

Peace Education/Interreligious Justice
RSIR – 8300
3 credits
Starr King School for the Ministry - Graduate Theological Union
Fall 2021

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831 227-7220

Virtual Office Hours via Zoom by appointment only. Appointments made through email.

Meeting Dates and Times:

Asynchronous online

4 optional synchronous meetings times to be held on Friday mornings 10am -noon PST 9/10, 10/8, 11/5 and 12/13.

1. Course Description

This course is an introduction to peace education and peace building approaches. The content draws upon multiple faith perspectives and peace education scholarship. Definitions, theory, skills, and practices will be covered that are relevant for religious and interreligious leaders, educators, members of faith communities as well as members of secular society. MDiv, MA/MST students will learn various models and aspects of peace education and discern relevant applications in their own contexts culminating in designing a peace education plan for implementation. Asynchronous online with 4 optional synchronous meetings times on Friday mornings 10am -noon PST 9/10, 10/8, 11/5 and 12/13. Weekly online reading response posts. Midterm and Final Paper. Relates to Thresholds# 1, 3, 4, 6 & 7 and MFC Competencies #4 & 5. [20 maximum enrolment; Auditors excluded]

Pedagogy

Learning Community Model

I am committed to relational learning and building community across boundaries of difference. It is understood that every participant is responsible for their own learning. Your life experiences, social location and community knowledge are welcome and invited and will form an integral part of the frame from which you encounter the readings and discussions. You are also responsible for respectful behavior and interaction with those who possibly have very different life experiences, social locations and community knowledge than yourself. I also invite everyone to explore new ways of being in conversation with the readings. This is a space to develop and increase skills as well as build understanding of how to learn from very different perspectives while creating a learning community. Listening, witnessing, holding tension, and integrating the materials are integral to the process. Come prepared to engage, grow, learn, and contribute.

2. LEARNING OBJECTIVES

During this course, students will overview various approaches to peace such as narrative mediation, restorative justice, conflict transformation, as well as learn perspectives on peace and justice from a few world orientations (Islamic, Indigenous, Buddhist, secular, and critical race).

LEARNING OUTCOMES

At the conclusion of this course, participants will be able to:

1. Discern elements of peace education and critical perspectives of peace education.
2. Demonstrate skills in approaches to peacemaking, peacebuilding and peacekeeping.
3. Design basic peace education curriculum.

Course Policies

The following are required by the Graduate Theological Union, the Association of Theological Seminaries (ATS), and the Department of Education. Please review the following policies:

- Academic Conduct

<https://www.sksm.edu/current-students/statement-academic-integritymisconduct/>

- Plagiarism

<https://www.sksm.edu/plagiarism/>

- Notice to Students About Your Privacy (FERPA)

<https://www.sksm.edu/academics/policy-statements/ferpa-familyeducational-rights-and-privacy-act/>

- Disability Policy

<https://www.sksm.edu/resources/student-handbook/starr-kingpolicies/students-with-disabilities-policy/>

3. WRITTEN ASSIGNMENTS

1. One page response on weekly readings and questions posted every Tuesday by midnight PST due week 2 through week 13.
2. Weekly post (100-250 words each) to at least two other students' one page reflections by Friday at noon.

Weekly one page reflection and minimum weekly 2 responses per weeks are 48% of final grade.

(each weekly reflection is 2%, plus two responses same week is 2% for a total of 4% per week for 12 weeks). Posts one day late are half credit. Posts two days late are no credit.

3. Engagement paper reflection (field assignment reflection) 5-7 page reflection paper articulating the context, and specific reasons for choosing a particular approach of peace education. Due Friday Oct. 22, 2021. 15% of final grade.

4. Final Paper Due Friday Dec. 10th, 2021
Submitting a Peace Education Curriculum Design integrating the coursework.
15 pages, masters level; 25 pages doctoral level. 37% of final grade.
5. SKSM has a pass/fail grading system. If a student is taking a course for a grade, they must notify the instructor at the beginning of the semester.
6. All assignments (weekly and otherwise) are expected to be submitted through Moodle.

4. CLASS PARTICIPATION

Attendance is mandatory in an online setting every week. Forums provide an opportunity for students from around the world to engage in the postings of others.

Class is focused on participatory learning.

Participation will be three pronged: reflections engaging the readings, learning based on interactions with other students via Moodle, and integrative reflection papers and final.

Students commit to utilize relational learning techniques and engage in listening and dialogue not debate in online posts.

5. GRADING

-One full page single spaced reflection posted each week (Weeks 2-13) based on the readings 2 points each week, thus 24 points weeks 2-13.

-Participation in the discussion forum each week in the form of response postings (100-250 words each) to a minimum of two separate participants -2 points each week, thus 24 points weeks 2-13
Posts one day after the deadline are half credit. Since this is an online course, posting in a timely fashion is crucial.

Each weeks reflection about the required reading and responses to any forum questions are due every Tuesday by midnight PST. In addition, each week students must read the Tuesday posts of fellow students, and respond with a minimum of 2 weekly posts (100-250 words each) by Friday at noon PST.

-Engagement paper reflection identifying context and articulating need for specific approach to peace education. 15%.

-Final Paper, Designing a Peace Education curriculum. 15 pages, 300 level; 25 pages 400 level. 37% of final grade.

Engagement Paper Assignment Instructions and Grading Rubric

Engagement paper reflection (field assignment reflection) 5-7 page reflection paper articulating the context, approximately 2 pages for giving a brief overview and social analysis including the main issue, and 2 pages for outlining specific reasons for engaging peace curricula and 1-2 pages articulating your desired goal/s.

Due Oct. 22, 2021. 15% of final grade.

The engagement assignment does not necessarily assume site visitation, but requires drawing on your own experience with either congregations, non-profit or other work where you have identified a need for a peace curriculum.

Format: Essays should be double-spaced, font Times New Roman 12, with 1 inch margins. Please remember to insert your name, title and number of the course, title of the assignments, date and page numbers.

Please insert your last name in the name of the file.

Final Paper Assignment Instructions and Grading Rubric

Developing a peace curriculum is always about navigating relationships whether making, building, repairing or facilitating. Developing a peace curriculum is also about creating possibilities. John Paul Lederach in his introduction of *The Moral Imagination* writes, "I have often said that the Building Peace framework does not suggest solutions. It poses a series of questions useful for thinking about and developing responsive initiatives and processes in settings of deep-rooted conflict. Those processes, however, must be connected to the specifics of situations and contexts" (Lederach 2005, viii).

So please remember to always hold your specific context, circumstances, demographics of those involved, and goal of your curriculum as you proceed.

Integrating your 5-7 page midterm, condense the information about the context and demographics to approximately 4 pages so that the majority of your final paper is original material. Please adhere to the length of 15 pages for those enrolled for 3 credits and 25 pages for those enrolled for 4 units (double spaced). If you are starting from scratch, please still limit your explanation of the context and demographics to 4 pages.

The paper should fulfill the student learning objectives of Peace Education:

1. Discern elements of peace education and critical perspectives of peace education.
2. Demonstrate skills in approaches to peacemaking, peacebuilding and peacekeeping.
3. Design basic peace education curriculum.

The assessment of your peace curriculum as a final paper (based on a scale of 37 pts) is based on your demonstrating integration of the course materials. Even if you choose one specific approach like restorative justice or conflict transformation, what peace models are you incorporating and why? What skills or tools can be applied to your curriculum that you learned from narrative mediation or counter-storytelling or any other peace approach that might be relevant? Explain why you are utilizing them.

The grading rubric is as follows:

1 Organization 4 pts

2 The curriculum content (demonstrating course knowledge beyond the readings incorporating posts and collective insights into the curriculum) 25 pts

A What is the goal of the curriculum? Depending on the goal, consider how you will clarify the purpose of your curriculum to those participating in it. How will you establish responsibilities in the curriculum?

B Why did you chose this approach to meet your goal? Why this design? Explain.

C Provide examples of what questions you will ask your participants? What specific exercises will be included? What order or sequence? Why? What stages do you think are necessary?

D Do you need to facilitate spiritual formation? If so, provide specific examples in the curriculum to handle the circumstances you want to address.

E Do you need to bridge cultures? If so, how do you propose to do so? How can you increase skills of communication?

F How can you include inviting feedback from participants as part of the curriculum to help you gauge or assess the desired outcome?

These are a few possibilities of what to include, please don't feel you need to limit yourself to these.

Please detail exercises for each step regardless of which peacemaking or peacebuilding model you utilize.

3 Overall quality 4 pts

4 References and citation 4 pts

Format: Essays should be double-spaced, font Times New Roman 12, with 1 inch margins.

Please remember to insert your name, title and number of the course, title of the assignments, date and page numbers.

Please insert your last name in the name of the file.

Paper delivery: Post all written assignments in Moodle. Late papers submitted after the deadline will have points deducted. All papers will receive comments through Moodle.

6. REQUIRED TEXTS

Chappell, David A. *Buddhist Peacework: Creating Cultures of Peace*. Boston: Wisdom Publications, 1999. ISBN: 0-86171-167-X \$14.95

Davis, Fania. *The Little Book of Race and Restorative Justice: Black Lives, Healing, and US Social Transformation*. New York: Good Books, 2019. ISBN 978-1-68099-343-1 \$5.99

Lederach, John Paul. *The Little Book of Conflict Transformation*. Intercourse, PA: Good Books, 2003. ISBN: 1-56148-390-7 \$5.99

LeBaron, Michelle, and Venashri Pillay. *Conflict Across Cultures: A Unique Experience of Bridging Differences*. Boston: Intercultural Press, 2006.

<https://epdf.pub/conflict-across-cultures-a-unique-experience-of-bridging-differences.html>

Nagler, Michael. *The Nonviolent Handbook: A Guide for Practical Action*. San Francisco: Berret-Koehler Publishers, 2014. ISBN: 978-1-62656-145-8 \$14.99 paperbk, \$7.23 ebk.

Said, Abdul Aziz, Nathan Funk, and Ayse Kadayifci. *Peace and Conflict Resolution in Islam*. Lanham, Maryland: University Press of America, 2001. [Introduction and Chapters 7-15.]

<https://www.semanticscholar.org/paper/Peace-and-Conflict-Resolution-in-Islam%3A-Precept-and-Said-Funk/8b1f28e189d14dc11d4a65f71d52a73689560240>

Schirch, Lisa. *The Little Book of Strategic Peacebuilding: A Vision And Framework For Peace With Justice*. Intercourse, PA: Good Books, 2004. ISBN: 978-1-56148-427-X \$5.99

Sharp, Gene. *How Nonviolent Struggle Works*. East Boston: The Albert Einstein Institution, 2013.

<https://www.aeinstein.org/wp-content/uploads/2014/01/How-Nonviolent-Struggle-Works.pdf>

Stassen, Glen H. *Just Peacemaking: The New Paradigm for the Ethics of Peace and War*.

Cleveland, Ohio: Pilgrim, 2008. ISBN 10: 082981793X \$18.00 paperback, \$9.99 Kindle.

Yoder, Carolyn. *The Little Book of Trauma Healing*. Intercourse, PA: Good Books, 2005.

ISBN: 1-56148-507-1 \$5.99.

Zehr, Howard. *The Little Book of Restorative Justice*. Intercourse, PA: Good Books, 2002.

ISBN: 978-1-56148-376-1 \$5.99

ADDITIONAL REQUIRED READINGS provided online:

Barash, David P. "Building Negative Peace" and "Building Positive Peace." In *Approaches to Peace: A Reader in Peace Studies*, 79-173, 200-240. New York, NY: Oxford University, 2000.

Cohn, Carol. "Sex and Death in the Rational World of Defense Intellectuals." *Signs: Journal of Women in Culture and Society* 12, no. 4, (Summer, 1987): 687-718.

Cornille, Catherine. "Conditions for Interreligious Dialogue." In *The Wiley-Blackwell Companion to Inter-Religious Dialogue*, edited by Catherine Cornille, 20-33. Chichester, West Sussex, UK: Wiley Blackwell, 2013.

Crow, Karim Douglas. "Nonviolence, Ethics, and Character Development in Islam." In *Peace and Conflict Resolution in Islam: Precept and Practice*, edited by Abdul Aiz Said, Nathan Funk and Ayse Kadayifci, 213-226. Lanham, Maryland: University Press of America, 2001.

- Enns, Elaine, and Ched Myers. "Testing the Soil of Power and Privilege." In *Ambassadors of Reconciliation Volume II: Diverse Christian Practices of Restorative Justice and Peacemaking*, 28-44. Maryknoll, NY: Orbis Books, 2009.
- Gray-Kanatiiosh, Barbara A., and Pat Lauderdale. "The Web of Justice: Restorative Justice Has Presented Only Part of the Story." *Wicazo Sa Review* 21.1 (2006): 29-41.
- Hansen, Toran. "The Narrative Approach to Mediation." *Mediate.com*, September 2003. <https://www.mediate.com/people/personprofile.cfm?auid=425>
- Kester, Kevin. "Developing Peace Education Programs: Beyond Ethnocentrism and Violence." *Peace Prints: South Asian Journal of Peacebuilding* 1, no. 1 (Spring 2008): 1-28.
- Kovach, Margaret. "Emerging from the Margins: Indigenous Methodologies" *Research As Resistance: Critical, Indigenous, and Anti-Oppressive Approaches*. ed. Leslie Brown and Susan Strega, 19-36. Toronto: Canadian, 2005.
- Lajimodiere, Denise, and Andrea Carmen. "The Impacts of Historical Grievances and Claims and Today's Solutions," February 28th, 2013, accessed April 1, 2017, <http://cdn7.iitc.org/wp-content/uploads/2013/08/NABSIITC-Submission-for-EMRIP-Study-on-Access-to-Justice-and-TRC-February-11-2013-FINAL.pdf>.
- Lederach, John Paul. *The Moral Imagination: The Art and Soul of Building Peace*. New York: Oxford University Press, 2005. ISBN-13: 978-0199747580 \$26.95 paperback
- Moffat, Chris. "Learning 'Peace Talk' in Northern Ireland: Peer Mediation and Some Conceptual Issues concerning Experiential Social Education." *Pastoral Care in Education* 22, no. 4 (2004): 13-21.
- Nagy, Rosemary. "Truth, Reconciliation and Settler Denial: Specifying the Canada-South Africa Analogy." *Human Rights Review* 13 no. 3 (2012): 349-367.
- Opotow, Susan, Janet Gerson, and Sarah Woodside. "From Moral Exclusion to Moral Inclusion: Theory for Teaching Peace." *Theory Into Practice* 44 no. 4 (2005): 303-318.
- Page, James Smith. "Peace Education: Exploring Some Philosophical Foundations." *International Review of Education* 50 no.1 (2004): 3-15.
- Reardon, Betty A. *Comprehensive Peace Education: Educating for Global Responsibility*. New York: Teacher's College, 1988.
- Solórzano, Daniel G. and Tara J. Yosso. "Critical Race Methodology: Counter-Storytelling as an Analytical Framework for Education Research." *Qualitative Inquiry* 8, no.1 (2002): 23-44.

University of Saskatchewan. 2020. "Reconciliation and Education: Canada's Truth and Reconciliation Process." <https://libguides.usask.ca/c.php?g=229219&p=1520642>.

Williams Jr., Robert A. "Linking Arms Together: Multicultural Constitutionalism in a North American Indigenous Vision of Law and Peace." *California Law Review* 82, no. 4 (1994): 981-1049.

Winslade, John, and Gerald Monk. *Narrative Mediation: A New Approach to Conflict Resolution*, 1-115. San Francisco: Jossey Bass, 2000. ISBN: 0-7879-4192-1

7. COURSE SCHEDULE

SECTION 1: Understanding the Elements of Peace Education

WEEK 1 Personal Definitions of Peace

Introduction: Post a one page reflection that includes one paragraph for each of the following questions:

What does peace mean to you?

Why is peace important to you?

How does your worldview, religious or spiritual community define peace?

Why did you chose to be in this course?

READ: All other participant entries

ANSWER: Respond to at least two other participants introductions and answers.

WEEK 2 Introduction to Peace Education

READ:

Barash, David P. "Building Negative Peace" and "Building Positive Peace." In *Approaches to Peace: A Reader in Peace Studies*, 79-173, 200-240. New York, NY: Oxford University, 2000.

Stassen, Glen H. "Introduction." In *Just Peacemaking: The New Paradigm for the Ethics of Peace and War*, prioritize pages 1-40 & 57-97. Cleveland, Ohio: Pilgrim, 2008.

WEEK 3 Continuation of Introduction to Peace Education

READ:

Schirch, Lisa. *The Little Book of Strategic Peacebuilding: A Vision And Framework For Peace With Justice*. Intercourse, PA: Good Books, 2004.

Kester, Kevin. "Developing Peace Education Programs: Beyond Ethnocentrism and Violence." *Peace Prints: South Asian Journal of Peacebuilding* 1, no. 1 (Spring 2008): 1-28.

Moffat, Chris. "Learning 'Peace Talk' in Northern Ireland: Peer Mediation and Some Conceptual Issues concerning Experiential Social Education." *Pastoral Care in Education* 22, no. 4 (2004): 13-21.

Opotow, Susan, Janet Gerson, and Sarah Woodside. "From Moral Exclusion to Moral Inclusion: Theory for Teaching Peace." *Theory Into Practice* 44 no. 4 (2005): 303-318.

Page, James Smith. "Peace Education: Exploring Some Philosophical Foundations." *International Review of Education* 50 no.1 (2004): 3-15.

SECTION 2 Engaging Cultural, Religious and Gendered Perspectives Weeks 4-8

What does honoring genuine diversity require of us? What epistemic shifts do we need to make?

WEEK 4 Islamic Perspectives Regarding Peace

READ:

Said, Abdul Aziz, Nathan Funk, and Ayse Kadayifci. *Peace and Conflict Resolution in Islam*.

Lanham, Maryland: University Press of America, 2001. [Introduction, and Chapters 7-15.]

<https://www.semanticscholar.org/paper/Peace-and-Conflict-Resolution-in-Islam%3A-Precept-and-Said-Funk/8b1f28e189d14dc11d4a65f71d52a73689560240>

WEEK 5 Buddhist Peace Education

READ:

Chappell, David A. *Buddhist Peacework: Creating Cultures of Peace*. Boston: Wisdom Publications, 1999.

WEEK 6 Multicultural Perspectives

READ:

LeBaron, Michelle, and Venashri Pillay. *Conflict Across Cultures: A Unique Experience of Bridging Differences*. Boston: Intercultural Press, 2006.

<https://epdf.pub/conflict-across-cultures-a-unique-experience-of-bridging-differences.html>

WEEK 7 Feminist Influences

READ:

Cohn, Carol. "Sex and Death in the Rational World of Defense Intellectuals." *Signs: Journal of*

Women in Culture and Society 12, no. 4, (Summer, 1987): 687-718.

Cornille, Catherine. "Conditions for Interreligious Dialogue." In *The Wiley-Blackwell Companion to Inter-Religious Dialogue*, edited by Catherine Cornille, 20-33. Chichester, West Sussex, UK: Wiley Blackwell, 2013.

Enns, Elaine, and Ched Myers. "Testing the Soil of Power and Privilege." In *Ambassadors of Reconciliation Volume II: Diverse Christian Practices of Restorative Justice and Peacemaking*, 28-44. Maryknoll, NY: Orbis Books, 2009.

McAllister, Pam. *Reweaving the Web of Life: Feminism and Nonviolence*. Gabriola, British Columbia: New Society Publishers, 1982.

WEEK 8 Indigenous Perspectives

READ:

Kovach, Margaret. "Emerging from the Margins: Indigenous Methodologies" *Research As Resistance: Critical, Indigenous, and Anti-Oppressive Approaches*. ed. Leslie Brown and Susan Strega, 19-36. Toronto: Canadian, 2005.

Solórzano, Daniel G. and Tara J. Yosso. "Critical Race Methodology: Counter-Storytelling as an Analytical Framework for Education Research." *Qualitative Inquiry* 8, no.1 (2002): 23-44.

Williams Jr., Robert A. "Linking Arms Together: Multicultural Constitutionalism in a North American Indigenous Vision of Law and Peace." *California Law Review* 82, no. 4 (1994): 981-1049.

SECTION 3 Approaches to Peace

WEEK 9 Narrative Mediation

READ:

Winslade, John, and Gerald Monk. *Narrative Mediation: A New Approach to Conflict Resolution*, 1-115. San Francisco: Jossey Bass, 2000.

Hansen, Toran. "The Narrative Approach to Mediation." *Mediate.com*, September 2003.
<https://www.mediate.com/people/personprofile.cfm?aid=425>

WEEK 10 Conflict Transformation

READ:

Lederach, John Paul. *The Little Book of Conflict Transformation*. Intercourse, PA: Good Books, 2003.

Lederach, John Paul. *The Moral Imagination: The Art and Soul of Building Peace*. New York: Oxford University Press, 2005. ISBN-13: 978-0199747580 \$26.95 paperback
chapters posted in Moodle.

WEEK 11 Nonviolent Struggle

READ:

Crow, Karim Douglas. "Nonviolence, Ethics, and Character Development in Islam." In *Peace and Conflict Resolution in Islam: Precept and Practice*, edited by Abdul Aiz Said, Nathan Funk and Ayse Kadayifci, 213-226. Lanham, Maryland: University Press of America, 2001.

Nagler, Michael. *The Nonviolent Handbook: A Guide for Practical Action*. San Francisco: Berret-Koehler Publishers, 2014.

Sharp, Gene. *How Nonviolent Struggle Works*. East Boston: The Albert Einstein Institution, 2013.

WATCH:

Pray The Devil Back to Hell. Directed by Gini Reticker, Balcony Releasing, 2008.

WEEK 12 Restorative Justice

READ:

Zehr, Howard. *The Little Book of Restorative Justice*. Intercourse, PA: Good Books, 2002.

WATCH:

Healing Justice. Directed by Shakti Butler and Rick Butler. World Trust, 2018.

WEEK 13 Truth And Reconciliation

READ:

Davis, Fania. *The Little Book of Race and Restorative Justice: Black Lives, Healing, and US Social Transformation*. New York: Good Books, 2019. ISBN 978-1-68099-343-1 \$5.99

Nagy, Rosemary. "Truth, Reconciliation and Settler Denial: Specifying the Canada-South Africa Analogy." *Human Rights Review* 13 no. 3 (2012): 349-367.

Lajimodiere, Denise, and Andrea Carmen. "The Impacts of Historical Grievances and Claims

and Today's Solutions," February 28th, 2013, accessed April 1, 2017, <http://cdn7.iitc.org/wp-content/uploads/2013/08/NABSIITC-Sumbission-for-EMRIP-Study-on-Access-to-Justice-and-TRC-February-11-2013-FINAL.pdf>.

WATCH:

Dawnland.

WEEK 14

Final Paper - Peace Education Curriculum

Share your plan/outline with other participants. (See assignments for more details.)