

Northwestern University
School of Education and Social Policy
Topics in Teaching and Learning
Peace Education: Theory and Practice of Nonviolence
Spring 2022
Tuesday, April 5 – Tuesday, May 31, 6:00pm-9:00pm

Instructor: Liz Shulman

Office: Synchronous class

Email: elizabeth.shulman@northwestern.edu

REQUIRED TEXTS:

- Zinn, Howard. 2002. *The Power of Nonviolence: Writing by Advocates of Peace*.
- McElwee, Timothy, Hall, B. Welling, Liechty, Joseph, Garber, Julie. 2009. *Peace, Justice, and Security Studies: A Curriculum Guide*.
- All other readings will be posted in Canvas

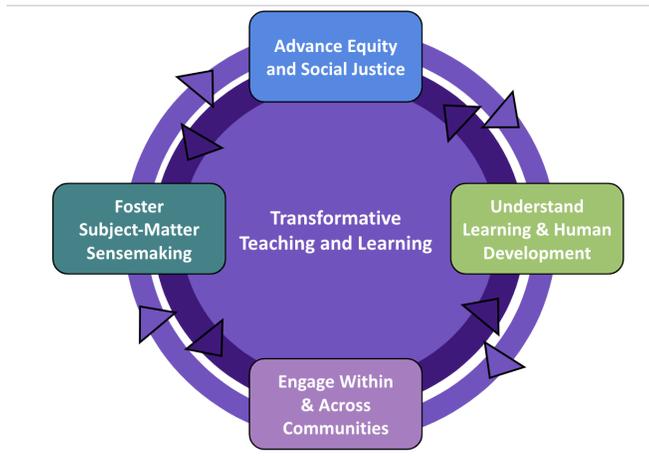
COURSE DESCRIPTION:

This class examines the different ways in which one can integrate a peace curriculum into a content-specific course while also providing a history and context to the theory of peace education as an interdisciplinary field. Participants will discuss what movements and structures contribute to--or take away from--a just peace while discussing how nonviolence is an active rather than passive form of engagement. How can we broaden our imaginations and find creative ways to develop ourselves and our students when in conflict? How can we apply these skills to classroom environments where students carry a multitude of life experiences with them that are constantly changing? We will study different kinds of structural and systemic movements for peace, nonviolence, equity, and apply them to school contexts and to specific content areas. The course will also provide opportunities to examine their personal role in nonviolent modes of expression in order to build a more cohesive culture and community in their classrooms throughout the school year.

ONLINE CLASS:

Since this class is designed to be online, we will have both synchronous and asynchronous classes. Please be prepared to join us on Zoom for each synchronous class. While we will strive to emulate the class as though we were in person, I will adapt accordingly to your needs. Some assignments and reading will be adjusted as we move through the quarter together.

**NORTHWESTERN'S GUIDING COMMITMENTS AND COURSE OBJECTIVES:
VISION: Developing educators to engage in transformative teaching and learning**



Advance equity and social justice:

- To understand the philosophical and historical underpinnings of schooling in America.
- To understand the dynamic role of social forces and multiple identities (race, class, gender, sexual orientation, language, ability) on education.
- To develop an understanding of the levels of racism and oppression ranging from internalized and individual to structural and systemic and how these intertwine with Peace Education and social justice.

Foster subject matter sensemaking:

- Develop an understanding of the history of the Peace Studies and Peace Education movements.
- To develop skills in creating safe, respectful learning environments in classrooms and schools.
- To understand how the teacher supports the academic, social, emotional, and physical development of individual students.
- To develop skills of teaching-as-researching.
- To integrate social justice and peacemaking units into content-area courses.

Understanding learning and human development:

- To develop practices of self-reflection, systems analysis, and dialogue.
- To understand the social ecology, culture, and climate of a classroom, school, and community.
- To explore teacher identity and its impact on students, as well as the impact students have on teacher identity.

Engage within and across communities:

- To develop practices of the collegial community within and beyond the school.
- To develop voice and social capacity as a public intellectual.

CANVAS DISCUSSION FORUM:

Each student is required to post one (1) message per week to our Canvas Discussion Forum.

ATTENDANCE:

Students are expected to be present, including on camera as much as possible, during synchronous classes.

PARTICIPATION:

Your enthused, mindful participation is crucial to the class, as is your commitment to listen carefully to other students' points of view.

FINAL GRADE:

The final grade will be based on an average of work done throughout the term as well as the two final projects.

COURSE SCHEDULE

This syllabus is intended to give participants guidance in what may be covered during the semester and will be followed as closely as possible. However, material is subject to change as student and course needs arise.

April 5, Session 1: Introduction to class/each other

- Go through syllabus
- Why you're taking the course, what experiences/obstacles/successes you've had with Peace Education/Peace Studies

Reading due: Before March 29, please read these two articles:

- "Educating for Peace and Justice in America's Nuclear Age." Ian Harris and Charles F. Howlett (2011) <https://core.ac.uk/download/pdf/268736345.pdf>
- "Why Peace Education and What is it Anyway?" B. Pieterl (2007) <http://www.calpeacepower.org/0301/pdf/education.pdf>

Writing due:

- Take any notes on the above articles, be prepared to discuss in class
- Share stories (see [document](#))

April 12, Session 2: Peace and Schools: Are we inherently peaceful or violent and how does this play out in schools?

Reading due:

- Zembylas, M., & Bekerman, Z. (2008). Dilemmas of justice in peace/coexistence education: Affect and the politics of identity. *Review of Education, Pedagogy & Cultural Studies*, 30(5), 399-419.
file:///Users/Owner/Downloads/Dilemmas%20of%20Justice%20in%20Peace%20(3).pdf
- Salomon, G. (2004). Does peace education make a difference in the context of an intractable conflict? *Peace and Conflict: Journal of Peace Psychology*, 10(3), 257-274.
file:///Users/Owner/Downloads/Does_Peace_Education_Make_a_Di%20(1).pdf
- Alfie Kohn, <https://www.alfiekohn.org/article/safety-inside/>

- *International Journal of Peace Studies*,
https://www3.gmu.edu/programs/icar/ijps/vol3_1/Harris.htm?gmuw-rd=sm&gmuw-rdm=ht

Writing due:

- Canvas post #1

April 19, Session 3: Early writings on peace to build a conceptual understanding

- Spend class time looking through McElwee, Timothy, Hall, B. Welling, Liechty, Joseph, Garber, Julie. 2009. *Peace, Justice, and Security Studies: A Curriculum Guide*.

Reading due:

- *The Power of Nonviolence*
 - Buddha, pages 3-4
 - William Penn, pages 5-7
 - Ralph Waldo Emerson, pages 14
 - Henry David Thoreau, pages 15-36
 - Watch interview of Johan Galtung,
<http://www.youtube.com/watch?v=eJf0m-Nz35E>

Writing due:

- Canvas post #2

April 26, Session 4: (Asynchronous)

- Conduct mini lesson on how you might begin to incorporate peace ed into your curriculum

Reading due:

- Gandhi
 - My Faith in Nonviolence
 - Doctrine of the Sword
- Peace and Prison System
 - 13th clips
 - *New Jim Crow*

Writing due:

- Canvas post #3

May 3, Session 5: Peace and Intersectionality and Systemic Issues

Reading due:

- Bayard Rustin (look through website and read two pieces of your choosing)
<https://radicalsolarship.wordpress.com/2015/03/17/bayard-rustin-march-17-1912-august-24-1987-a-reader/>
- Peggy McIntosh “Phase Theory”

Writing due:

- Canvas post #4

May 10, Session 6: Peace and Militarism and War

Reading due:

- Tim O’Brien - “On the Rainy River,” and interview

- King, “[Declaration of Independence from the War in Vietnam](#)”
- <https://aboutfaceveterans.org/>
- View *The Ground Truth* documentary

Writing due:

- Canvas post #5

May 17, Session 7: (Asynchronous)

Reading due:

- Barbara Ehrenreich, “The Roots of War.” *The Progressive* (2003).
- Spend class time looking through McElwee, Timothy, Hall, B. Welling, Liechty, Joseph, Garber, Julie. 2009. *Peace, Justice, and Security Studies: A Curriculum Guide*.

Writing due:

- Canvas post #7
- Essay due by 9:00pm

May 24, Session 8:

- Levels of Racism and Scenario

Writing due:

- Canvas post #6

May 31, Session 9:

- Projects
- Sharing reflections

Writing due:

- Upload reflection paper to Canvas before 6:00pm
- Upload project to Canvas before 6:00pm

Group Project (presented the second to last class): You will have the opportunity to work in a group focusing on both your process and the content of your choice. Examples might be: a unit plan for a specific curriculum, how you structure your class, your course rules and regulations, how you facilitate and organize class discussions, etc... The point is to decide with your group on a particular conflict transformation situation that you can use in the classroom and walk us through your process. Each group will have about 20 minutes to present, but the focus also should be on both the group’s “peace-work” and process of communication, dialogue, understanding, compromise, scheduling, and delegating while making connections with course readings, conversations, and current events. What other articles have you found that you would suggest to add to this course? Each group will share with the class your collective learning, and show how you are reflecting, critiquing, and adapting your teaching practice.

Individual reflection (due last class): Critically reflect on your personal character development, with special attention to understandings and practices of justice and peace by telling your story. You might choose to think of this as a timeline, reviewing highlights of your life, and expanding on those which you choose to reflect on more deeply than others. What key experiences shaped the development of your character, including: (1) worldview/purpose of life/faith, (2) Core values, (3) Regular practices of justice and peace that have—or have not—shaped your life, and what “justice-making” and “peace-making” looks like for you, (4) Hopes and personal aspirations relevant to justice and peace. How will you incorporate what you have learned in class to your teaching? How do we continue to bring our full selves into the classroom?