

OBJECTIVES:

- To explore the role of violence in our lives and the lives of others
- To consider the effect of violence upon educational processes
- To examine how peace education can help deal with violence
- To provide examples of peace education activities and curricular ideas

REQUIREMENTS:

Students will be expected to attend all sessions. Because of the concentrated hours of this course, students can only miss one half a day, e.g. a Friday session or a Saturday session. Students who miss more than that are in danger of failing. If some emergency occurs requiring a student to miss more, extra credit work must be done to make up for this time. Students cannot pass this course who miss one whole weekend.

All students taking this course for undergraduate credit will be required to read two books and write three papers.

The books are *Waging Peace in Our Schools* by Landa Lantieri and Janet Patti and *Peace Education* by Ian Harris.

(1) The first paper will be due on October 26, 2001, and will answer the question, "What are the problems of violence that educators are facing in today's world?" For this paper students should refer to class discussions and the book *Waging Peace in our Schools*. Students are also welcome to do research for this paper since this is a popular topic and there are many newspaper and magazine articles on it.

(2) The second paper, due on November 16, 2001, should discuss the question, "What are the advantages and disadvantages of peace education as a strategy to deal with the problems of violence?" For this paper students will be expected to read *Peace Education*. This paper should describe what peace education attempts to do, discuss whether these activities make the world more peaceful, and evaluate the strengths and weaknesses of peace education as a strategy to achieve peace. Students are encouraged to compare peace education, as a strategy, with other strategies—peace through strength, peace through politics, peace through justice, and pacifism.

(3) The third paper, due on December 10, 2001, will be a curriculum on peace studies for the age level that students are working with, e.g., young children, teenagers, or adults. This paper can be a group project.

There will be an extra assignment for students taking this course for graduate credit. They can either (a) do a peace education project during the semester and write up the results of this project in a paper; or (b) do an analysis of Volume 71, Number 3, of the *Peabody Journal of Education* (Peace Education in a Postmodern World); or a report on the book *Peace-*

making for Adolescents: Strategies for Community Leaders and Educators by Ian Harris and Linda Forcey, or choose another book on peace education from the bibliography and do a review of that book, relating the content of the book to major themes in the course.

Participation by Students with Disabilities

If you need special accommodations in order to meet any of the requirements of this course, please contact the instructor as soon as possible.

Accommodation for Religious Observances

Students will be allowed to complete examinations or other requirements that are missed because of a religious observance.

Academic Misconduct

The University has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors.

Grade Appeal Procedures

A student may appeal a grade on the grounds that it based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School.

Sexual Harassment

Sexual harassment is reprehensible and will not be tolerated by the University, and threatens the careers, educational experience, and well-being of students, faculty, and staff. The University will not tolerate behavior between or among members of the University community which creates an unacceptable working environment.

Incompletes

A notation of "incomplete" may be given in lieu of a final grade to a student who has completed course assignments successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to complete the

final paper. An incomplete is not given unless you prove to the instructor that you were prevented from completing course requirements for just cause as indicated above.

Instructional Activities:

Classes will be held in a seminar format with the text providing background information. The instructor will ask leading questions. Students are to come to class with discussion questions and be prepared to share insights into the texts.

GRADES:

Grades for undergraduate students will be 1/4 for each paper, and 1/4 class discussion.

Grades for graduate students will be determined on the following basis: 1/5 for each paper, and 1/5 for class discussion.

Recommended Texts (Not included here due to the inclusion in *Peace Studies* of a bibliography.)

Suggested Course Outline:

PROBLEMS OF VIOLENCE

Weekend of September 14, 15, 2001

FRIDAY, September 14, 2001: 6:00–9:30

6:00–6:30	Introductions. Explanation of Course.
6:30–7:00	Warm up activity
7:00–7:15	Break
7:15–9:00	Problems of Violence in Modern Life

SATURDAY, September 15, 2001: 9:00–5:00

9:00–9:30	Reactions to previous night's activities Identification of interest groups for developing curriculum
8:30–10:00	Video— <i>There Are No Children Here</i> Followed by discussion
10:00–10:15	Break
10:15–12:00	Violence in our personal lives
12:00–1:00	Lunch
1:00–2:30	Brainstorming session on violence
2:30–3:00	Break & clean up

3:00–4:00	Brainstorming session on nonviolence
4:00–5:00	Images of Peace

WHAT CAN BE DONE?

Weekend of September 28 and 29, 2001

FRIDAY, September 28, 2001: 6:00–9:30

6:00–7:00	Reaction to Course Content
7:00–8:00	Discussion of book, <i>Waging Peace in our Schools</i>
8:00–8:15	Break
8:15–9:00	A brainstorming session on what can be done to bring peace to world.

SATURDAY, September 29, 2001: 9:00–5:00

9:00–10:00	Reactions to previous session
10:00–10:30	Lecture on Different Strategies for Peace
10:30–10:45	Break
10:45–12:00	Video— <i>From Fury to Forgiveness</i> Small group discussion
12:00–1:00	Lunch
1:00–1:30	Video— <i>Five Desperate Hours</i>
1:30–3:00	Transforming violence Small Groups
3:00–3:30	Break & clean up
3:30–5:00	Working in small groups on curriculum

PEACE EDUCATION

Weekend of October 26–October 27, 2001

FRIDAY, October 26, 2001: 6:00–9:30

4:00–4:30	Reactions to previous session
4:30–6:00	Discussion of <i>Peace Education</i>
6:00–7:00	Break
7:00–8:30	Varieties of Peace Education
8:30–9:30	Video— <i>Peace Education in Hawaii</i>

SATURDAY, October 27, 2001: 9:00–5:00

9:00–10:00	Reactions to previous session
10:00–10:30	Video— <i>Peacemakers of the Future</i>
10:30–10:45	Break

10:45–12:00	Discussion of peer mediation/conflict resolution
12:00–1:00	Lunch
1:00–2:00	Discussion of peace pedagogy Presentation of different models
2:00–3:15	Video— <i>Critical Thinking for the Twenty-First Century</i>
3:15–4:15	Break
4:15–5:00	Small group work on curricula

PEACE EDUCATION STRATEGIES

Weekend of November 16–November 17, 2001

FRIDAY, November 16, 2001: 6:00–9:30

6:00–7:00	Reactions to previous session
7:00–8:00	Violence in schools
8:00–8:30	Break
8:30–9:30	UWM Summer Institute on Nonviolence

SATURDAY, November 17, 2001: 9:00–5:00

9:00–10:00	Reactions to previous session
10:00–12:00	Work in small groups to develop curriculum
12:00–1:00	Lunch
1:00–3:00	Presentations of curricula
3:00–3:30	Break and clean up
3:30–4:00	Video on Costa Rica
4:00–5:00	Ending

During this weekend, the following peace education curricula will be available for review:

Alternatives to Violence (Cleveland, Ohio: Friends Meeting, 1984)

Choosing Nonviolence (Chicago: Rainbow House, 1991)

Conflict Management: A Curriculum for Peacemaking (Denver, CO: Cornerstone, 1983)

Choices: A Unit on Conflict and Nuclear War (Washington: Union of Concerned Scientists, 1983)

Conflict Resolution in the Schools: A Manual for Educators (San Francisco, Jossey-Bass, 1996)

Creative Conflict Resolution Activities for Keeping Peace in the Classroom, K-6 William Kreidler (Cambridge, MA: Educators for Social Responsibility)

Crossroads: Quality of Life in a Nuclear World. (Boston, MA: Jobs with Peace, 1983)

- Decision Making in a Nuclear Age* (Weston, MA: Halcyon House, 1983)
- Developing Nurturing Skills K-12 Curriculum* (Family Development Resources, 1992).
- Dialogue: A Teaching Guide to Nuclear Issues* (Cambridge, Mass: Educators for Social Responsibility, 1983)
- Education for Peace and Justice* (St. Louis, MO: Institute for Peace & Justice, 1981)
- The Friendly Classroom for a Small Planet* (Wayne, NJ: Avery Publishing, 1978)
- Helping Teens Stop Violence*, Oakland Men's Project (Alameda, CA: Hunter House, 1992)
- Keeping the Peace*, Suzanne Wichert (Philadelphia, PA: New Society Press, 1993).
- Learning Peace, Teaching Peace* (Philadelphia, PA: Jane Addams Peace Association, 1974)
- Learning the Skills of Peacemaking*, Naomi Drew (Jalmer Press, 1994).
- Let's Talk About Peace: Let's Talk About Nuclear War* (Oakland, CA: Parenting in Nuclear Age, 1983)
- Managing Conflict: A Curriculum for Adolescents* (New Mexico Center for Dispute Resolution)
- A Manual on Nonviolence and Children* (Philadelphia: New Society Press, 1984)
- Milwaukee Public Schools Curriculum, 1985.
- Our Future at Stake* (Oakland, CA: Citizens Policy Center, 1984)
- PeaceMaker* (Dublin, Ireland: Irish Commission for Justice and Peace, 1988)
- Peaceworks*, Kathleen Miller, Judith Walls, Janet Shank (Elgin, IL: Brethren Press, 1989)
- Power to Hurt* (Dublin, Ireland: Irish Commission for Justice and Peace, 1988)
- So Everybody Fights?* (Dublin, Ireland: Irish Commission for Justice and Peace, 1988)
- Teaching Students to be Peacemakers*, David and Roger Johnson (Minneapolis, MN: International Book, 1995).
- Violence Prevention: Curriculum for Adolescents* (Newton, MA: Education Development Center, 1987)
- Watermelons, Not War!* (Philadelphia, Pa: New Society Publishers, 1985).

ALL THESE MATERIALS ARE AVAILABLE FROM THE INSTRUCTOR