

WORKSHOP SYLLABUS – EDW 697
**“Building a Culture of Peace in the Classroom: Concepts for Peace-
building and Conflict Resolution”**
June 27-July 5, 2009

COURSE CREDITS, ENROLLMENT AND SCHEDULE

This three credit graduate workshop will meet daily from 9:00 a.m. until 5:00 p.m. for seven days for a total of 52.5 hours of face-to-face meetings with an additional 37.5 hours of independent work. The final assignment needs to be concluded by August 3, 2009 and Grades will be posted by August 10, 2009. This complies with PDE’s Act 48 requirements.

CATALOG DESCRIPTION

Course participants will examine global, national, ecological, local and personal perspectives on the importance of peace building in today’s classrooms. A major emphasis of the course will be on teachers’ learning and using conflict resolution strategies and management systems that develop a culture of peace within their classrooms. Globalization and the state of the natural environment as it impacts on culture of peace will be examined. Course participants will meet people working in these concerns and learn about projects and resources that can support them in this work.

RATIONALE

Each year, there is a strong demand for workshops to help teachers develop strategies for the resolution and transformation of conflict within their own classrooms. This workshop is designed to help teachers become familiar with several well-known peace programs that have had success in classrooms and to help teachers extend the knowledge of peace from their own classrooms to the world outside.

OUTCOMES

At the conclusion of this workshop, participants will know and be able to

1. view the world and peace-building from multicultural, global, and ecological perspectives.
2. make connections over time (past, present, and future) and space (local, national, regional, and global) as they examine events, ideas, issues, and situations that occur within their own nation, communities, school districts, and classrooms that involve conflict, violence and peace.

3. apply the knowledge and skills they have already mastered to interests, issues, or concerns in their own lives, classrooms, and school-communities so that they can better meet the challenges and realities posed by an interdependent world and facilitate the development of peaceable classrooms and communities.
4. analyze the intricacies of cross-cultural communication and understanding globally and locally and practice strategies for culturally responsive teaching.
5. apply cooperative and collaborative learning techniques that can be used with children to develop tolerance and friendship, reduce prejudice, and nurture justice within the classroom.
6. assess value conflicts and analyze the role or effects of values in conflicts and in peace.
7. utilize conflict resolution and mediation skills in classroom situations.
8. practice skills that discourage, limit, and redirect negative behavior in the classroom.
9. review and analyze management approaches that support the reduction of conflict in the classroom and facilitate a culture of peace in the classroom.
10. review textual, community, video, and electronic resources for the classroom on conflict resolution and peace-building.
11. prepare a management plan for building a culture of peace within their own classrooms.
12. review programs and global opportunities for the basis of a future learning project that will engage their students actively in ecological and social improvement of the world around them.

CLASS SCHEDULE

Day I

Introduction of Selves, Course, Overview of Workshop
Reflection on Individual Stories and Reasons for Participating
Collaborative Activity for Facilitating Cross-Communication within the Cultural
Integrating the Arts and Peace building: Communicating a Culture of Peace
Site visit: Paramilitaries to peacemakers: Personal Transformations to Peace

Day II

Weaving a System of Strategies that Create A Culture of Peace
Mediation Skills
Conflict Resolution
Site visit: Belfast Mediation Center

Day III

The Peaceable Classroom:
Learning, Practicing, and Teaching Culturally Responsive Strategies
Facilitating fairness and justice;
Reduce prejudice; and Support children's sense of power in the Classroom
Site Visit: Integrated elementary school

Day IV

Violent Reduction Strategies
Stopping Bullying Behaviors; Developing Socially Acceptable Behaviors
Facilitating the Skills of Friendship, Respect, and Fairness
Site Visit: Integrated secondary school

Day V

Connecting the Local to the Global
Health, the Environment, the Arts, and Culture
International Peace Building Organizations
Presentation of Classroom Action Plans and Units
Site Visit: Corrymeela Peace Center

Day VI

Exploring Community Resources & Preparing the Community Action Project
What is the Meaning of Peace for Self, for Students, for the Classroom, the
Community, the Nation, and the World?
Why is it important to teach children peace building skills in the classroom?
What is an Ecology of Peace?
The Interconnectedness of the World and the Importance of Peace Building
Site Visit: Community Development and identity formation SNIPP

Day VII

Identifying Value Attitudes and Conflicts
Defining the Problem: Applying the Solution
Learning, Practicing, and Teaching
Reviewing the Literature on Peace building and Management Approaches to a
Peaceable Classroom
Site visit: Irish School of Ecumenics

READINGS

A series of readings will be required and be provided in class in a bound class packet.

Recommended source books:

Kreidler, William J. (1984). Creative Conflict Resolution: More Than 200 Activities for Keeping Peace in the Classroom, K-6. Parsippany, NJ: Good Year Books.

Noddings, Nel. Ed. (2005). Educating Citizens for Global Awareness. New York: Teachers College Press.

Robins, Debbie. (2007). Where Peace Lives. New York: Cambridge House Press.

Sapon-Shevin, Mara. (1999). Because We Can Change the World: A Practical Guide to Building Inclusive Classroom Communities. New York: Allyn & Bacon.

EVALUATION

Students will complete a base knowledge quiz on the political context of the peace process in N. Ireland

Students will attend a pre-departure orientation

Students will attend all classes and participate in large and small group discussions.

Students will maintain a daily reflective journal.

Students will write a research paper on one aspect of peace building that will be of value to them in their classrooms **or:**

Students will prepare an outline of a proposal for a student-based community action/ecological sustainable project.

SELECTED REFERENCES

Baer, Joan et al. Children as Peacemakers. Portsmouth, NH: Heinemann, 1998.

Barash, David. Introduction to Peace Studies. Belmont, CA: Wadsworth, 1991.

Boulding, Elise. Building a Global Civil Culture: Education for an Interdependent World. New York: Teachers College Press, 1988.

Burton, John. Conflict: Resolution and Prevention. New York: St. Martin's Press, 1990.

Brock-Utne, Birgit. Feminist Perspectives on Peace and Peace Education. New York: Pergamon, 1989.

Children's Creative Response to Conflict. Descriptive Literature. Nyack, NY: Fellowship of Reconciliation, 1988.

Cloud, Kate, et al. Watermelons, Not War. Philadelphia: New Society Publishers, 1984.

Coles, Robert. The Moral Life of Children. Boston: Atlantic Monthly Press, 1986.

Cortes, Carlos E. Multicultural Education and Global Education: Natural Partners for a Better World. Riverside, CA: University of California-Riverside, 1980.

Edleson, Jeffrey L. "Teaching Children to Resolve Conflict: A Group Approach," Social Work (November 1981): 488-492.

Fisher, Roger and William Ury. Getting to Yes. Boston: Houghton Mifflin Co., 1981.

Fellers, Pat. Peace-ing It Together: Peace and Justice Activities for Youth. New York: Harper & Row, 1984.

Fletcher, Ruth. Teaching Peace Skills for Living in a Global Society. New York: Harper & Row, 1986.

Garbarino, James, Kathleen Kostelny, and Nancy Dubrow. No Place To Be A Child: Growing Up in A War Zone. New York: Lexington Books, 1991.

Hicks, David, ed. Education for Peace: Issues, Principles, and Practice in the Classroom. London: Routledge, 1988.

Johnson, David W., and Roger T. Johnson. Creative Conflict. Edina, MN: Interaction Book Company, 1987.

Kohn, Alfie. The Brighter Side of Human Nature: Altruism and Empathy in Everyday Life. New York: Basic Books, 1990.

Kreidler, William J. Creative Conflict Resolution: More Than 200 Activities for Keeping Peace in the Classroom, K-6. Glenview, IL: Scott Foresman, 1984.

Lantieri, Linda and Janet Patti. (1996). Waging Peace in Our Schools. Boston: Beacon Press.

Looney, John. Alternatives to Violence. Descriptive literature. Akron, OH: Peace Grows, 1988.

Learning the Skills of Peacemaking. Carson, CA: Jalmar Press, 1995.

McGinnis, Kathleen and Barbara Oehlberg. Starting Out Right: Nurturing Young Children as Peacemakers. Oak Park, IL: Meyer & Stone Books, 1988.

Reardon, Betty. Educating for Global Responsibility: Teacher Designed Curricula for Peace Education, K-12. New York: Teachers College Press, 1988.

Schmidt, Fran and Alice Friedman. Creative Conflict Solving for Kids. Miami: Grace Contrino Abrams Peace Education Foundation, 1983.