

**Education Development Cooperation Seminar:
Education, Conflict and Peacebuilding (MA/PhD)
Global Education Cooperation Program, 3 credits
Wednesdays 14:00-16:50
Classroom: 9-103**



SEOUL
NATIONAL
UNIVERSITY

Instructor

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Office Hours & Location

11-403
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Drop by or email for
appointment

General Information

The global community has set as a goal to get all children into schools by 2030, and to provide them quality education, yet war and violent conflict around the world remains the greatest barrier to achieving this goal. This course will examine the policies and practices that local, national and international agencies adopt to resolve conflict and build peace in and through education. The course will examine the following questions: How does conflict affect education? How does education affect conflict? What role do international educational actors play in perpetuating or mitigating conflict in diverse contexts? And what theories, methods, and pedagogies could support the transformation from conflict to peace in society via education? The course will explore the diversity of interpretations of education in emergencies and education for peacebuilding in different forms across the globe. Case studies from Afghanistan, Cyprus, Rwanda, and Somalia will be examined in-depth, with additional cases from Bangladesh, Canada, Colombia, Korea, Lebanon, Mexico, Nepal, and Sierra Leone.

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 global education cooperation. The course will enhance students' knowledge of educational content, pedagogy, and educational issues and debates in the intersectional fields of education, peace and conflict studies.

Course Goals and Learning Outcomes

In this course, students will:

- Examine the impact of conflict on education in diverse contexts;
- Study the impact of education on conflict and peacebuilding;
- Compare educational approaches to mitigating conflict and promoting peace in different regions, countries, and cultures;
- Assess the contributions of this literature to the Korean educational context.

Course Requirements & Grading

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

Component	Weight
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 education for peacebuilding (e.g., a peace education program/intervention in a specific context). The paper must integrate themes/findings from at least 5 of the course readings completed during the semester with proper referencing. The papers should include at least 5 parts: 1) a background to the topic/context 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) overview of the peace education interventions; 4) critiques and limitations of the program and existing literature; and 5) a reflection on how the topic and known research areas apply to the student's current/prospective job and/or thesis research. In total, the paper should be approximately 2,500 words excluding references, e.g., 10-12 pages double-spaced Times New Roman 12pt font double-spaced. Students should provide an abstract of 250 words for the proposed topic to the instructor at the mid-term. 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.
- Elisabeth King (2013). *From Classrooms to Conflict in Rwanda*. Cambridge, UK: Cambridge University Press.

Optional:

- Hilary Cremin and Terrence Bevington (2017). *Positive Peace in Schools*. London: Routledge.

- Karen Mundy and Sarah Dryden-Peterson (2011). *Educating Children in Conflict Zones*. New York: TC Columbia.
- Kevin Kester (2020). *The United Nations and Higher Education: Peacebuilding, Social Justice, and Global Cooperation for the 21st Century*. Charlotte, NC: Information Age.
- Krishna Kumar (2016). *Education, Conflict and Peace*. Hyderabad, India: Orient Black Swan.
- Lynn Davies (2004). *Education and Conflict: Complexity and Chaos*. London: Routledge.
- Michalinos Zembylas, Constadina Charalambous and Panayiota Charalambous (2016). *Peace Education in a Conflict-Affected Society: An Ethnographic Journey*. Cambridge, UK: Cambridge University Press.
- Oliver Ramsbotham, Tom Woodhouse and Hugh Miall (2016). *Contemporary Conflict Resolution, Fourth Edition*. UK: Polity.
- Paulo Freire (1970/2005). *Pedagogy of the Oppressed*. New York: Continuum.
- Tejendra Pherali (2022). *Conflict, Education and Peace in Nepal: Rebuilding Education for Peace and Democracy*. London: Bloomsbury.
- Zvi Bekerman & Michalinos Zembylas (2011). *Teaching Contested Narratives: Identity, Memory, and Reconciliation in Peace Education and Beyond*. 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>
- 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>
- Conflict Resolution Quarterly: <https://onlinelibrary.wiley.com/journal/15411508>

- Discourse: Studies in the Cultural Politics of Education: <http://www.tandfonline.com/toc/cdis20/current>
- Education, Citizenship and Social Justice: <https://journals.sagepub.com/home/esj>
- Educational Philosophy and Theory: <http://www.tandfonline.com/toc/rept20/current>
- Globalisation, Societies and Education: <http://www.tandfonline.com/toc/cgse20/current>
- International Journal of Comparative Education and Development: <https://www.emeraldgrouppublishing.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>
- Journal of Conflict Resolution: <https://journals.sagepub.com/home/jcr>
- Journal on Education in Emergencies: <https://inee.org/evidence/journal>
- Journal of Peacebuilding and Development: <https://journals.sagepub.com/home/jpd>
- Journal of Peace Education: <http://www.tandfonline.com/loi/cjpe20>
- Journal of Studies in International Education: <http://journals.sagepub.com/home/jsi>
- Journal of Transformative Education: <https://journals.sagepub.com/home/jtd>
- Korean Journal of Comparative Education (비교교육연구): <https://www.kces1968.org/html/?pmode=journal>
- Peacebuilding: <https://www.tandfonline.com/journals/rpcb20>
- Prospects: <https://link.springer.com/journal/11125>
- Teaching in Higher Education: <https://www.tandfonline.com/journals/cthe20>

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> Contemporary Conflict Resolution Chapter 1, Ramsbotham et al. book</p> <p><i>Suggested additional readings:</i> Galtung (1969), Violence, peace, and peace research Galtung (1990), Cultural violence Bjorkqvist (1997), The inevitability of conflict, but not of violence: Theoretical considerations on conflict and aggression</p>
2	Peace and Conflict: Trends and Practice	<p><i>Required reading:</i> Contemporary Conflict Resolution, Chapters 3-4</p> <p><i>Suggested additional readings:</i> Contemporary Conflict Resolution, Chapter 2 Conflict Resolution: Theory and Practice, Morton Deutsch in <i>Political Psychology</i> Working with Conflict, Fisher et al. book, Chapter 2</p>
3	Education in Conflict-Affected Contexts	<p><i>Required reading:</i> Education in Emergencies: A Review, Burde article Education in Emergencies: Tracing the Emergence of a Field, Lopes Cardozo & Novelli chapter from <i>Global Education Policy</i></p> <p><i>Suggested additional readings and videos:</i> INEE Guidance Note of Conflict-Sensitive Education</p>

		Watch INEE Conflict-Sensitive Teaching video on Youtube, https://www.youtube.com/watch?v=cAJgrCf5jMY&t=12s The Two Faces of Education, Bush & Saltarelli UNICEF book
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	<i>Required reading:</i> Burde book, Chapters 1-2 <i>Suggested additional readings:</i> Education in Fragile States, Kirk article from <i>Educating Children in Conflict Zones</i> Learning in the Chaos: A Political Economy Analysis of Education in Afghanistan, Pherali et al. article in <i>Research in Comparative and International Education</i>
6	Afghanistan Case	<i>Required reading:</i> Burde book, Chapters 3-4 <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>
7	Afghanistan Case	<i>Required reading:</i> Burde book, Chapters 5-6 <i>Suggested additional readings:</i> Peacekeeping, Peacemaking, and Peacebuilding in Schools, Cremin & Bevington book, Chapters 6-8 Conceptualising Critical Peace Education for Conflict Settings, Monisha Bajaj in <i>Education and Conflict Review</i> Watch: https://proxy.learningfit.co.kr/Unesco/15/15_03.html and https://proxy.learningfit.co.kr/Unesco/16/16_03.html
8	Mid-Term	Mid-Term Case Study Presentations Abstracts due for Final Papers (250 words)
9	Rwanda Case	<i>Required reading:</i> King book, Introduction and Chapters 1-2 <i>Suggested additional readings:</i> Creating Capacities for Peacebuilding Citizenship: History and Social Studies Curricula in Bangladesh, Canada, Colombia and Mexico, Kathy Bickmore et al. from <i>Journal of Peace Education</i> Peace Education and Peacebuilding Across the Conflict Continuum: Insights from Lebanon, Zakharia article from <i>Peace Education: International Perspective</i> Refugee Teachers in Post-conflict Sierra Leone and Liberia, Shepler article from <i>Educating Children in Conflict Zones</i>

10	Rwanda Case	<p><i>Required reading:</i> King book, Chapters 3-4</p> <p><i>Suggested additional readings:</i> Rethinking Peace Education: A Cultural Political Economy Approach, Higgins & Novelli article from <i>Comparative Education Review</i> Peace Education Research in the 21st century, Cremin article in <i>Journal of Peace Education</i></p>
11	Rwanda Case	<p><i>Required reading:</i> King book, Chapter 5 and Conclusion</p> <p><i>Suggested additional readings:</i> Prefigurative Pedagogies for Working toward Peace and Justice in Changing Times: Insights from Korea, Kester et al. article from <i>Journal of Peace Education</i> Reflections on Decolonizing Peace Education in Korea, Kester et al. article from <i>Teaching in Higher Education</i></p>
12	Group Work	Supervision 2 for Review and Final Papers
13	Somaliland Case	<p><i>Required reading:</i> Education, Peace and Development in Somali Society, https://discovery.ucl.ac.uk/id/eprint/10081489/</p> <p>Guest Speaker, Dr Nasir Ali – Institute for Peace and Conflict Studies, Hargeisa, Somaliland</p> <p><i>Suggested additional readings:</i> Higher Education Peacebuilding in Conflict-Affected Societies: Beyond the Good/Bad Binary, Kester et al. article from <i>International Journal of Comparative Education and Development</i> Pedagogies for Peacebuilding in Higher Education: How and Why Should Higher Education Institutions Get Involved in Teaching for Peace? Millican et al. article in <i>International Review of Education</i> University Agency in Peacebuilding: Perspectives on Conflict and Development in Kenya, Johnson article in <i>Prospects</i> Whither Epistemic (In)justice? English Medium Instruction in Conflict-Affected Contexts, Kester & Chang article from <i>Teaching in Higher Education</i></p>
14	Cyprus OR Nepal Case	<p><i>Required reading:</i> Zembylas et al. book, <i>Peace Education in a Conflict Affected Society</i>, Chapters 1-3; OR Pherali book, <i>Conflict, Education and Peace in Nepal</i>, Chapters 1-3</p> <p><i>Suggested additional readings:</i> Getting to 'No': Locating Critical Peace Education within Resistance and Anti-oppression Pedagogy at a Shi'a Islamic School in Lebanon, Zakharia article in <i>Research in Comparative and International Education</i> When Projects of 'Empowerment' Don't Liberate: Locating Agency</p>

		in a 'Postcolonial' Peace Education, Shirazi article in <i>Journal of Peace Education</i> Rethinking Intergroup Encounters, Bekerman article in <i>Journal of Peace Education</i>
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 Associate Professor of Comparative International Education and Peace/Development Studies at Seoul National University (서울대학교) and director of the Education, Conflict and Peace Lab. His research interests lie in the sociology and politics of education with a focus on four areas: (i) the intersections of peace education and global citizenship education; (ii) higher education in conflict-affected contexts; (ii) the global governance of education, conflict and peace; and (iv) decolonizing education. His most recent book is *The United Nations and Higher Education: Peacebuilding, Social Justice, and Global Cooperation for the 21st Century*. Kevin is Editor of the Asia Pacific Education Review and a frequent consultant to the UNESCO Asia-Pacific Centre of Education for International Understanding and the United Nations University for Peace. Prior to moving to Seoul National University, he was Director of Studies for Education at Queens' College, University of Cambridge. He has been a Visiting Scholar at Yale University, National Taiwan University, and the University of Hargeisa (Somaliland). He is originally from Kentucky, USA.