

PEP-6061 Peace Education: Strategies for Life and Action

Professor: Alicia Cabezudo (Argentina)

24 March – 11 April, 2008 (3 credits)

This course focuses on practical strategies and tools for promoting peace education in formal educational systems, as well as community settings. Topics include the introduction of peace education into curricula and materials development; school system reform: roles, accountability and politics; teacher education and training strategies: pre-service and in-service; movements and organizations supporting educational reform (NGOs, teachers' and parents' organizations); the relationship between schools and other community and cultural organizations (the media, religious organizations, the arts, the health sector, etc.) in cooperation for the promotion of peace education; advocacy strategies and skills for educational reform, emphasizing strategies for motivating teachers and education officials for change; and the use of information technology and networking.

PEP-6080 Language, Media, & Peace

Professor: Eliana Carvalho Mukherjee (Brazil, USA)

16 – 29 April, 2008 (2 credits)

This course will provide a critical methodology for recognizing how language communicates and reinforces ideologies that sustain social institutions and practices antithetical to a culture of peace. It will also provide an overview of how language can contribute to the escalation or de-escalation of conflict and consider language policies in education to determine whether and, if so, how they violate linguistic rights and promote inequality. Integral to the presentation of these aspects of language use will be the role of the media, specifically its potential for reinforcing ideologies and creating a climate that promotes violence. Finally, opportunities will be provided to apply the knowledge about the above aspects of language use to the development of methods and materials that will incorporate these perspectives on the role of language in social life into peace education.

GPB 6050 Practices of Conflict Management & Peace Building

Professor: Matt Norton (USA)

5 – 16 May 2008 (3 credits)

In the first part of the course we will begin by looking at the conflict resolution approach to theorizing conflict, understanding its origins, the vocabularies for speaking of conflict in ways that “get to the heart of the issue” and focusing on the root causes. Then we will move on to a critique of what talking in these ways fails to say – and with what repercussions – about gender, power, privilege, and difference. The second part of the course addresses various responses to conflict. The third part looks at peace processes and the challenges presented by the concept of peace building.

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Short Course offerings on Peace Education

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“Since wars begin in the minds of men [and women], it is in the minds of men [and women] that the defenses of peace must be constructed.”

- UNESCO Constitution

Enrolment requirements

- A college degree
- Demonstrated proficiency in English
- Two letters of recommendations

Costs*

3 credit course: US\$2,000 (US\$1,200 no credit)

2 credit course: US\$1,500 (US\$900 no credit)

*Housing can be arranged for an additional fee.

For more information, please visit our website at www.upeace.org or write to admissions@upeace.org

2007 - 2008 Course Descriptions

PEP-6010 Peace Education: Theory & Practice

Professor: Virginia Floresca-Cawagas (Philippines)

19 September – 9 October, 2007 (3 credits)

Drawing on ideas, perspectives, and experiences from diverse contexts, PEP 6010 seeks to provide students with a holistic and critical understanding of the theory and practice of peace education. Essentially, the course content and processes will explore a range of conceptual/analytical perspectives and encourage students to reflect on the possibilities and challenges of educating for peace in a world of complex and escalating conflicts and violence.

GPB-6030 Cultures & Learning - from Violence towards Peace

Professor: Tony Jenkins (USA)

7 – 20 November, 2007 (3 credits)

The major assumptions of this course are that humans can learn and change their acquired violent behaviours and beliefs and that human violent behaviour is mostly transmitted from one generation to another via cultural means of socialization. The course also aims to develop understanding of the role of cultural, ethnic, religious, gender, linguistic, and other forms of sub-identities in creating peaceful environments. Students will learn concepts and frameworks to analytically link the different forms of violence in society with gender-based violence. In addition, the course will explore gender-based initiatives to reduce violence in society and promote values and practices of peace. It explores creative ways to handle 'difference' as a central assumption in Peace Education.

PEP-6060 Educational Change for Peace

Professor: Victor Valle (El Salvador)

26 November – 14 December, 2007 (3 credits)

The purpose of this course is to nurture analytical skills for educational reform by developing familiarity and understanding of the role of education in society, the social and political organization of educational systems (formal education) in various national and cultural contexts, and their relationships with informal learning. A critical topic will be the relationship between educational systems, nationalism and militarization. Skills will be fostered for the analysis of educational systems and organizations in terms of their mission, structure, strategy, culture, and history. Finally, general strategies and policies for educational reform will be studied, with particular emphasis on the promotion of peace education.

PEP-6070 Education for Conflict Transformation & Peace Building

Professor: Thomas Turay (Sierra Leone)

4 – 22 February, 2008 (3 credits)

This course will provide a basic understanding of the nature of protracted social conflicts as a framework for appreciating the role that education can play in conflict management and transformation. It will provide practical skills development in defining goals, strategies and pedagogical principles for developing peace education in these contexts. The course will stress innovative approaches for introducing the principles of non-violent strategic action and conflict intervention into various formal and informal educational settings, and actual hands-on training in designing and integrating non-violent action and conflict intervention in personal, professional, and social settings. Finally, attention will be given to the role of education in the prevention of violent conflict.

PEP-6040 Sustainable Development Education

Professor: Mohit Mukherjee (India)

27 February – 11 March, 2008 (2 credits)

Our rapidly changing world presents profound challenges for educators. How can we create learning experiences to equip our students for a future that is hard to imagine and make decisions that help build a better world? This course combines foundational knowledge and deepens educational specialization in the crucial area of sustainable development. Its goal is to develop a sound understanding not only of the relationship between worldwide economic development trends, environmental constraints and conflicts, and of the potential avenues for constructing a more peaceful and sustainable world, but also of curriculum and pedagogical approaches that take into account the realities of the 21st century.