

**Comparative Education: Development and Peace (BA)**  
**Department of Education, 3 credits**  
**Wednesdays 14:00-16:50**  
**Classroom: 9-103**



**SEOUL**  
NATIONAL  
UNIVERSITY

**Instructor**

Dr. Kevin Kester

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**Office Hours & Location**

11-403  
Office hours: Weds 12:00-14:00  
Drop-by or email for appointment

**General Information**

How does education differ across countries, cultures and communities? What sorts of policies and practices have been borrowed from one setting to another? What is the role of education in promoting peace and development in and between societies? This course provides students an accessible introduction to comparative international education with a particular focus on examining educational practices and policies in the global North, global South, and conflict-affected contexts. Students have the opportunity to apply their learning to a comparative case study.

**Teaching Methods**

This course involves student-directed learning and lecturer-student supervisions. Students are expected to complete readings outside of class and to bring questions to class for discussion. Students will also present chapters to each other to facilitate student-led learning. The focus is on greater teacher-student and student-student interaction to enhance students' knowledge and skills in comparative education. The course will enhance students' knowledge of educational content, pedagogy, and educational issues and debates in the intersectional fields of comparative education, development and peace and conflict studies.

**Course Goals and Learning Outcomes**

In this course, students will:

- Examine the impact of conflict and development on education in diverse contexts;
- Study the impact of education on development, conflict and peace;
- Compare education, conflict and peacebuilding in different regions, cultures, and communities;
- Assess the contributions of this literature to the Korean educational context, as well as the contributions of Korean educational literature to international understandings on issues of peace and conflict in education.

**Course Requirements & Grading**

Students are expected to attend and actively participate in all class meetings and complete all readings and assignments carefully and thoughtfully.

<b>Component</b>	<b>Weight</b>
Attendance/Active Participation in Class & Chapter Presentation	30%
Case Study Presentation	30%
Final Paper	40%

The professor will introduce the expected assignments and due dates for the course the first week. In consultation with students the final assessment procedure may change. This will be decided in a participatory democratic way.

## Evaluations

In this course, there will be three evaluations: attendance/participation/chapter facilitation, a case study presentation, and a final paper.

**Attendance/Participation & Chapter Facilitation (30%)** – Class attendance and participation is an expected component of university study. Participation in class and preparation for sessions will be reflected in the class discussions and assignments. As such, 30% of the course grade has been allotted to attendance/participation (10) and the chapter presentation (20). Student groups will present a selected chapter from the course readings on the day assigned. The presentation should overview the chapter and present its main findings, as well as offer critiques of the chapter and synthesize with previously learned material from the class. Students should additionally bring questions to facilitate a dialogue with classmates concerning the chapter. These presentations will be graded during the assigned week.

**Case Study Presentation (30%)** – The mid-term case study presentation will cover education in a conflict-affected context. The context will be assigned to each group early in the semester so students can complete relevant readings. The case study should then be completed together as a group and should include a PPT of at least 10 slides. The case study should include the following: an overview of an educational context facing conflict and crisis concerning education; analysis of the parties involved in the conflict; description of how the conflict affects education; description of how education affects the conflict; and proposals for ways of addressing/mitigating the conflict. Students should reference the course readings during the presentation as well other secondary sources. The PPT will be presented during mid-term week, and a copy of the PPT should be printed and given to the instructor for grading.

**Final Paper (40%)** – Students will write a final paper on a relevant topic of their choosing. The paper must integrate themes/findings from *at least 4* of the course readings completed during the semester with proper APA referencing. The papers should include at least 4 parts: 1) a background to the topic and indication of why it is important; 2) a review/synthesis of the known literature (drawn from literature covered in the class as well as other secondary sources); 3) critiques and limitations of the existing literature; and 4) a reflection on how the topic and known research areas apply to the student's current/prospective job and/or a specific geographical context. The papers will be evaluated based on the following criteria: 1) clarity, 2) substantial engagement with the course literature, 3) synthesis of the literature to make an argument, 4) critiques and new directions, and 5) proper APA referencing. In total, the paper should be approximately 2000-2500 words excluding references, e.g., 8-10 pages double-spaced Times New Roman 12pt font double-spaced. Grades for the paper will be assigned at the end of term.

## Course Materials

### Course Texts

All students are expected to read passages from these course books, as well as the articles listed in the course schedule. Students should buy these books within the first week of class. The course discussions, article reviews, and presentations will be developed around these texts:

#### Required:

- Dana Burde (2014). *Schools for Conflict or for Peace in Afghanistan*. New York: Columbia University Press.
- Tejendra Pherali (2022). *Conflict, Education and Peace in Nepal: Rebuilding Education for Peace and Democracy*. London: Bloomsbury.

#### Optional:

- Lynn Davies (2004). *Education and Conflict: Complexity and Chaos*. London: Routledge.

- Karen Mundy and Sarah Dryden-Peterson (2011). *Educating Children in Conflict Zones*. New York: TC Columbia.
- Elisabeth King (2013). *From Classrooms to Conflict in Rwanda*. Cambridge, UK: Cambridge University Press.
- Michalinos Zembylas, Constadina Charalambous and Panayiota Charalambous (2016). *Peace Education in a Conflict-Affected Society: An Ethnographic Journey*. Cambridge, UK: Cambridge University Press.

## Course Expectations & Guidelines

### 1. Academic Integrity

Students are expected to produce their own work and, when using the work of others, include clear citations. Failure to properly cite or attribute the work of others will impact your grade, including a partial loss of points on particular projects or a failure of the class. References should also be provided for presentation materials, such as when students present their mid-term case study.

### 2. Student Special Needs

If a student has a condition that impacts their classroom learning (such as a hearing disability), they should discuss special arrangements with the professor. A note from the departmental office may be required.

### 3. Attendance and Class Participation

It is the student's responsibility to attend class, and to inform their department in the event of excused absences. Students should come to class having read the required readings and be prepared to participate in discussion and activities. Active participation is integral to collaborative learning in the course.

### 4. Student Use of Mobile Devices in the Classroom

In general, mobile phones should NOT be used in this course. Occasionally, the instructor may allow students to use mobile devices for research purposes, provided they are not used excessively or disruptively, but for the most part mobile devices should be turned off during class. This is to facilitate better engagement and learning during the course.

### 5. Additional Course Policies

This course is based around your responsible preparation and use of class time, both for lectures and small and large group projects. It is assumed at the outset that you will use this time well. If you need extra assistance, please visit the professor.

## Some Useful Journals and Websites for Global Educational Debates

- Asia Pacific Education Review: <https://www.springer.com/journal/12564>
- Asia Pacific Journal of Education: <https://www.tandfonline.com/journals/cape20>
- Compare: <http://www.tandfonline.com/toc/ccom20/current>
- Comparative Education: <http://www.tandfonline.com/toc/cced20/current>
- Comparative Education Review: <http://www.journals.uchicago.edu/toc/cer/current>
- Current Issues in Comparative Education: <https://www.tc.columbia.edu/cice/>
- Discourse: Studies in the Cultural Politics of Education: <http://www.tandfonline.com/toc/cdis20/current>
- Educational Philosophy and Theory: <http://www.tandfonline.com/toc/rept20/current>
- Globalisation, Societies and Education: <http://www.tandfonline.com/toc/cgse20/current>
- Journal on Education in Emergencies: <https://inee.org/evidence/journal>
- Journal of Peace Education: <http://www.tandfonline.com/loi/cjpe20>
- Journal of Transformative Education: <https://journals.sagepub.com/home/jtd>
- International Journal of Comparative Education and Development: <https://www.emeraldgroupublishing.com/journal/ijced>

- International Journal of Educational Development: <https://www.journals.elsevier.com/international-journal-of-educational-development>
- International Review of Education: <https://link.springer.com/journal/11159>
- Korean Journal of Comparative Education: <https://www.kces1968.org/html/?pmode=journal>
- Prospects: <https://link.springer.com/journal/11125>
- Studies in Philosophy and Education: <https://www.springer.com/journal/11217>

## Course Schedule

Week	Focus	Class activities and details, daily goals
1	Introduction to Course	<p>Introductions, review course syllabus; teambuilding; introductory lecture and ideas</p> <p><i>Required reading:</i> Ruth Hayhoe et al. (2017), Why Study Comparative Education? Kevin Kester et al. (2022), Higher Education Peacebuilding in Conflict-Affected Societies: Beyond the Good/Bad Binary</p>
2	Comparative Education: Trends and Practice	<p><i>Required reading:</i> Jennifer Marshall (2019), Introduction to Comparative and International Education, Ch 1 Hantzopoulos et al. (2021), Situating Peace Education Theories, Scholarship and Practice in Comparative and International Education</p> <p><i>Suggested additional readings:</i> Bush &amp; Saltarelli (2000), The Two Faces of Education in Ethnic Conflict: Towards a Peace Building Education for Children Jennifer Marshall (2019), Introduction to Comparative and International Education, Ch 4 Jeongmin Eom &amp; Kevin Kester (2022), Education for Peace and International Understanding in the Asia-Pacific: Trends and New Directions</p>
3	Education in Conflict-Affected Contexts	<p><i>Required reading:</i> Burde et al. (2017), Education in Emergencies: A Review Lopes Cardozo &amp; Novelli (2018), Education in Emergencies: Tracing the Emergence of a Field</p> <p>Guest Speaker, Dr Mona Jebril – Faculty of Education and Queens’ College, University of Cambridge</p> <p><i>Suggested additional readings and videos:</i> INEE Guidance Note of Conflict-Sensitive Education INEE Conflict-Sensitive Teaching video on Youtube, <a href="https://www.youtube.com/watch?v=cAJgrCf5jMY&amp;t=12s">https://www.youtube.com/watch?v=cAJgrCf5jMY&amp;t=12s</a> Soonwon Kang (2002), Democracy and Human Rights Education in South Korea</p>
4	Group Work	Supervision 1 for the Case Study Presentation. Choose a case to further research from the readings. We will discuss your cases during the supervision.
5	Afghanistan Case	<p><i>Required reading:</i> Burde book, Chapters 1-2</p> <p><i>Suggested additional readings:</i> Education in Fragile States, Kirk article from <i>Educating Children in Conflict Zones</i> Can Education Interrupt Fragility? Davies article from <i>Educating</i></p>

		<i>Children in Conflict Zones</i>
6	Afghanistan Case	<p><i>Required reading:</i> Burde book, Chapters 3-4</p> <p><i>Suggested additional readings:</i> Are We All Soliders Now?, Novelli article from <i>Educating Children in Conflict Zones</i> Making Sense of the Global Architecture of Aid to Education in Fragile Contexts, Buckland article from <i>Educating Children in Conflict Zones</i></p>
7	Afghanistan Case	<p><i>Required reading:</i> Burde book, Chapters 5-6</p> <p><i>Suggested additional readings:</i> Hilary Cremin &amp; Terrence Bevington (2017), <i>Peacekeeping, Peacemaking, and Peacebuilding in Schools</i>, Chapters 6-8 Monisha Bajaj (2019), <i>Conceptualising Critical Peace Education for Conflict Settings</i></p>
8	Mid-Term	Mid-Term Case Study Presentations
9	Nepal Case	<p><i>Required reading:</i> Pherali book, Chapters 1-2</p> <p><i>Suggested additional readings:</i> Sean Higgins &amp; Mario Novelli (2020), <i>Rethinking Peace Education: A Cultural Political Economy Approach</i> Kester et al. (2021), <i>Reflections on Decolonizing Peace Education in Korea</i></p>
10	Nepal Case	<p><i>Required reading:</i> Pherali book, Chapters 3-4</p> <p><i>Suggested additional readings:</i> Kathy Bickmore et al. (2017), <i>Creating Capacities for Peacebuilding Citizenship: History and Social Studies Curricula in Bangladesh, Canada, Colombia and Mexico</i> Angie Castro &amp; Maria Jose Bermeo (2023), <i>Territorial Peace Education as Responsive Praxis: Case Analysis of Education Innovations in Colombia</i></p>
11	Nepal Case	<p><i>Required reading:</i> Pherali book, Chapters 5-6</p> <p><i>Suggested additional readings:</i> Sara Clarke-Habibi (2005), <i>Transforming Worldviews: The Case of Education for Peace in Bosnia and Herzegovina</i> Zvi Bekerman (2007), <i>Rethinking Intergroup Encounters</i></p>
12	Group Work	Supervision 2 for Review and Final Papers
13	Nepal Case	<p><i>Required reading:</i> Pherali book, Chapters 7-8</p> <p><i>Suggested additional readings:</i> Michalinos Zembylas et al. (2016) book, <i>Peace Education in a Conflict-Affected Society</i> (Cyprus), Chapters 1-3</p>
14	Somali Case	<i>Required reading:</i> Education, Peace and Development in Somali Society,

		<a href="https://discovery.ucl.ac.uk/id/eprint/10081489/">https://discovery.ucl.ac.uk/id/eprint/10081489/</a> Guest Speaker, Dr Nasir Ali – Institute for Peace and Conflict Studies, Hargeisa, Somaliland  <i>Suggested additional readings:</i> Tejendra Pherali (2019), Developing Global Partnerships in Higher Education for Peacebuilding: A Strategy for Pathways to Impact Kevin Kester & Cindy Chang (2022), Whither Epistemic (In)justice? English Medium Instruction in Conflict-Affected Contexts
15	Final Presentations	Final Presentations

The instructor reserves the right to modify this schedule based on new information, extenuating circumstances, or student performance. Students will be informed before any changes, and due consideration will be given to grades and participation.

**Instructor’s Bio**

Kevin Kester is an Associate Professor and Director of the Education, Conflict and Peace Lab at Seoul National University’s Department of Education, Affiliated Faculty at the SNU Graduate School of International Studies and the University of Hargeisa’s Institute for Peace and Conflict Studies in Somaliland, and consultant to UNESCO’s Asia-Pacific Centre of Education for International Understanding. He researches the intersections of education, conflict and peacebuilding in local and global contexts, and the role of international organizations in attempting to foster peace through education. He is especially interested in critical theoretical perspectives on research and practice drawing on poststructural, postmodern, decolonial and posthumanist thought. He completed his PhD and postdoc at the University of Cambridge, and he holds a PGCE from Columbia University, an MA in Education and International Development from the University of Toronto, an MA in Peace and Conflict Studies from the United Nations, as well as a postgraduate certificate in Global Affairs from NYU. His most recent book is *The United Nations and Higher Education: Peacebuilding, Social Justice, and Global Cooperation for the 21st Century*.