

**Seminar in International Education:
Peace Education: Comparative Perspectives (MA/PhD)**
College of Education, 3 credits
Wednesday 14:00-16:50
Classroom: 12-406



**SEOUL
NATIONAL
UNIVERSITY**

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General Information

Peace education (PE) as a field of study examines the roles that education plays in promoting peace, justice, nonviolence, and equity in society. The field is transdisciplinary, cross-national, and multi-sectoral. It is situated within the broader fields of Comparative Education and International Development. PE is primarily concerned with identifying and mitigating all forms of direct, structural, cultural, and poststructural violence through curriculum, pedagogy, and policies, in domestic and global contexts through formal, non-formal, and informal learning. The field is especially concerned with examining education in conflict-affected, fragile, and post-conflict contexts in regard to issues of development, democracy, human rights, social justice, and environmental sustainability, among others. Students of PE learn how to examine and plan appropriate educational interventions to mitigate violence and promote justice through education policy and practice. Critical, decolonial, and postcritical perspectives on PE, and case studies of PE in practice around the world, will be discussed.

Teaching Methods

This course involves student-directed learning and lecturer-student supervisions. Students are expected to complete readings outside of class (in Korean and English) 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 improve students' thinking about the issues of comparative education and peace education. The course will enhance students' knowledge of educational content, pedagogy, and educational issues and debates in English.

Course Goals and Learning Outcomes

In this course, students will:

- Examine the historical development of the field of PE and its intersections with other related fields, such as ESD, GCED, HRE, and MCE;
- Consider the underlying philosophical and cultural orientations of PE;
- Explore the major contents and methods of PE in practice;
- Reflect on critical, decolonial, and postcritical perspectives on PE; and
- Identify different research approaches to the study of PE.

Course Requirements & Grading

Component	Weight
Attendance/Active Participation in Class & Chapter Presentation	30%
Mid-Term Draft Paper	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 mid-term draft paper, 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). Students will present 3 selected papers (from the supplemental readings) on their chosen week. The presentation should briefly overview the papers and present their main findings, as well as offer a synthesis of the papers (with each other and) with previously learned material from the class. Finally, students should reflect on the relevance of the readings to their own research/teaching practice. The presentations will be 15-20 minutes followed by 5 minutes of Q&A. These presentations will be graded during the assigned week.

Mid-Term Draft Paper (30%) – The mid-term draft paper should provide the foundation for the final paper. Students may write the final paper as a traditional literature review ([sample 1](#), [sample 2](#), [sample 3](#)), autoethnography ([sample 1](#), [sample 2](#), [sample 3](#)) or dialogue ([sample 1](#), [sample 2](#), [sample 3](#)). See samples of each of these styles at the links provided above. **Also, see the questions listed under Week 4 to guide you in writing the paper.** The draft paper should be 1200 words excluding references from the word count, e.g., approximately 5 pages double-spaced Times New Roman 12pt font. Be sure to include references at the end using [APA 7th edition](#). This draft paper sets the foundation for the final paper. Further details will be provided during class. Grades for the draft paper will be assigned after mid-term.

Final Paper (40%) – Students will write a final paper on a relevant topic of their choosing using the format chosen at mid-term. The final paper builds on the mid-term draft. The paper must integrate *at least 4 of the required course readings* and *6 of the supplemental* (10 course references total) completed during the semester with proper APA referencing. 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 3000 words (building on the mid-term draft paper) excluding references, e.g., 12 pages double-spaced Times New Roman 12pt font. **If writing a dialogue, the paper should be 5000 words for 2 authors, 7000 for 3 authors, and 9000 for 4 authors. For multi-authored papers, papers with 2 authors should cite at least 12 course readings, 3 authors should cite 15, and 4 authors should cite 20 papers. In all cases, at least 4 of the required readings must be cited. Each course book may only be listed once in the references (do NOT list multiple chapters of the same book). It is possible to cite more than the required minimum listed above, e.g., including papers from the recommended journals not read for class. Grades for the paper will be assigned at the end of term.**

Course Materials

All students are expected to read passages from these course books. Students should purchase the books via Amazon or another online shopping site within the first two weeks of class. The course discussions, journal entries, and presentations will be developed around these texts:

- Ian Harris and Mary Lee Morrison (2013). *Peace Education*, 3rd edition. Jefferson, NC: McFarland.
- Betty Reardon (2021). *Comprehensive Peace Education: Educating for Global Responsibility*. New York: Peace Knowledge Press (originally Teachers College Press). [Also available in Korean.]

Additionally, students are suggested to read complementary passages from these texts. Students DO NOT need to purchase these books. Copies of the books are available in the instructor's office or the university library:

- Paulo Freire (1970/2005). *Pedagogy of the Oppressed*. New York: Continuum.
- Elise Boulding (1988). *Building a Global Civic Culture: Education for an Interdependent World*. Syracuse, New York: Syracuse University Press.

- Swee-Hin Toh, Virginia Cawagas, & Ofelia Durante. (1992). *Building a Peace Education Program*. Peace Education Miniprints No. 38. Malmö, Sweden: School of Education.
- bell hooks (1994). *Teaching to Transgress*. New York: Routledge.
- Robin Burns & Robert Aspeslagh (eds.) (1996). *Three Decades of Peace Education Around the World: An Anthology*. New York: Garland.
- Johan Galtung (1996). *Peace by Peaceful Means: Peace and Conflict, Development and Civilization*. London: Sage.
- Elise Boulding (2000). *Cultures of peace: The hidden side of history*. New York: Syracuse University Press.
- Lynn Davies (2004). *Education and Conflict: Complexity and Chaos*. London: Routledge.
- Clive Harber (2005). *Schooling as Violence: How Schools Harm Pupils and Society*. London: Routledge.
- Monisha Bajaj (ed.) (2008). *Encyclopedia of Peace Education*. Charlotte, NC: Information Age.
- Loreta Navarro-Castro & Jasmin Narrio-Galace (2008). *Peace Education: A Pathway to a Culture of Peace*. Quezon City, Philippines: Miriam College.
- Zvi Bekerman & Michalinos Zembylas (2011). *Teaching Contested Narratives: Identity, Memory, and Reconciliation in Peace Education and Beyond*. Cambridge, UK: Cambridge University Press.
- Nel Noddings (2012). *Peace Education: How We Come to Love and Hate War*. Cambridge, UK: Cambridge University Press.
- Elisabeth King (2013). *From Classrooms to Conflict in Rwanda*. Cambridge, UK: Cambridge University Press.
- Dana Burde (2014). *Schools for Peace or for Conflict in Afghanistan*. New York: Columbia University Press.
- Betty Reardon & Dale Snauwaert (2014). *Betty A Reardon: Key Texts in Gender and Peace*. New York: Springer.
- Betty Reardon & Dale Snauwaert (2015). *Betty A Reardon: A Pioneer in Education for Peace and Human Rights*. New York: Springer.
- Monisha Bajaj & Maria Hantzopoulos (eds) (2016). *Peace Education: International Perspectives*. London: Bloomsbury.
- Michalinos Zembylas, Constadina Charalambous, & Panayiota Charalambous (2016). *Peace Education in a Conflict-Affected Society: An Ethnographic Journey*. Cambridge UK, Cambridge University Press.
- Krishna Kumar (2016). *Education, Conflict and Peace*. Hyderabad, India: Orient Black Swan.
- Hilary Cremin & Terence Bevington (2017). *Positive Peace in Schools: Tackling Conflict and Creating Cultures of Peace in Classrooms*. London: Routledge.
- Kevin Kester (2020). *The United Nations and Higher Education: Peacebuilding, Social Justice, and Global Cooperation for the 21st Century*. Charlotte, NC: Information Age.
- Tejendra Pherali (2022). *Conflict, Education and Peace in Nepal: Rebuilding Education for Peace and Development*. London: Bloomsbury Publishing.

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.

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 prepared to participate in discussion and activities.

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 class.

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 during office hours.

Some Useful Journals and Websites for Comparative International Education and Peace Education Debates

- Asia Pacific Education Researcher: <https://www.springer.com/journal/40299>
- 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/cedr/current>
- Conflict Resolution Quarterly: <https://onlinelibrary.wiley.com/journal/15411508>
- Discourse: <https://www.tandfonline.com/journals/cdis20>
- Education as Change: <https://unisapressjournals.co.za/index.php/EAC>
- 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>
- In Factis Pax: Journal of Peace Education and Social Justice: <http://www.infactispax.org/>
- 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://www.springer.com/journal/11159>
- Journal of Conflict Resolution: <https://journals.sagepub.com/home/jcr>
- Journal on Education in Emergencies: <https://inee.org/journal>
- Journal of Peacebuilding and Development: <https://journals.sagepub.com/home/jpd>
- Journal of Peace Education: <http://www.tandfonline.com/loi/cjpe20>
- Journal of Peace Research: <https://journals.sagepub.com/home/jpr>
- Journal of Studies in International Education: <http://journals.sagepub.com/home/jsi>
- Korean Journal of Comparative Education (비교교육연구): <https://www.kces1968.org/html/?pmode=journal>
- Peacebuilding: <https://www.tandfonline.com/journals/rpcb20>
- Peace and Conflict: Journal of Peace Psychology: <https://www.apa.org/pubs/journals/pac>
- Peace Review: <https://www.tandfonline.com/journals/cper>
- Prospects: <https://www.springer.com/journal/11125>
- Review of Education, Pedagogy, and Cultural Studies: <https://www.tandfonline.com/toc/gred20/current>
- Teaching in Higher Education: <https://www.tandfonline.com/journals/cthe20>

Course Schedule

Week	Focus	Class activities and details, daily goals
1	Introductions, course overview, discussion of peace and education	<p>Introductions, review course syllabus, defining peace and education, types of peace education</p> <p><i>Required readings:</i> Harris & Morrison (2013), Chapter 1 Hantzopoulos et al. (2021), Situating peace education theories, scholarship and practice in comparative and international education</p> <p><i>Supplemental 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 Lederach (2003), Conflict transformation, see here</p> <p>Questions for discussion</p> <ul style="list-style-type: none"> • How, if at all, is conflict different from violence? • What are key concepts of peace and violence from Galtung, and how is education situated to respond? • How does peace education fit within the broader field of comparative international education and education development?
2	Historical concepts of peace education	<p>Historical concepts of war, peace, and peace education</p> <p><i>Required readings:</i> Harris & Morrison (2013), Chapter 2 Reardon (2021), Chapter 2 Watch: https://proxy.learningfit.co.kr/Unesco/15/15_03.html</p> <p><i>Supplemental readings:</i> Kant (1795/2003), On perpetual peace, pp. 12-16 Allport (1954), The nature of prejudice, Chapter 3 Fukuyama (1992), The end of history and the last man, Introduction Dietrich & Sutzl (1997), A call for many peaces Hague Agenda for Peace and Justice for the 21st Century (1999), Available here Kang (2002), Democracy and human rights education in South Korea Noddings (2012), Peace education, Chapter 1 Reardon & Snauwaert (2015), Betty A Reardon: A pioneer in education for peace and human rights, Chapter 1 Kang (2018), The limitations and possibilities of unification education as peace education beyond division in South Korea Kester, Tsuruhara, & Archer (2019), Peacebuilding education in posttruth times: Lessons from the work of Betty A. Reardon Jeong (2022), Changes in peace discourse in Korea and peace education</p>

		<p>Questions for discussion</p> <ul style="list-style-type: none"> • According to Reardon, what is education for negative peace? • What are some micro and macro theories of conflict, violence and war, and how do they inform peace education? • Who were early key peace educators and what were their contributions to the field?
3	Theoretical approaches to peace education	<p>Peace education theory</p> <p><i>Required readings:</i> Harris & Morrison (2013), Chapter 3 Reardon (2021), Comprehensive peace education, Ch. 3 Watch: https://proxy.learningfit.co.kr/Unesco/16/16_03.html</p> <p><i>Supplemental readings:</i> Kadushin & Livert (2002), Friendship, contact, and peace education Harris (2004), Peace education theory, in <i>Journal of Peace Education</i> Bajaj & Brantmeier (2011), Critical peace education, in <i>Journal of Peace Education</i> Bickmore (2011), Peacebuilding dialogue as democratic education Brantmeier (2013), Toward a critical peace education for sustainability, in <i>Journal of Peace Education</i> Ross (2014), Peacebuilding through intergroup encounters Cremin & Bevington (2017), Positive peace in schools, Introduction Zembylas (2018), Con-/divergences between postcolonial and critical peace education, in <i>Journal of Peace Education</i> Kester et al. (2019), Diffraction, transrational perspectives, and peace education: New possibilities, in <i>Journal of Peace Education</i> Hajir & Kester (2020), Toward a decolonial praxis in critical peace education Snauwaert (2020), The peace education imperative: A democratic rationale for peace education as a civic duty, in <i>Journal of Peace Education</i> Nzahabwanayo (2021), Peace education around the world: Strategies for conflict and post-conflict education for peace Almanza (2022), Six educational approaches to conflict and peace, in <i>Journal of Peace Education</i></p> <p>Questions for discussion</p> <ul style="list-style-type: none"> • According to Reardon, what is education for positive peace? • What various traditions of peace education are evident from the literature? Summarize the key theoretical approaches.

		<ul style="list-style-type: none"> How do culture and context factor into different types of peace education?
4	Supervisions	<p>Peace education concept for final paper</p> <p>Questions to consider:</p> <ul style="list-style-type: none"> How do the various issues and problems of peacelessness, conflicts, and violence manifested through militarization, poverty, social injustice/exclusion, patriarchy/racism, human rights violations, environmental destruction, and inner peacelessness “connect” (directly or indirectly) with your life-spaces? What life experiences (e.g., family socialization, peer relationships, religious/spiritual influences, etc.) have you encountered from childhood to adulthood which could have contributed to your growth as an educator/peace educator even if you may not have explicitly given yourself this identity? How do/might these life experiences and the knowledge and wisdom you have gained contribute to your interest in various forms of education for positive peace (e.g., peace education, democracy education, social justice education, critical pedagogy, intercultural education, environmental education, etc.)? How could you practice peace education in the future? (e.g., through teaching, advocacy, philanthropy, work responsibilities, curriculum and pedagogical development, organizational and administrative relationships, media use, environmental awareness, NGO involvement, etc.) Finally, in what ways do your personal and professional experiences intersect with the key concepts, theories, and praxes in the peace education literature? Be sure to cite at least 10 of the course readings in your paper.
5	Peace education as transformative education	<p>Peace education and social change</p> <p><i>Required readings:</i> Harris & Morrison (2013), Chapter 4 Freire (1970), Pedagogy of the oppressed, Ch. 2 Watch: https://www.youtube.com/watch?v=EOAUPytTPmw</p> <p><i>Supplemental readings:</i> Bourdieu & Passerson (1977), Reproduction in education, society and culture, Foundations of a theory of symbolic violence hooks (1994), Teaching to transgress, Introduction Davies (2004), Education and conflict, Introduction Harber (2005), Schooling as violence, Chapters 1 & 10 Yoo (2007), Freirean legacies in popular education Harber & Sakade (2009), Schooling for violence and peace: How does peace education differ from ‘normal’ schooling?, in <i>Journal of Peace Education</i> Fricker (2009), Epistemic injustice, Introduction</p>

		<p>Sumida Huaman (2011), Transforming education, transforming society, in <i>Journal of Peace Education</i></p> <p>Shaykhutdinov (2011), Education for peace: Protest strategies of ethnic resistance movements, in <i>Journal of Peace Education</i></p> <p>Santos (2014), Epistemologies of the South, Chapter 4</p> <p>Bajaj (2015), ‘Pedagogies of resistance’ and critical peace education, in <i>Journal of Peace Education</i></p> <p>Shapiro (2015), Towards a critical pedagogy of peace education</p> <p>Kurian & Kester (2018), Southern voices in peace education, in <i>Journal of Peace Education</i></p> <p>Cremin et al. (2018), Transrational peacebuilding education to reduce epistemic violence</p> <p>Kester & Aryoubi (2019), Paulo Freire: citizenship and education</p> <p>Magee & Pherali (2019), Paulo Freire and critical consciousness in conflict-affected contexts</p> <p>Kwon, Jo, & Seo (2020), Exploring the possibilities of global citizenship education as transformative education: A case study on peace activities in B middle school</p> <p>Vieyra & Edwards (2021), Peace in science education, in <i>Journal of Peace Education</i></p> <p>Ho & Tseng (2022), Power to the people: Education for social change in the philosophies of Paulo Freire and Mozi</p> <p>Questions for discussion:</p> <ul style="list-style-type: none"> • What are some key values in Freire’s pedagogy and how do they overlap with the objectives of peace education? • What are some critical perspectives on education/schooling from Bourdieu & Passeron, Harber, Davies (and others), and how do they relate to peace education? • Compare and contrast the notions of conscientization from Freire and epistemic violence/justice from Fricker and Santos. How are these concepts used throughout the peace education literature?
6	Educating for peace	<p>Peace education concepts</p> <p><u>Guest Speaker:</u> Louise May Macoco-Lim, PhD cand., John B. Lacson Foundation Maritime University, Philippines, special talk on “teaching GCED and peace education for community empowerment in the Philippines”</p> <p><i>Required readings:</i></p> <p>Harris & Morrison (2013), Chapter 5</p> <p>Reardon (2021), Chapter 4</p> <p>UNESCO (1974), Recommendation concerning education for international understanding, cooperation, and peace and education relating to human rights and fundamental freedoms</p> <p><i>Supplemental readings:</i></p> <p>Toh, Cawagas, & Durante (1992), Building a peace education program</p> <p>Baxter (2001), The UNHCR Peace education program: Skills for life</p> <p>Reardon & Cabezudo (2002), Learning to abolish war, Book 1</p>

		<p>UNESCO (1995), Integrated framework of action on education for peace, human rights, and democracy</p> <p>Toh (2004), Education for international understanding and peace education</p> <p>Kester (2008), Developing peace education programs: Beyond ethnocentrism and violence</p> <p>Brantmeier (2009), A peace education primer</p> <p>Bickmore (2011), Keeping, making and building peace in school</p> <p>Behr, Megoran, & Carnaffan (2018), Peace education, militarism, and neoliberalism: Conceptual reflections with empirical findings from the UK, in <i>Journal of Peace Education</i></p> <p>Wintersteiner (2019), “Peace education for global citizenship”: The genuine global dimension of Betty Reardon’s concept of peace education</p> <p>Questions for discussion:</p> <ul style="list-style-type: none"> • What are some key topics and approaches to teaching peace education? How might these approaches differ between those advocated by international organizations, schools, and local agencies? • How might peace education concepts and approaches differ within and across varied contexts (such as Korea and the Philippines)? Why is this important? • How has the focus of peace education changed over time, particularly in the international declarations and frameworks proposed by UNESCO?
7	Essential pedagogies for teaching peace	<p>Peace education pedagogy</p> <p><i>Required readings:</i></p> <p>Harris & Morrison (2013), Chapter 6</p> <p>Reardon (2021), Ch. 5</p> <p>Johnson & Johnson (2006), Peace education for consensual peace, in <i>Journal of Peace Education</i></p> <p><i>Supplemental readings:</i></p> <p>hooks (1994), Teaching to transgress, Chapter 1: Engaged pedagogy</p> <p>Klein (2007), Peace education and Paulo Freire’s method</p> <p>Jenkins (2008), The International Institute on Peace Education: 26 years modeling critical, participatory peace pedagogy</p> <p>Joseph & Duss (2009), Teaching a pedagogy of peace, in <i>Journal of Peace Education</i></p> <p>Noddings (2012), Peace education, Chapter 10</p> <p>Jenkins (2014), Transformative peace pedagogy: Fostering a reflective, critical and inclusive praxis for peace studies</p> <p>Bickmore (2014), Peacebuilding dialogue pedagogies in Canadian classrooms</p> <p>Andreotti (2015), Global citizenship education otherwise: Pedagogical and theoretical insights</p> <p>Williams (2016), Teachers’ nascent praxes of care: Potentially decolonizing approaches to school violence in Trinidad, in <i>Journal of Peace Education</i></p>

		<p>UNESCO (2017), Transformative pedagogy for peacebuilding: A guide for teachers</p> <p>Jenkins (2019), Reardon's edu-learner praxis: Educating for political efficacy and social transformation</p> <p>Gibson (2019), Practicing peace education: Learning peace and teaching peace with Betty Reardon</p> <p>Yudkin (2019), "Walking the talk" on peace education with Betty Reardon: Reflection and action towards a transformative pedagogy</p> <p>Kertyzia (2020), Who we are matters</p> <p>Millican et al. (2021), Pedagogies for peacebuilding in higher education: How and why should higher education institutions get involved in teaching for peace?</p> <p>Questions for discussion:</p> <ul style="list-style-type: none"> • What are some guiding principles for peace education pedagogy as embedded within the readings? • Compare and contrast Freire, Reardon, hook, Noddings, and Zembylas's pedagogies. How do they compare and differ? • What lessons and activities may be useful in your teaching context?
8	Supervisions	Mid-term papers due, discussion of format and topics developed
9	Peace education practice	<p>Peace education skills: dialogue, negotiation and mediation</p> <p><i>Required readings:</i></p> <p>Harris & Morrison (2013), Chapter 7</p> <p>Reardon (2021), Chapter 6</p> <p>Watch: https://www.youtube.com/watch?v=w8sDqMHjUMw</p> <p><i>Supplemental readings:</i></p> <p>Johnson & Johnson (1994), Constructive conflict in the schools</p> <p>Bohm (2004), On dialogue, Chapters 1-2</p> <p>Rosenberg (1999), Nonviolent communication, Chapter 1</p> <p>Fisher & Ury (1980), Getting to yes, Chapters 2-5</p> <p>Sellman et al. (eds.) (2014), Restorative approaches to conflict in schools, Chapter 1</p> <p>Simon et al (2020), Working with conflict 2: Skills and strategies for action, select chapters</p> <p>Questions for discussion:</p> <ul style="list-style-type: none"> • What are some key skills in peacebuilding practice? How do these skills overlap with Galtung's and Bickmore's description of peacekeeping, peacemaking, and peacebuilding? • How does dialogue differ from discussion and debate? What is the role of active listening in conflict transformation? • What are the 4 principles of negotiation from Fisher and Ury, and how could you practice these principles in your teaching, research, and conflict work?

10	Peace education in conflict-affected contexts: A cultural political economy approach	<p>A cultural political economy of education approach to peace education</p> <p><i>Required readings:</i> Bush & Saltarelli (eds.) (2000), The two faces of education in ethnic conflict: Towards a peacebuilding education for children Robertson & Dale (2014), Towards a 'critical cultural political economy' account of the globalizing of education Higgins & Novelli (2020), Rethinking peace education: A cultural political economy approach</p> <p><i>Supplemental readings:</i> Inter-Agency Network on Education in Emergencies (2013), INEE guidance note on conflict-sensitive education Novelli, Higgins, Ugur, & Valiente (2014), The political economy of education systems in conflict-affected contexts: A rigorous literature review Lopes Cardozo & Hoeks (2014), Losing ground: A critical analysis of teachers' agency for peacebuilding education in Sri Lanka, in <i>Journal of Peace Education</i> Pherali (2015), A critical analysis of conflict, education and fragility in Nepal Novelli & Higgins (2017), The violence of peace and the role of education: Insights from Sierra Leone Novelli et al. (2017), The 4Rs framework: analyzing education's contribution to sustainable peacebuilding in conflict-affected contexts Lopes Cardozo & Novelli (2018), Education in emergencies: Tracing the emergence of a field Kester et al. (2021), Reflections on decolonizing peace education in Korea Kester & Chang (2022), Whither epistemic (in)justice? English medium instruction in conflict-affected contexts Lopes Cardozo et al. (2022), Silent struggles: Women educators' agency for peacebuilding in Islamic schools in post-conflict Aceh, in <i>Journal of Peace Education</i></p> <p>Questions for discussion:</p> <ul style="list-style-type: none"> • According to the authors, how is 'education politics' different from 'the politics of education', and why does it matter? • What are the integral aspects of a cultural political economy approach to education analysis? • In examining the key literature in the area, how would you practice a cultural political economy approach in your research and teaching? Why would this be important?
11	Peace education in conflict-affected contexts: Evidence from on-the-ground	<p>Peace education in conflict-affected and post-conflict settings</p> <p><i>Required readings:</i> Bickmore (2017), Conflict, peacebuilding, and education: Rethinking pedagogies in divided societies, Latin America, and around the world Zakharia (2017), Getting to 'no': Locating critical peace</p>

		<p>education within resistance and anti-oppression pedagogy at a Shi'a Islamic school in Lebanon</p> <p><i>Supplemental readings:</i> Kirk (2007), Education and fragile states Lopes Cardozo (2008), Sri Lanka: In peace or in pieces? A critical approach to peace education in Sri Lanka Shirazi (2011), When projects of 'empowerment' don't liberate: locating agency in a 'postcolonial' peace education, in <i>Journal of Peace Education</i> Zembylas, Charalambous, & Charalambous (2016), Peace education in a conflict-affected society, Chapters 1-3 Milton & Barakat (2016), Higher education as the catalyst of recovery in conflict-affected societies Zakharia (2016), Peace education and peacebuilding across the conflict continuum: Insights from Lebanon Clarke-Habibi (2018), Teachers' perspectives on educating for peace in Bosnia & Herzegovina, in <i>Journal of Peace Education</i> Sahar & Kaunert (2020), Higher education as a catalyst of peacebuilding in violence and conflict-affected contexts: The case of Afghanistan Pherali (2021), Social justice, education, and peacebuilding: Conflict transformation in Southern Thailand Kester (2021), Toward a conflict-sensitive approach to higher education pedagogy: Lessons from Afghanistan and Somaliland Kester et al. (2022), Higher education peacebuilding in conflict affected societies: Beyond the good/bad binary Hajir (2022), Between 'the paradox of liberalism' and 'the paradox of decoloniality' UKRI/UNICEF (2021), Ethical research in fragile and conflict affected contexts: Guidelines for applicants Shanks & Paulson (2022), Ethical research landscapes in fragile and conflict-affected contexts Castro & Bermeo (2022), Territorial peace education as responsive praxis: Case analysis of education innovations in Colombia, in <i>Journal of Peace Education</i></p> <p>Questions for discussion:</p> <ul style="list-style-type: none"> • What are the common themes and challenges across the varied conflict-affected contexts? • How might post-conflict peace education differ from peace education in conflict-affected (and/or stable) contexts? • What are the dynamic and systemic approaches to addressing conflict through education in conflict-affected contexts (e.g., conflict-sensitivity, curriculum, pedagogy, policy, research ethics, etc)?
12	Supervisions	Discussion of draft final paper
13	Peace education and social movements	<p>Key cases in social movements and peace education</p> <p><i>Required readings:</i> Harris & Morrison (2013), Chapter 8</p>

	<p>De Vita & Vittori (2022), Prefiguration and emancipatory critical pedagogy Watch: The Children's March 1963 & I Will Be a Hummingbird</p> <p><i>Supplemental readings:</i> Thoreau (1849), Civil disobedience William James (1910), The moral equivalent to war MLK (1963), Letter from Birmingham Jail Sharp (1973), The politics of nonviolent action, Part 2: The methods of nonviolent action Young (1987), The peace movement, peace research, peace education, and peacebuilding: The globalization of the species problem The Seville Statement on Violence (1989), see here Global Campaign for Peace Education (1999), see here Watch: A Force More Powerful & Bringing Down a Dictator</p> <p>Questions for discussion:</p> <ul style="list-style-type: none"> • What key moral and ethical principles are elucidated by Thoreau, James, Gandhi, and King? Put these principles into conversation with local values and ethical pillars from East Asia. What are the commonalities and differences? • What lessons for peacebuilding are to be learned from the exemplar social movements detailed in the videos? • How could education contribute to social change? Reflect back on the readings from Week 5 and the tenets of prefiguration from De Vita & Vittori – are there any other examples of critical pedagogy for social change and peace you would like to share?
14	<p>Challenges and responses</p> <p>Critiques of peace and peace education</p> <p><i>Required readings:</i> Harris & Morrison (2013), Chapter 9 Zembylas & Bekerman (2013), Peace education in the present: Dismantling and reconstructing some fundamental premises of peace education, in <i>Journal of Peace Education</i></p> <p><i>Supplemental readings:</i> Reardon (1999), Peace education: A review and projection Gur Ze'ev (2001), Philosophy of peace education in a postmodern era Pupavac (2001), Cultures of violence theories and cultures of peace programs: A critique Bekerman (2007), Rethinking intergroup encounters Richmond (2011), A post-liberal peace, Introduction Fontan (2012), Decolonizing peace Pinker (2012), The better angels of our nature, Preface Cremin (2016), Peace education research in the 21st century, in <i>Journal of Peace Education</i> Kester & Cremin (2017), Peace education and peace education research Harvey, Cooke, & The Bishop Simeon Trust (2021), Reimagining voice for transrational peace education through participatory arts</p>

		<p>with South African youth, in <i>Journal of Peace Education</i></p> <p>Kester (2022), Global citizenship education and peace education: Toward a postcritical praxis</p> <p>Archer, Hajir, & McNerney (2023), Innovations in peace and education praxis, Introduction</p> <p>Kester, Zembylas, Brantmeier, & Hajir (2023), Reflections on a post/critical peace education</p> <p>Questions for discussion:</p> <ul style="list-style-type: none"> • What are the key critiques of peace education as elucidated by Pupavac, Gur Ze'ev, Cremin, Kester, Zembylas & Bekerman? • What critiques of the peacebuilding agenda (from IR and peace studies generally) are made by Richmond and Fontan? How does Pinker's analysis differ? • How could peace education respond to these critiques in moving forward in ways that embrace justice, dignity, and sustainable peacebuilding?
15	Class Review	Students present some of their reflections on class

The instructors reserve the right to modify this schedule based on new information, extenuating circumstance, 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 and Director of the Education, Conflict and Peace Lab at Seoul National University's College of Education, Affiliated Faculty at the Graduate School of International Studies at Seoul National University, Affiliated Faculty at 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. He completed his PhD and postdoc at the University of Cambridge, and he holds a PGCE from Columbia University's Teachers College, an MA in Education and International Development from the University of Toronto OISE, an MA in Peace and Conflict Studies from the United Nations, and 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*. He is originally from Kentucky, USA.