include an analysis of the relevant key concepts, utilize and cite at least 5 course readings, and describe how the concepts relate to the scenario presented. Additionally, each student will deliver a class presentation providing of a 10-minut oral review of the main findings of the country research report.

Take home mid-term exam

The take home midterm exam will consist of a combination of paragraph and short essay questions. It will cover material from lectures, assigned readings, and films shown in class. Take home exams must be typed and completed individually. Questions will be distributed in class one week before they are due. See outline for specific dates.

Internet and Cell Phone Policy

While computers are allowed for note-taking in class, searching the internet or doing email during class on one's laptop is strictly prohibited. Failure to abide by this policy will result in a grade reduction. Be considerate to other students. Please turn off your cell phone and do not engage in "private" conversations during lectures to avoid distracting other students.

Attendance and Participation

While no specific deductions of grade points will result from absences, students will be held responsible for all the material and information presented in class, whether they were present or not. Additionally, poor attendance will result in a low participation grade. Students are expected to come to class prepared to discuss the readings by the dates they are assigned.

What Constitutes a Good Class Discussion?

- Evidence of careful reading and preparation, including factual details;
- Logical, consistent, original, relevant contributions, comments and evidence;
- Clear, thoughtful and respectful comments;
- Careful listening, constructive criticism, analytical questions and focused feedback on readings.

Withdrawals

Protect your GPA!! If deciding to withdraw from the course, it is the responsibility of the student to be certain s/he is officially withdrawn through the Registrar. Failure to officially withdraw typically results in a failing grade due to zero scores on exams and other graded assignments.

Academic Honesty

This course will firmly adhere to the university code of conduct and ethical standards. Academic dishonesty includes representing another's work as one's own, active complicity in such falsification, and violation of test conditions. Plagiarism, whether deliberate or accidental, will be considered a form of academic dishonesty. Please consult with your instructor, or the pertinent university documentation, if unclear of what constitutes plagiarism or if unsure of how to reference your sources. Students found to be engaging in any academically dishonest behavior will receive a failing grade.

Course Schedule, Readings and Assignments

• Week 1 – Introduction to the Course: The Pedagogy of Peace

Readings:

- Ensor, Marisa O. (2012) 'Introduction: African Childhoods: Education, Development, Peacebuilding and the Youngest Continent'. In Marisa O. Ensor, ed. *African Childhoods: Education, Development, Peacebuilding and the Youngest Continent*", pp. 1-15. New York: Palgrave Macmillan.

• Week 2 – Historical, Social and Religious Foundations

Readings:

- PE, Chapters 2 and 8.
- Montville, J. 2001. "Religion and Peacemaking". In R. Helmick and R. Petersen, eds. *Forgiveness and Reconciliation: Religion, Public Policy, and Conflict Transformation*.

• Week 3 – The Role of Culture in Peace Education and Conflict Resolution

Readings:

- Avruch, K. and Black, P. 1991. "The Culture Question and Conflict Resolution," *Peace and Change*, 16, pp. 22-45.
- Ensor, Marisa O. 2010. "Refugee Education and Self-Reliance in Egypt". *Forced Migration Review*. Special issue on 'Urban Displacement', Vol. 34. Pp. 25-26. Oxford, UK: FMR.
- Tawill, Sobhi, and Alexandra Harley. 2004. "Education and Identity-based Conflict: Assessing Curriculum Policy for Social and Civic Reconstruction. In Sobhi Tawill and Alexandra Harley, eds. *Education, Conflict and Social Cohesion*, pp. 1-35. Geneva, Switzerland: UNESCO International Bureau of Education.

• Week 4 – Gender and Generational Issues in Peace Education and Conflict Resolution

CRITICAL THINKING PAPER #1 DUE

Readings:

- Berg, E. 1995. "Gendering Conflict Resolution" *Peace & Change*, 19(4), pp. 325-34.
- Ensor, Marisa O. 2014. 'Displaced Girlhood: Gendered Dimensions of Coping and Social Change among Conflict-affected South Sudanese Youth'. *Refuge: Canada's Journal on Refugees*, Vol. 30(2), pp. 15-24.
- Htwe, Ni Ni and Makiba Yumano. 2010. "Child Friendly: The Dual Function of Protection and Education in Myanmar". In Kevin M. Cahill. *Even in Chaos: Education in Times of Emergency*, pp. 261-277. New York, NY: Fordham University Press and the Center for International Humanitarian Cooperation.

• Week 5 – From Philosophy to Praxis

FIRST PROCESS CBL REFLECTION PAPER DUE

Readings:

- PE, Chapters 6 and 7.
- Fitzduff, Mari and Isabella Jean. 2011. "Peace Education: State of the Field and Lessons Learned from USIP". *Peaceworks* No. 74. Washington, DC: US Institute for Peace.

- **Week 6 – The Practice of Peace Education**

Readings:

- PE, Chapters 3, 4 and 5.

- **Week 7 – Transformative Models for Peace Education**

CRITICAL THINKING PAPER #2 DUE

Readings:

- Mezirow, J. 1997. "Transformative Learning: Theory to Practice." In *Transformative Learning In Action: Insights from Practice. New Directions for Adult and Continuing Education*. No. 74, edited by P. Cranton. San Francisco, CA: Jossey-Bass. p. 41-50.
- Turay, M. and English, L. M. 2008. "Toward a Global Culture of Peace: A Transformative Model of Peace Education". *Journal of Transformative Education* 2(286).

- **Week 8 – Comparative Approaches to Peace Education**

MIDTERM EXAM DISTRIBUTED IN CLASS

Readings:

- PECPSCS, Part I.

- **Week 9 – SPRING BREAK**

- **Week 10 – Peace Education and Contact**

TAKE HOME MIDTERM EXAM DUE IN CLASS

Readings:

- PECPSCS, Part II.

- **Week 11 – Curriculum and Pedagogy I**

Readings:

- PECPSCS, Chapters 11, 12 and 13.
- Moreno, Juan Manuel. 2006. "The Dynamics of Curriculum Design and Development: Scenarios for Curriculum Evolution". In Aaron Benavot and Cecilia Braslavsky, eds. *School Knowledge in Comparative and Historical Perspective*, pp. 195-209. Hong Kong, and Geneva: The University of Hong Kong, Springer and UNESCO International Bureau of Education.

- **Week 12 – Curriculum and Pedagogy II**

CRITICAL THINKING PAPER #3 DUE

SECOND PROCESS CBL REFLECTION PAPER DUE

Readings:

- PECPSCS, Chapters 14 and 15.
- Goodson, Ivor. 2006. "Socio-Historical Processes on Curriculum Change". In Aaron Benavot and Cecilia Braslavsky, eds. *School Knowledge in Comparative and Historical Perspective*, pp. 211-220. Hong Kong, and Geneva: The University of Hong Kong, Springer and UNESCO International Bureau of Education.

- **Week 13 – Education in Times of Emergency**

Readings:

- Akullu Ezati, Betty, Cornelius Ssempala and Peter Ssenkusu. 2011. “Teachers Perceptions of the Effects of Young People’s War Experiences on Teaching and Learning in Northern Uganda. In Julia Paulson, ed. *Education, Conflict and Development*, pp. 185- 207. Oxford, UK: Symposium Books, Ltd.
- Martone, Gerald. 2010. “An Unexpected Lifeline.” In Kevin M. Cahill. *Even in Chaos: Education in Times of Emergency*, pp. 89-108. New York, NY: Fordham University Press and the Center for International Humanitarian Cooperation.

- **Week 14 – Peace Education, Memory and Reconciliation**

Readings:

- Ensor, Marisa O. (2013) “Introduction – Contemporary Perspectives on Conflict Transformation”. Special Issue on ‘Peace Education, Memory and Reconciliation in Africa: Contemporary Perspectives on Conflict Transformation’. Marisa O. Ensor, ed. *African Conflict & Peacebuilding Review*. Vol. 2(3), pp. 1-23.
- Ensor, Marisa O. (2013) “Drinking the Bitter Roots: Gendered Youth, Transitional Justice and Reconciliation across the South Sudan-Uganda Border”. Special Issue on ‘Peace Education, Memory and Reconciliation in Africa: Contemporary Perspectives on Conflict Transformation’. Marisa O. Ensor, ed. *African Conflict & Peacebuilding Review*. Vol. 2(3), pp. 171-194.
- Machkanja, Pamela. 2008. “Politics of Memory: Collective Remembering and Manipulation of the Past in Zimbabwe.” *Africa Peace and Conflict Journal* 1.1: 45–64. http://www.apcj.uceace.org/issuues /APCJ_Dec2008_Vol1_Num1.pdf

- **Week 15 – Peace Education Evaluation**

CRITICAL THINKING PAPER #4 DUE

Readings:

- Peace education evaluation: learning from experience and exploring prospects / edited by Celina Del Felice, Aaron Karako, Andria Wisler.

- **Week 16 – Conclusions, Challenges and Responses**

CLASS PRESENTATIONS

Readings:

- PE, Chapters 9 and Conclusions.

- **Week 17 – Wrap up - Last Day of Classes!!**

Readings:

- No readings this week!!

**FULL COUNTRY RESEARCH REPORT DUE
FINAL EVALUATION CBL REFLECTION PAPER DUE**

* *While this syllabus has been carefully constructed, your professor retains the right to make changes to it as course progress warrants, and pledges to give students the new information in a timely manner.*