



Book Series

Peace Education

Series Editors

Laura Finley, *Barry University*; Robin Cooper, *Nova Southeastern University*

Announcing a new partnership between the Global Campaign for Peace Education, In Factis Pax and Information Age Publishing. [Read more here.](#)

CALL FOR MANUSCRIPTS

The editors of this series welcome manuscripts that address how peace education provides information about the roots of conflicts and strategies for peace. Peace education is an important part of peace-building, which helps avoid major conflicts by building a culture of peace through generating peaceful attitudes, dispositions, values, behaviors, action-orientations, and social structures. Books in this series will address how education can contribute to building a culture of peace by teaching: tolerance; diversity affirmation; common understanding; intercultural empathy; reconciliation; renewal; compassion; conflict management skills; and a variety of nonviolent, peace-building skills.

The editors welcome studies from a wide variety of disciplines—curriculum theory, educational psychology, history, philosophy, anthropology, and sociology of education, teacher education, comparative and international education, critical theory, cultural studies, language education, feminist studies, religious studies, and environmental education.

In our times, peace education efforts can be positive, integrative, restorative, generative, and transformative. In other words, rather than defining peace education in the negative such as education for the elimination of violence, peace education efforts can be understood in the positive as creative, generative efforts that integrate knowledge and action, that integrate differences in ways that both honor diversity and establish common ground. Peace education works on bringing people together. This series on peace education hopes to illuminate the problems, challenges, and rewards associated with using educational means to diminish/eliminate and avoid conflicts. How effective is peace education in bringing about peace? What are its strengths and weaknesses as a strategy to achieve peace? How is peace education carried out in different venues—colleges, schools, and community groups? How is peace taught in different cultures? The editors welcome manuscripts about war and peace and other peace studies themes that exhibit a clear connection to teaching and learning for solutions to promoting harmony and to building a peaceful world.

Example of possible titles are:

- Promoting Peace Language Education for a Peaceful World
- Voices and Actions of Peace from Youth
- Integrating Peace Education in Teacher Education
- Transforming Higher Education for Peace-Building
- Disarmament Education and Demilitarization Education: Past, Present and Future
- The Teaching of Love, Peace and Wisdom: A New Understanding of World Religions
- Leaders of Peace Education: Leadership for Transformation
- Creative Peace Education in Elementary Schools
- Creative Peace Education in Secondary Schools
- Peace Education & Environmental Sustainability
- Inner Peace: The New Role of Education for Peace-Building
- Cyber Peace: Technology as a Means for Peace Education
- Critical Pedagogy as Peace Education
- Cultural Variations of Peace Education
- Peace Education: Resilience and Reconciliation

Please send proposals to lfinley@barry.edu and robicoop@nova.edu

Books in this series:

- Difficult Discussion
- The United Nations and Higher Education
- Gender, Sexuality and Peace Education
- Sustainable Peace in the Twenty-First Century
- Peace Jobs
- Peace Education Evaluation
- Teaching Peace Through Popular Culture
- Peace and Conflict Studies Research
- Understanding Peace Cultures
- Peace Education from the Grassroots
- The Language of Peace
- More than a Curriculum
- Think, Care, Act
- Building a Peaceful Society
- Books, Not Bombs
- Spirituality, Religion, and Peace Education
- For the People
- Peace Education
- Transforming Education for Peace
- Encyclopedia of Peace Education
- Educating Toward a Culture of Peace

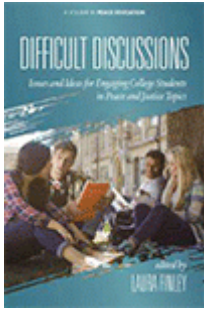
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Difficult Discussion

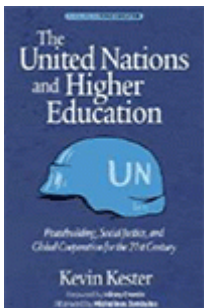
Issues and Ideas for Engaging College Students in Peace and Justice Topics

Laura Finley, Barry University

2020. Paperback 978-1-64802-103-9 \$45.99. Hardcover 978-1-64802-104-6 \$85.99. eBook 978-1-64802-105-3 \$65.

Drawing from many disciplinary areas, this edited volume shares tools, techniques and ideas for engaging college students in difficult discussions. From sexual violence to race to poverty and more, chapters in the book present useful strategies as well as limitations in creating safe classroom spaces. Ideal for peace and justice educators, this volume also includes the voices of students in every chapter.

CONTENTS: Introduction. Acknowledgments. A Different Space for Listening: Circle Processes as a Location for Transformative Engagement, *Rachel Goldberg and Olivia Neff*. From Courageous Conversations to Classroom Dialogues, *Alison Castel and Jason Taylor*. Exploring the Benefits of Mindset and Literacy to Engage in Acts of Peace and Social Justice Education, *Kelly Concannon and Monique Scoggin*. The Pedagogy of Difficult Discussions: A Conversation, *Dean Johnson, Shannon Boyle, Philip Balla, Samantha Jeune, and Patricia Louis*. Starting a New Term With No Phone or Filter: A Story of Teaching Under Federal Indictment, *Michael Loadenthal*. Teaching Privilege Amongst the Privilege: A Difficult Topic to Broach and Understand, *Christian A. I. Schlaerth*. Difficult Discussions: Race Talk and Awkward Dinners, *Pamela D. Hall, Roni Bennett, Jordana Hart, Jordan Pate, Salman Ahmad, and Alisha Weatherly Kershaw*. Teaching About #MeToo and Gender-Based Violence in a Way That Engages All Students, *Laura Finley*. Student-Led Research and Biopics as an Interdisciplinary Teaching Tool for Conflict Analysis in the Urban Community College Classroom, *Jill Strauss*. Educating and Engaging Students as Emerging Agents of Social Change in a Diverse Community, *Glenn A. Bowen and Courtney A. Berrien*. About the Editor. About the Contributors.



The United Nations and Higher Education

Peacebuilding, Social Justice and Global Cooperation for the 21st Century

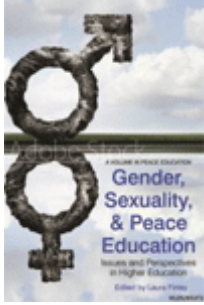
Kevin Kester, Keimyung University

2020. Paperback 978-1-64802-054-4 \$45.99. Hardcover 978-1-64802-055-1 \$85.99. eBook 978-1-64802-056-8 \$65.

In this book, Kevin Kester details how the United Nations promotion of higher education for peace and international understanding sometimes unintentionally contributes to the reproduction of conflict and violence across diverse cultures. He shows this through an in-depth examination of peace curricula, pedagogy and policy in one United Nations higher education institution, where he indicates how dominant philosophical and pedagogical models that signify acceptable peace education ultimately undermine the very goals of educational peacebuilding.

Kester contends that theoretical and pedagogical training must develop beyond the dominant psycho-social, rational and state-centric assumptions that permeate the field today if higher education is to better contribute to personal and societal peacebuilding. Drawing from the fields of educational philosophy and sociology, he argues for new concepts of poststructural violence and second order reflexivity that can assist scholars in reducing conflict and building peace in lasting ways. He complements his fieldwork findings with personal reflections throughout the book to reimagine the transformative possibilities of peacebuilding education for the 21st century.

CONTENTS: Foreword, *Hilary Cremin*. Acknowledgments. CHAPTER 1: Introduction. CHAPTER 2: Situating Peace and Conflict Studies. CHAPTER 3: Peace and Conflict Studies in Higher Education. CHAPTER 4: Whiteness in Peace and Conflict Studies. CHAPTER 5: Peace and Conflict Studies Higher Education Inside the United Nations. CHAPTER 6: Analytical Framework. CHAPTER 7: Methodology. CHAPTER 8: "The UN May Be the Biggest Obstacle." CHAPTER 9: "There's a Reason That Someone Is Getting Paid to Be a Professor": Tensions With Critical Pedagogy in the Peace and Conflict Studies Classroom. CHAPTER 10: Reproducing Peace? Whiteness in the Curriculum and Teaching. CHAPTER 11: Re-Imagining Peace and Conflict Studies Education for the 21st Century. CHAPTER 12: Conclusion. Afterword, *Michalinos Zembylas*. References. About the Author.



Gender, Sexuality and Peace Education Issues and Perspectives in Higher Education

Laura Finley, Barry University

2018. Paperback 978-1-64113-113-1 \$45.99. Hardcover 978-1-64113-114-8 \$85.99. eBook 978-1-64113-115-5 \$65.

This edited volume, authored by scholars, students, and activists, focuses on how peace educators at the collegiate level can more effectively address gender and sexuality. Chapters focus on the classroom and the campus at large, and emphasize the importance of interdisciplinary practice, thoughtful approaches that offer both challenges and safety, and solidarity and support. The volume includes entries on hot and important topics, including trigger warnings, using popular culture in the classroom, sex trafficking, campus sexual assault, and more. Contributors come from a variety of disciplinary areas, making the volume eclectic in nature. Further, most entries include student voices, providing much-needed agency for college youth. While the book does offer a critical perspective, importantly, chapters also offer hope and possibility.

CONTENTS: Series Introduction, *Laura Finley and Robin Cooper*. Preface. Acknowledgments and Dedication. Introduction. Gender-Environment-Peace: Exploring the Links Through Problem-Posing, *Janet Gray and Natalie Tietjen*. The Campus Trigger Warning, *Tyler (Ellora) LaCarrubba*. Recirculating the Narrative: Exposing the Ethics of Language Use in 13 Reasons Why, *Kelly Concannon*. Humanizing Sex Trafficking and Commercial Sexual Exploitation Through a Trauma-Informed, Person-in-Environment Lens, *Sambra Zaoui*. Social Work Students Reflect on Learning About Sex Trafficking, *Elizabeth Ringler-Jayanthan, Marni Barish, and Reynel Mirabal Tang*. Building Peace Culture: Shifting Gender Views as a Solution to Violence, *Lucia Klencakova and Mariely Valentin-Llopis*. My Gender Portfolio: Applying Object-Based Reflection in Teaching Communication and Gender, *Nickesia S. Gordon and Margaret Chojnacki*. Dating Violence Education: Teaching Campus and Community Through Experiential Learning, *Laura Finley With Marissa Dorsett*. Transforming Campus Cultures for LGBTQ+ Students: Moving From Places of Trauma to Places of Affirmation and Healing, *Ashley Austin, Irene Kepler, Shelley Craig, and Britney Philippeaux, with Erick Paulino, Jenniffer Perez Clayton, and Matthew Hogue Smith*. Muslim Women's Pursuit of Higher Education: Challenging Gender Equity, *Rafael Harley and Nekeisha Bascombe*. My Journey as a Male Feminist, *Matthew Johnson*. Original Violence, *John Chapin and Grace Coleman*. Campus Sexual Assault Prevention Programs: The Importance of Including Faculty, *Laura Finley*. Conclusion. Appendix: Recommended Resources. About the Editor and Authors.



Sustainable Peace in the Twenty-First Century Bridging the Gap from Theory to Practice

Dilip Vasudeo Kulkarni

2017. Paperback 9781681237497 \$45.99. Hardcover 9781681237503 \$85.99. eBook 9781681237510 \$65.

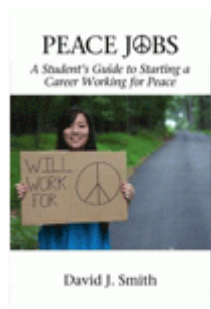
"Why haven't we been successful in finding sustainable solutions?" is a question that this book attempts to address. This book questions the appropriateness of current approaches to international conflict mediation/peacebuilding and whether today's practitioners have the necessary patience, passion, and training to manage twenty-first-century conflicts. This book also examines whether the current approaches to the mediation of international conflict and peacebuilding, as well as the education in these fields, effectively consider the influence of the post-Cold War environment and whether they address sub-national conflicts caused by the continually increasing social inequality within societies, among parties with different cultural, religious, racial, ethnic, and linguistic backgrounds.

The narratives of the lived experiences of this book's contributors are used to illustrate the challenges associated with achieving sustained global peace in the twenty-first century. Using the author's conversations with the contributors to the book, as well as educators, this book suggests that a universally adopted answer to the book's underlying question has not yet been established. Therefore, the objective of this book is to start a public conversation about reforming the current education and practices used in the mediation of international conflicts and peacebuilding. The author hopes that these reforms will enable practitioners in integrating the message of the youth uprisings across the globe in finding sustainable resolutions to social inequality-based conflicts within their societies and among countries across the globe.

As all of the citizens of the world continue to live in the midst of conflicts erupting across the globe, this book brings to the

surface the urgent and acute need for finding better approaches to address this century's social inequality-based conflicts. This book seeks to bring hope and to energize individuals with different cultural, religious, ethnic, racial and linguistic backgrounds, as well as individuals with different professional and personal lived experiences to collaboratively work together to achieve sustainable global peace. The author hopes that this book will foster among students, educators, and practitioners a better understanding of international conflict mediators' approaches for accommodating the inter-relationship between culture and the mediation of international conflicts.

CONTENTS: Peace Education Series Introduction. Preface. CHAPTER I: Challenges for Achieving Sustainable Global Peace in the 21st Century. CHAPTER II: Constraints and Inadequacies of Current Practices and Future Needs. CHAPTER III: Culture and Conflicts in the 21st Century. CHAPTER IV: How Mediation and Peacebuilding Practices Are Impacted by the Evolving Dynamics of International Conflicts. CHAPTER V: How Life Experiences of Mediators and Peacebuilders Come Into Play. CHAPTER VI: Changing Practices—Needed Structural and Practice Reforms. CHAPTER VII: Educating and Training Future Practitioners. CHAPTER VIII: Other Critical Challenges to Achieving Global Peace. CHAPTER IX: Empowering a “Greatest Generation” for the 21st Century. References. About the Contributing Mediators.



Peace Jobs

A Student's Guide to Starting a Career Working for Peace

David J. Smith, George Mason University

2016. Paperback 9781681233307 \$39.99. Hardcover 9781681233314 \$85.99. eBook 9781681233321 \$65.

This book is a guide for college students exploring career options who are interested in working to promote peacebuilding and the resolution of conflict. High school students, particularly those starting to consider college and careers, can also benefit from this book.

A major feature of the book is 30 stories from young professionals, most recently graduated from college, who are working in the field. These profiles provide readers with insight as to strategies they might use to advance their peacebuilding careers.

The book speaks directly to the Millennial generation, recognizing that launching a career is a major focus, and that careers in the peace field have not always been easy to identify. As such, the book takes the approach that most any career can be a peacebuilding career provided one is willing to apply creativity and passion to their work.

ENDORSEMENTS:

The 30 profiles and other examples of career options across disciplines in Peace Jobs should be a required resource for all high school and college career offices. Packed with valuable realistic examples of how students, from a wide array of backgrounds, connected their passion with a paid career, it answers the ever present question “but what job can I get in peacebuilding”?

Jennifer Batton

Co-Chair, Peace Education Working Group and Chair, North America, Global Partnership for the Prevention of Armed Conflict

Coordinator, International Conference on Conflict Resolution Education

If changing the world is your calling, David Smith offers the guiding framework to channel passions and talents into meaningful employment. In Peace Jobs, millennials and others can discover ways to apply their social conscience to traditional and transformative career opportunities.

Tony Jenkins, PhD

Director, Peace Education Initiative, The University of Toledo

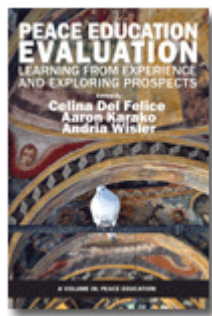
Managing Director, International Institute on Peace Education

Coordinator, Global Campaign for Peace Education

CONTENTS: Peace Education Series Introduction, *Laura Finley and Robin Cooper* **Preface. Acknowledgments.**

CHAPTER 1. What is a Peace Job? **CHAPTER 2.** Preparing for and Finding a Peace Job. **CHAPTER 3.** Peacebuilding Careers in Diplomacy. **CHAPTER 4.** Enforcing Peace and Justice Through Human Rights and Law. **CHAPTER 5.** Working in Conflict: NGO, IGO, Humanitarian, and Military Careers. **CHAPTER 6.** Teaching About Peace and Conflict. **CHAPTER 7.** Activism: Social Justice and Environmental Action. **CHAPTER 8.** A Healing Approach: Health, Community, and Faith-

Based Strategies. **CHAPTER 9.** Creating Peace: The Arts, Science, Technology, and Media. **CHAPTER 10.** Pursuing Peacebuilding Education. **APPENDIX A:** 86 Peace Jobs for College Grads. **APPENDIX B:** Peace Jobs Glossary. **APPENDIX C:** Peace Jobs Career Resources. **APPENDIX D:** Additional Readings. About the Author.



Peace Education Evaluation Learning from Experience and Exploring Prospects

Celina Del Felice, Humble Bees; Aaron Karako; Andria Wisler

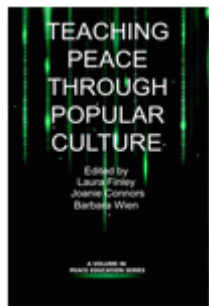
2015. Paperback 9781623969738 \$45.99. Hardcover 9781623969745 \$85.99. eBook 9781623969752 \$65.

Practice and research of peace education has grown in the recent years as shown by a steadily increasing number of publications, programs, events, and funding mechanisms. The oft-cited point of departure for the peace education community is the belief in education as a valuable tool for decreasing the use of violence in conflict and for building cultures of positive peace hallmarked by just and equitable structures. Educators and organizations implementing peace education activities and programming, however, often lack the tools and capacities for evaluation and thus pay scant regard to this step in program management. Reasons for this inattention are related to the perceived urgency to prioritize new and more action in the context of scarce financial and human resources, notwithstanding violence or conflict; the lack of skills and time to indulge in a thorough evaluative strategy; and the absence of institutional incentives and support. Evaluation is often demand-driven by donors who emphasize accounting given the current context of international development assistance and budget cuts. Program evaluation is considered an added burden to already over-tasked programmers who are unaware of the incentives and of assessment techniques. Peace education practitioners are typically faced with forcing evaluation frameworks, techniques, and norms standardized for traditional education programs and venues. Together, these conditions create an unfavorable environment in which evaluation becomes under-valued, de-prioritized, and mythologized for its laboriousness.

This volume serves three inter-related objectives. First, it offers a critical reflection on theoretical and methodological issues regarding evaluation applied to peace education interventions and programming. The overarching questions of the nature of peace and the principles guiding peace education, as well as governing theories and assumptions of change, transformation, and complexity are explored. Second, the volume investigates existing quantitative, qualitative, and mixed methods evaluation practices of peace educators in order to identify what needs related to evaluation persist among practitioners. Promising practices are presented from peace education programming in different settings (formal and non-formal education), within various groups (e.g. children, youth, police, journalists) and among diverse cultural contexts. Finally, the volume proposes ideas of evaluation, novel techniques for experimentation, and creative adaptation of tools from related fields, in order to offer pragmatic and philosophical substance to peace educators' "next moves" and inspire the agenda for continued exploration and innovation. The authors come from variety of fields including education, peace and conflict studies, educational evaluation, development studies, comparative education, economics, and psychology.

CONTENTS: Acknowledgements. Introduction. **PART 1: CRITICAL REFLECTIONS.** Peaceableness as Raison D'être, Process, and Evaluation, *Hakim Mohandas Amani Williams*. Towards a More Complex Evaluation of Peace Education: Peace Education, the Evaluation Business, and the Need for Empowering Evaluation, *Werner Wintersteiner*. Infusing Cultural Responsiveness into the Evaluation of Peace Education Programs, *Rodney K. Hopson and Helga Stokes*. Naming the Space: Evaluating Language in Peace Education through Reflective Practice, *Cheryl Woelk*. Bridging Restorative Practices and Group Therapy: New Evaluative Measures for School Groups, *Christina Procter and Erin Dunlevy*. **PART 2: TAKING STOCK AND LEARNING FROM EXPERIENCES.** From Risk to Resilience: Understanding and Preventing Bullying and Bias, *Roberta A. Heydenberk and Warren R. Heydenberk*. Evaluating a Project-Based Peace Education Course in Turkey: The Civic Involvement Projects, *Antonia Mandry*. Peace Education in Higher Education: Using Authentic Assessment Practices to Build Peace, *Rajashree Srinivasan*. Narrative Method for Evaluation of Students' Transformative Learning in a Peace and Conflict Resolution Program, *Zulfiya Tursunova*. Education For Peace in Bosnia and Herzegovina: How Do We Know It Is Working? *H. B. Danesh*. Evaluating Seeds of Peace: Assessing Long-Term Impact in Volatile Context, *Ned Lazarus*. The Olive Tree Initiative: Lessons Learned about Peace Education through Experiential Learning, *Daniel Wehrenfennig, Daniel Brunstetter, and Johanna Solomon*. How Do We Know We Are Building Peace? A Reflection On What is Good Youth Peace Monitoring and Evaluation, *Meghann Villanueva, Lillian Solheim, Imke van der Velde, and Eefje van Esch*. Evaluating Peace Education Programs: Quantifying Attitudinal and Behavioral Change: Lessons Learned from the Youth Theater for Peace Programs, *Susan Armitage*. The Role of Donors in Post-Conflict Reconciliation Processes: Balancing Material and Behavioral Dimensions, *Ruerd Ruben*. Assessing Peace Education at the National Level: Challenges and Possibilities, *Cécile Barbeito Thonon and Johanna Ospina*. **PART 3: IDEAS FOR EXPERIMENTATION AND "NEXT MOVES".** Re-Conceptualizing Impact: Assessing Peace Education through a social movement lens, *Karen Ross*. Pedagogy

of Addressivity: Peace Education as Evaluation, *Naghme Yazdanpanah*. Imagine There is No Peace Education: An Exploration in Counterfactual Analyses, *Thomas de Hoop and Annette N. Brown*. Evaluation of Peace Education Training Programs: Promoting Consistency between Teaching and Content, *Maria Lucia Uribe Torres*. Conclusion. About the Authors.



Teaching Peace Through Popular Culture

Laura Finley, Barry University; Joanie Connors, Western New Mexico University; Barbara Wien, American University

2015. Paperback 9781623969769 \$45.99. Hardcover 9781623969776 \$85.99. eBook 9781623969783 \$65.

Authored by scholars from a variety of disciplines, including English, Theology, Philosophy, Communications, Sociology, Humanities and Peace Studies, this edited volume provides detailed descriptions of the many ways popular culture can be used to teach peace.

Chapters discuss documentary and feature film, music, television, literature and more, providing both educators and the general public with a timely and useful tool. From popular dystopian novels like *The Hunger Games* to feature films like *The Matrix* to modern rap and hip-hop music, contributors not only provide critical analysis of the violence in popular culture but also an assessment of how the same or alternate forms can be used by peace educators. Additionally, each chapter project synopses and teaching ideas, as well as recommended resources.

CONTENTS: Acknowledgments and Dedication. Introduction, *Laura Finley*. Using Film to Illustrate Theories of Violence and Nonviolence, *Dean J. Johnson*. Film as a Force for Peace: Documentaries and Classic Movies, *Ellen Lindeen*. Popular Film and Peace Studies: Conscientization In and Through Film, *Mike Klein*. Transcending Difference: The Power of Contemporary Films for Teaching Inter-Religious Dialogue and Peacebuilding, *Nicole L. Johnson*. Gender and Homelessness: The Search for Justice in Popular Culture and Film, *Geoffrey Bateman*. Teaching Interpersonal Peace Through Popular Culture, *Joanie V. Connors*. Challenging Militarism Through Young Adult Dystopian Literature: Using *The Hunger Games* Trilogy to Teach Peace and Justice, *Laura Finley and Dianna Bellian*. Creative Combinations in Peace Education: The Use of Collage and Poetry in Teaching, Researching, and Practicing Peace, *Robin Cooper, Sheryl Chatfield, Elizabeth Holden, and Kelly Macias*. Teaching About Peace Icons Using Pop Icons, *Brandon Fryman*. Peaceful Everyday Encounters: Literacy, Community Engagement, and First-Year Programs, *Kelly Concannon*. Raging Against the Machine: Examining Music That Examines Structural and Institutional Violence, *Laura Finley*. Dreaming of a White Future: The Portrayal of Race in Science Fiction Films, *Victor Romano*. The Importance of Storytelling for Peacebuilding in Postconflict States, *Jan Stewart, Marc Kuly, Betty Ezati, and Jody Lynn McBrien*. Conclusion: New Avenues and Resources for Teaching Peace Through Popular Culture, *Joanie V. Connors and Laura Finley*. About the Authors.



Peace and Conflict Studies Research A Qualitative Perspective

Robin Cooper, Nova Southeastern University; Laura Finley, Barry University

2014. Paperback 9781623966911 \$45.99. Hardcover 9781623966928 \$85.99. eBook 9781623966935 \$65.

This edited book is a new and valuable resource for students, teachers, and practitioners, providing a detailed exploration of how qualitative research can be applied in the field of peace and conflict studies. This book explores considerations and components of designing, conducting, and reporting qualitative research in this field, and also provide exemplars of recent empirical research in peace and conflict studies that employed qualitative methods. Scholars and researchers in peace and conflict studies and peace education face unique challenges in teaching, designing, and conducting qualitative research in these fields. This edited book discusses tips in designing qualitative studies in this area and for teaching emerging peace researchers best practices of qualitative inquiry. In addition, the book discusses some of the trends, challenges, and opportunities associated with research in peace and conflict studies and peace education.

Written at a level appropriate for both graduate students and active researchers, the primary audience for this book is those teaching and learning about the application of qualitative methods to peace and conflict studies, as well as those conducting research in this field. There are currently approximately 230 graduate programs in peace and conflict studies. This book also provides a useful tool for researchers and students in other academic disciplines who are interested in qualitative research. Such disciplines might include education, sociology, criminology, gender studies, psychology, political science, and others.

CONTENTS: Introduction: Exploring Qualitative Approaches to Researching Peace and Conflict, *Robin Cooper and Laura Finley*. Qualitative Research Design: Preparing to Study Conflict and Peace, *Robin Cooper and Claire Michele Rice*. Giving Voice: Using Grounded Theory to Examine Teachers' Perceptions of School Violence and Responses to It, *Laura Finley*. Phenomenology in Peace and Conflict Studies Research: Getting to the Essence of an Experience, *Robin Cooper*. Painting the Whole Picture: Qualitative Case Study in Conflict Resolution, *Ismael Muvingi and Cheryl Lynn Duckworth*. 276 Cups of Tea: Ethnography in Peace and Conflict Research, *Emily E. Welty*. Their Lives, Our Peace: Narrative Inquiry in Peace and Conflict Studies, *Patrick T. Hiller and Julia Chaitin*. "Together We Can Do So Much": Conducting Action Research Projects in Peace and Conflict Studies, *Terry Morrow and Laura Finley*. "We'll Have to Reschedule the Interview; the Air Raid Siren Just Went Off Again:" Undertaking Qualitative Research in Conflict Zones, *Julia Chaitin*. Conclusions and Looking Forward, *Laura Finley and Robin Cooper*



Understanding Peace Cultures

Rebecca L. Oxford, University of Maryland

2014. Paperback 9781623965051 \$45.99. Hardcover 9781623965068 \$85.99. eBook 9781623965075 \$65.

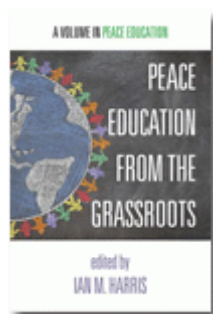
Understanding Peace Cultures is exceptionally practical as well as theoretically grounded. As Elise Boulding tells us, culture consists of the shared values, ideas, practices, and artifacts of a group united by a common history. Rebecca Oxford explains that peace cultures are cultures, large or small, which foster any of the dimensions of peace - inner, interpersonal, intergroup, international, intercultural, or ecological - and thus help transform the world. As in her earlier book, *The Language of Peace: Communicating to Create Harmony*, Oxford contends here that peace is a serious and desirable option.

Excellent educators help build peace cultures. In this book, Shelley Wong and Rachel Grant reveal how highly diverse public school classrooms serve as peace cultures, using activities and themes founded on womanist and critical race theories. Yingji Wang portrays a peace culture in a university classroom. Rui Ma's model reaches out interculturally to Abraham's children: Jewish, Christian, and Muslim youth, who share an ancient heritage. Children's literature (Rebecca Oxford et al.) and students' own writing (Tina Wei) spread cultures of peace.

Deep traditions, such as African performance art, Buddhism, Daoism, Confucianism and Islam, give rise to peace cultures, as shown here by John Grayzel, Sister Jewel (a colleague of Thich Nhat Hanh), Yingji Wang et al., and Dian Marissa et al. Peace cultures also emerge in completely unexpected venues, such as gangsta rap, unveiled by Charles Blake et al., and a prison where inmates learn Lois Liggett's "spiritual semantics." Finally, the book includes perspectives from Jerusalem (by Lawrence Berlin) and North Korea and South Korea (by Carol Griffiths) to help us envision - and hope for - new, transformative peace cultures where now there is strife.

CONTENTS: List of Figures. List of Tables. Acknowledgments. **Part A Looking at Peace Cultures.** Using This Book to Discover Peace Cultures, *Rebecca L. Oxford*. Better Than a Thousand Hollow Words: Speaking the Language of Peace Across Contexts and Cultures, *Rebecca L. Oxford and Rebecca M. Boggs*. **Part B: Peace Education: Creating Small and Large Peace Cultures.** Womanist and Critical Race Theory for Peacemaking in Multilingual, Multicultural Classrooms, *Shelley D. Wong and Rachel A. Grant*. The National Peace Essay Context: An Exploration in Peacebuilding through Transformative Peace Education, *Jiemin (Tina) Wei*. Peace Language for Abraham's Children: A Peace Education Curriculum for Middle Eastern Youth Based on the Christian Bible, *Rui Ma*. A Teacher's Journey: Integrating Peace Education into Language Classes, *Yingji Wang*. **Part C: Creating Peace Cultures: Spiritual, Philosophical, Linguistic, and Literary Insights.** Creating Peace, Speaking "Interbeing": A Buddhist Perspective, *Sister Jewel (Chan Chau Nghiem)*. Islamic Wisdom for Peace, *Dian Nasrah Marissa, Rebecca L. Oxford, J. Edward Dotherow IV and Lauren Mackenzie*. Chinese Language, Philosophy, and Wisdom of Peace, *Yingji Wang, Ai Zhang, Ruifang Xu, and Jing Lin*. Peace Talk: Learning Peace through "Spiritual Semantics", *Lois P. Liggett*. Peace Lessons in Multicultural Literature for Children, *Rebecca L. Oxford, Rebecca M. Boggs, Jennifer D. Turner, Rui Ma, and Chien-Yu Lin*. **Part D: Performing Art for Peace: Cultural Understandings for Peace Educators.** African Performing Art: Language of Social Connectivity,

Reconstruction, and Harmony, *John A. Grayzel*. Making Peace With Gangsta Rap: Themes and Paradoxes, *Charles C. Blake III, Nathanael J. Rudolph, Rebecca L. Oxford, and Rebecca M. Boggs*. **Part E: Social and Political Perspectives: Challenges for Peace Educators and Peacebuilders.** Sunset Over Jerusalem, *Lawrence N. Berlin*. Both Sides Now: Reflections on Korea, *Carol Griffiths*.



Peace Education from the Grassroots

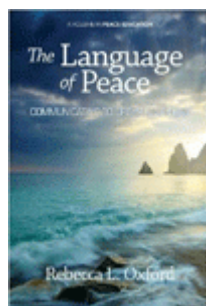
Ian Harris, University of Wisconsin - Milwaukee

2013. Paperback 978-1-62396-349-1 \$45.99. Hardcover 978-1-62396-350-7 \$85.99. eBook 978-1-62396-351-4 \$65.

Historians often ignore the day-to-day struggles of ordinary people to improve their lives. They tend to focus on the accomplishments of illustrious leaders. *Peace Education from the Grassroots* tells the stories of concerned citizens, teachers, and grassroots peace activists who have struggled to counteract high levels of violence by teaching about the sources for violence and strategies for peace. The stories told here come from the grass roots meaning the educators are close to the forms of violence they are addressing.

This collection of essays tells how citizens at the grassroots level developed peace education initiatives in thirteen different nations (Belgium, Canada, El Salvador, Germany, India, Jamaica, Japan, Mexico, the Philippines, South Korea, Spain, Uganda, and the United States). A fourteenth article describes the efforts of the International Red Cross to implement a human rights curriculum to teachers on the ground in the Balkans, Iran, Senegal, and the United States. These chapters describe a variety of schools, colleges, peace movement organizations, community-based organizations, and international nongovernmental organizations engaged in peace education.

CONTENTS: Preface. Jamaica's Path to Peace and Love in Society, *Meagan Call-Cummings and Janilee Abrikian*. Peace Education in Teacher Professional Development in Saltillo, Mexico, *Sandra Lourdes Candel and Stephanie Knox-Cubbon*. Peace Education in the Grassroots in the Philippines, *Virginia Floresca-Cawagas, Loreta Navarro-Castro, Ofelia Durante, and Toh Swee-Hin*. Empowering the Children of Ex-Combatants through Soccer and Peace Education in an After-School Program in El Salvador, *Kathryn S. Crawford and Jose Roberto Gil*. Peace Education in Flanders, Belgium: Grassroots Organizations at Work in Schools, *Geert Castryck, Nils Duquet, and Maarten Van Alstein*. Teaching Forgiveness in Uganda: On the Road to Reconciliation, *Brandon Fryman*. From the Bottom Up: Educating for Peace and Justice in America's Nuclear Age, *Ian Harris and Charles F. Howlett*. How Peace Education Has Tried to Overcome the Division of Korea into Two Nations: Practicing Peace-Reunification Education in Schools, *Soon-Won Kang*. Building Peaceful Schools in Canada, One School at a Time: Peaceful Schools International, *Robin Neustaeter*. Peace Education in Spain: Present and Future, *Antonio Otero Poleo, Ian Harris (translator)*. Peace Education from the Grassroots in Northeast India, *Leban Serto*. A Case Study of Holocaust Education in Germany, *Miriam Shenkar and Zahava Szász-Stessel*. The International Red Cross Educates the World about International Humanitarian Law, *Cris Toffolo*. Peace Education in "Life is Treasure" House in Japan, *Kazuyo Yamane*. A Bibliography For Peace Education. About the Contributors.



The Language of Peace Communicating to Create Harmony

Rebecca L. Oxford, University of Maryland

2013. Paperback 9781623960940 \$45.99. Hardcover 9781623960957 \$85.99. eBook 9781623960964 \$65.

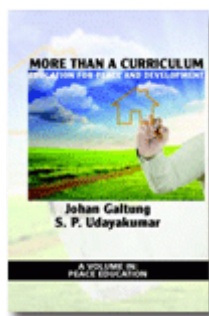
The Language of Peace: Communicating to Create Harmony offers practical insights for educators, students, researchers, peace activists, and all others interested in communication for peace. This book is a perfect text for courses in peace education, communications, media, culture, and other fields. Individuals concerned about violence, war, and peace will find this volume both crucial and informative.

This book sheds light on peaceful versus destructive ways we use words, body language, and the language of visual

images. Noted author and educator Rebecca L. Oxford guides us to use all these forms of language more positively and effectively, thereby generating greater possibilities for peace.

Peace has many dimensions: inner, interpersonal, intergroup, international, intercultural, and ecological. The language of peace helps us resolve conflicts, avoid violence, and reduce bullying, misogyny, war, terrorism, genocide, circus journalism, political deception, cultural misunderstanding, and social and ecological injustice. Peace language, along with positive intention, enables us to find harmony inside ourselves and with people around us, attain greater peace in the wider world, and halt environmental destruction. This insightful book reveals why and how.

CONTENTS: PART A. FUNDAMENTALS OF COMMUNICATION FOR PEACE Chapter 1. Discovering the Language of Peace: Six Principles. Chapter 2. The Language of Peace in Action. Chapter 3. On Conflict. Chapter 4. Naming and Transforming Violence. **PART B. LEARNING THE LANGUAGE OF PEACE THROUGH WORDS AND IMAGES** Chapter 5. Transforming Society: A Critical Discourse Analysis of Dr. King's "I Have a Dream" Speech. Chapter 6. Peace Poetry: The Drum of Reality. Chapter 7. Becoming Artists of Life: Using Visual Images as a Language for Learning Multidimensional Peace. Chapter 8. Transforming War Journalism and Circus Journalism for Peace and Balance. **PART C. USING PEACE LANGUAGE ACROSS CULTURES** Chapter 9. Changing Minds: From Creating Enemies to Creating Unity and Understanding (Rebecca Oxford, Dorrie Hancock, and Julie Zdanoski) Chapter 10. Communicative Gold: Transforming Communication between Collectivist and Individualist Cultures. Chapter 11. Harmony and Discord across Cultural "Dialects" of Body Language (Rebecca Oxford and Lauren Mackenzie) **PART D. THE LANGUAGE OF PEACE IN ALL OF US** Chapter 12. The People's Peace: Fresh Ideas and Images (Tasha Parrish and Rebecca Oxford)



More than a Curriculum Education for Peace and Development

Johan Galtung, Founder, TRANSCEND: A Peace Development Environment Network; S. P. Udayakumar, Founder: South Asian Community Center for Education and Research

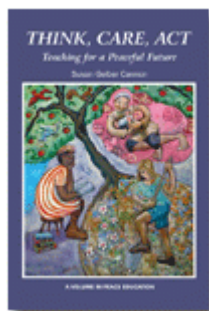
2013. Paperback 978-1-61735-547-9 \$45.99. Hardcover 978-1-61735-548-6 \$85.99. eBook 9781617355493 \$65.

Exploring the field of peace education, the bulk of the book analyzes and critically evaluates contemporary schools and universities. Providing some successful and not-so-successful alternative school and university projects and experiments, the book proposes peace and development education as a life process and presents a whole array of non-conventional tools and approaches.

The unique feature of the book is that instead of putting emphasis on teaching peace and development, it insists on being and becoming what we teach. It makes a great textbook for education courses and programs, and a good handbook for peace educators and peace researchers around the world.

The authors of the book are two teachers who are not attached to any regular educational institution anywhere in the world and are qualified to say what they have said in the book. The two authors have played significant, instrumental roles in promoting peace studies.

CONTENTS: Preface Introduction More than a Curriculum 1. Education for and with Peace: Is it Possible? 2. Schools and Universities: Obstacles or Facilities? 3. Schools and Universities: Some Experiments 4. Education Through and Throughout Life 5. Education for Peace and Development



Think, Care, Act Teaching for a Peaceful Future

Susan Gelber Cannon, Episcopal Academy

2011. Paperback 978-1-61735-426-7 \$45.99. Hardcover 978-1-61735-427-4 \$85.99. eBook 9781617354281 \$65.

Committed to teaching for peace and justice, the author brings to life a teaching approach that empowers youth:

- to think critically and creatively about historical, current, and future issues,
- to care about classmates and neighbors as well as the global community,
- to act—locally and globally—for the greater good.

Think, Care, Act: Teaching for a Peaceful Future is readable, practical, conversational, and intimate. It will inspire readers to build a just and peaceful world.

Think, Care, Act depicts the daily successes and struggles a peace educator undergoes in encouraging students to envision peace and gain tools to build a culture of peace. The author uses three imperatives—think, care, act—to infuse required curricula with peace, character, and multicultural concepts in daily activities throughout the year.

Chapters address critical and creative thinking; media and political literacy; compassionate classroom and school climate; explorations of racism, gender issues, civil discourse, global citizenship, war, and peace; and school, community, and global social-action projects. Chapters include rationales, lesson expectations, and classroom “play-by-play.” Students’ feedback about the impact of lessons is also featured. With its combination of theory and practice Think, Care, Act is unique. It will motivate teachers, education students, and scholars to employ “think, care, act” frameworks to empower students to build a peaceful future.

CONTENTS: Foreword by Ian Harris. Introduction: Teaching Students to Think, Care, and Act for a Peaceful Future. **Part 1: Think!** Chapter 1: Critical Thinking from September through June. Chapter 2: Media Literacy and Current Events: Examining 9-11 and Presidential Elections. Chapter 3: Using Critical Imagination: The History Utopia Project and The Giver Utopia Project. **Part 2: Care!** Chapter 4: Creating the A-Team: Building the School-wide Safety Net of Care for Students, Teachers, and Families. Chapter 5: Reading Multicultural, Historical, and Controversial Literature to Enhance Empathy. Chapter 6: Creating a Caring Classroom and Global Community with Poetry and Prose. **Part 3: Act!** Chapter 7: Citizenship Action Projects in History Class. Chapter 8: Student Council Initiatives in Middle School. Chapter 9: Empowering Elective Courses: Debate, Model UN, PeaceJam. Afterword: Lessons from a Global Peace Education Sabbatical. Appendix: Annotated Bibliography of Resources for Teachers and Students. References. Acknowledgements. Index



Building a Peaceful Society Creative Integration of Peace Education

Laura Finley, Barry University

2011. Paperback 978-1-61735-456-4 \$45.99. Hardcover 978-1-61735-457-1 \$85.99. eBook 9781617354588 \$65.

To truly move toward a more peaceful society, it is imperative that peace education better address structural and institutional violence. This requires that it be integrated into institutions outside of schools and universities. Doing so will be challenging, as many of these institutions are structured on domination and control, not on partnership and shared power. In particular, U.S. criminal justice, social services and prevention programs, and sport have tended to be dominator-modeled. This book offers analysis and suggestions for overcoming these challenges and for integrating peace education into important social institutions.

Creativity will be one of the most useful assets in moving peace education from schools to other institutions. This book argues that with creative visioning, collaboration, and implementation, peace education can be integrated into the most challenging situations and provide hope for holistic changes in our society.

CONTENTS: Preface Introduction: Violence and the Dominator Model. 1 Peacemaking, Positive Peace, and a Partnership Model. 2 Crime, Criminal Justice, and Peacemaking: The Role of Peace Education. 3 Crime, Criminal Justice, and Peacemaking: Courts and Corrections. 4 Prevention Programs and Peacemaking. 5 Nonprofits/NGOs, Social Services, and Peace Education. 6 Sport and Peacemaking. 7 Peacemaking in Other Institutions. 8 Moving Forward. A Favorite Activities and Ideas for Teaching Peace and Justice. B Favorite Positive Peace Education Resources. References.



Books, Not Bombs Teaching Peace Since the Dawn of the Republic

Charles F. Howlett, Molloy College; Ian Harris, University of Wisconsin - Milwaukee

2010. Paperback 978-1-61735-156-3 \$45.99. Hardcover 978-1-61735-157-0 \$85.99. eBook 9781617351587 \$65.

Books Not Bombs: Teaching Peace Since the Dawn of the Republic is an important work relevant to peace scholars, practitioners, and students. This incisive book offers an exciting and comprehensive historical analysis of the origins and development of peace education from the creation of the New Republic at the end of the Eighteenth Century to the beginning of the Twenty-First century. It examines efforts to educate the American populace, young and old, both inside the classroom and outside in terms of peace societies and endowed organizations. While many in the field of peace education focus their energies on conflict resolution and teaching peace pedagogically, *Books Not Bombs* approaches the topic from an entirely new perspective. It undertakes a thorough examination of the evolution of peace ideology within the context of opposing war and promoting social justice inside and outside schoolhouse gates. It seeks to offer explanations on how attempts to prevent violence have been communicated through the lens of history.

CONTENTS: Introduction. 1 An Overview of the Evolution of Peace Education and Criticism of War from the Age of Independence to the Beginning of the Twenty-First Century. 2 Elihu Burritt's Nineteenth-Century Peace Education Efforts. 3 Alfred Love and the Universal Peace Union's Educational Mission. 4 Female Peace Educators and Activists at the Lake Mohonk Conferences for International Arbitration, 1895-1916. 5 Jane Addams and the Promotion of Peace and Social Justice Among the Masses. 6 Fannie Fern Andrews, the American School Peace League, and the First Peace Studies Curriculum. 7 Andrew Carnegie and His Endowment. 8 Edwin Ginn and the World Peace Foundation. 9 Lucia True Ames Mead: Publicist for Peace Education in the United States. 10 Nicholas Murray Butler's Educational Views for International Understanding. 11 John Dewey and Peace Education. 12 American Friends Service Committee and Peace Education. 13 Post-World War I Revisionist History's Impact on the Development of Peace Education in the United States. 14 The Campaign Against Militarization in Education. 15 Brookwood Labor College and Peace Education. 16 Merle Curti and the Development of Peace History in American Thought and Culture. 17 Elise Boulding and the Development of International Peace Research. 18 Betty A. Reardon: Teaching Peace and Justice for a Living World. 19 Diffuse Peace Education in a Nuclear World. Appendices: A Glossary of Peace Terminology. B Some Notable Promoters and Activists for Peace Education in American History, Past and Present. C A List of Organizations Devoted to Peace Education, Peace Action, and Social Justice Throughout American History. D Selected Chronology. E Workers' Anti-War Summer School: 1936. F Syllabus for a Course in Peace Education. G Some Notable 20th-Century Judicial Decisions Related to War and Peace in Education. References.



Spirituality, Religion, and Peace Education

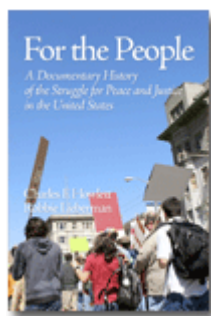
Edward J. Brantmeier, James Madison University; Jing Lin, University of Maryland; John P. Miller, University of Toronto

2010. Paperback 978-1-61735-058-0 \$45.99. Hardcover 978-1-61735-059-7 \$85.99. eBook 9781617350603 \$65.

Spirituality, Religion, and Peace Education attempts to deeply explore the universal and particular dimensions of education for inner and communal peace. This co-edited book contains fifteen chapters on world spiritual traditions, religions, and their connections and relevance to peacebuilding and peacemaking. This book examines the teachings and practices of Confucius, of Judaism, Islamic Sufism, Christianity, Quakerism, Hinduism, Tibetan Buddhism, and of Indigenous spirituality. Secondly, it explores teaching and learning processes rooted in self discovery, skill development, and contemplative practices for peace. Topics in various chapters include: the Buddhist practice of tonglen; an indigenous Hawaiian practice of Ho'oponopono for forgiveness and conflict resolution; pilgrimage and labyrinth walking for right action; Twelve Step Programs for peace; teaching from a religious/spiritual perspective; narrative inquiry, Daoism, and peace curriculum; Gandhi, deep ecology, and multicultural peace education in teacher education; peacemaking and spirituality in undergraduate courses; and wisdom-based learning in teacher education. Peace education practices stemming from wisdom traditions can promote stillness as well as enliven, awaken, and urge reconciliation, connection, wisdom cultivation, and transformation and change in both teachers and students in diverse educational contexts.

In various chapters of this book, a critique of competition, consumerism, and materialism undergird the analysis. More than just a critique, some chapters provide both conceptual and practical clarity for deeper engagement in peaceful action and change in society. Cultural awareness and understanding are fostered through a focus on the positive aspects of wisdom traditions rather than the negative aspects and historical complexities of violence and conflict as result of religious hegemony.

CONTENTS: Introduction: Toward an Integrated Spirituality for Peace, *Edward J. Brantmeier*. **PART I: GREAT WISDOM TRADITIONS AND PEACE EDUCATION.** Confucius' Teaching of Virtues: Implications for World Peace and Peace Education, *Jing Lin and Yingji Wang*. Islamic Sufism and Education for Peace, *Michelle Ayazi*. A Jewish Perspective on Peace Education, *Reuben Jacobson and Moishe Steigmann*. How Christianity Addresses Peace and What This Means for Education, *Rebecca L. Oxford*. Peace Education and the Religious Society of Friends (Quakers), *Mary Lee Morrison and Ian Harris*. Hinduism and Peace Education, *Priyankar Upadhyaya*. A Tibetan Peace Perspective, *Jia Luo*. Indigenous Spirituality as a Source for Peaceful Relations, *Four Arrows, aka Don Trent Jacobs*. **PART II: PEACE EDUCATION, TEACHING AND LEARNING, AND SPIRITUALITY.** Contemplative Practices in Counseling and Education: A Course in Nonviolent Intervention for Counselors and Teachers, *Nathalie Kees*. Finding Peace via Reconciliation and Awakening: 12-Step Programs and Education for Religion, Spirituality, and Peace, *D. Brent Edwards Jr.* The Place of Spirituality in the Life and Work of Ismaili Teachers of Central Asia, *Sarfarozi Niyozov and Zahra Punja*. Daoism, Narrative Inquiry, and a Curriculum of Peace, *Xin Li*. Peacemaking and Spirituality: Bridging Faith, Values, Understanding and Life Skills, *William M. Timpson*. "Self" Re-Education for Teachers: Gandhi, Deep Ecology, & Multicultural Peace Education, *Edward J. Brantmeier*. Educating for Wisdom, *John P. Miller*. About the Authors. Index.



For the People

A Documentary History of The Struggle for Peace and Justice in the United States

Charles F. Howlett, Molloy College; Robbie Lieberman, Southern Illinois University

2009. Paperback 978-1-60752-305-5 \$45.99. Hardcover 978-1-60752-306-2 \$85.99. eBook 9781607523079 \$65.

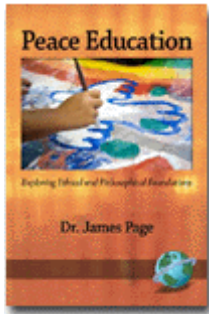
For the People is a historical docutext that examines the evolution of the struggle for peace and justice in America's past, from pre-colonial times to the present. Each chapter begins with a brief historical introduction followed by a series of primary source documents and questions to encourage student comprehension. Sample photographs illustrate the range of peace activists' concerns, while the list of references, focused on the most important works in the field of U.S. peace history, points students toward opportunities for further research.

This is the only historical docutext specifically devoted to peace issues. The interpretive analysis of American peace history provided by the editors makes this more than just an anthology of collected documents. As such, the docutext is an extension and a complement to the editors' recently published popular scholarly survey, *A History of the American Peace Movement from Colonial Times to the Present*.

A central idea in this work is that peace is more than just the absence of war. The documents, and the analysis that accompanies them, offer fresh perspectives on the ways in which the peace movement became transformed from one simply opposing war to one proclaiming the importance of social, political, and economic equality.

The editors' premise is that the peace movement historically has been a collective attempt by numerous well-intentioned people to improve American society. The book illuminates the ways in which peace activists were often connected to larger reform movements in American history, including those that fought for the rights of working people, for women's equality, and for the abolition of slavery, to name just a few. With a focus on those who spoke out for peace, this docutext is designed to call to students' attention one of the least discussed classroom subjects in American education today. Students in secondary school Social Studies and American history classes as well as those taking college level courses in U.S. history, American Studies, or Peace Studies will find this work an excellent supplementary reader.

CONTENTS: Foreword, by Larry Wittner. Introduction. 1 Early Forms of Peace and Justice from Precolonial Times to the Creation of a New Nation. 2 The Organized Movement and the Search for Justice in Antebellum America. 3 Standing Up for the Oppressed in an Age of Expansion. 4 Early 20th Century Peace Efforts and a "Modern" Movement. 5 Radical Pacifism and Economic and Racial Justice. 6 Nonviolent Direct Action for Equality and Disarmament. 7 Protesting Imperialism, Promoting Democracy. 8 A Broad Agenda. Conclusion. Photos. References



Peace Education Exploring Ethical and Philosophical Foundations

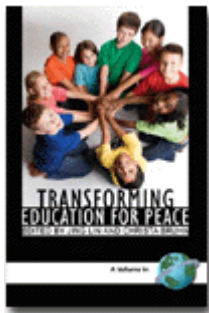
James Page

2008. Paperback 9781593118891 \$45.99. Hardcover 9781593118907 \$85.99. eBook 9781607529293 \$65.

Peace education is now well recognized within international legal instruments and within critical educational literature as an important aspect of education. Despite this, little attention has been given in the critical literature to the philosophical foundations for peace education and the rationale for peace education thus remains substantially an assumed one. This investigation explores some possible ethico-philosophical foundations for peace education, through an examination of five specific ethical traditions: 1) virtue ethics, whereby peace may be interpreted as a virtue, and/or virtue is interpreted as peacefulness, and peace education as education in that virtue; 2) consequentialist ethics, whereby peace education may be interpreted as education regarding the consequences of our action and inaction, both as individuals and collectivities; 3) conservative political ethics, whereby peace education may be interpreted as emphasizing the importance of the evolution of social institutions and the importance of ordered and lawful social change; 4) aesthetic ethics, whereby peace may be interpreted as something beautiful and valuable in itself, and peace education as emphasizing the importance of that beauty and value; and 5) the ethics of care, whereby care may be interpreted as a core element in peace, and peace education as encouraging trust and engagement with the other. The study addresses major contributions to each of these ethical traditions, the strengths and weaknesses of the tradition, and the ways in which the tradition provides support for peace education. It is argued in the thesis that each tradition provides only a partial basis for peace education, and that ultimately a holistic and integrative understanding is required, one that encourages a culture of peace.

"... an important addition to the emerging literature on peace education and the culture of peace" (From the Foreword by Koichiro Matsuura, Director-General of UNESCO).

CONTENTS: Acknowledgments. Preface. Foreword. 1 The Problem of Peace Education. 2 Virtue Ethics and Peace Education. 3 Consequentialist Ethics and Peace Education. 4 Conservative Political Ethics and Peace Education. 5 Aesthetic Ethics and Peace Education. 6 The Ethics of Care and Peace Education. 7 Conclusions. 8 Appendices



Transforming Education for Peace

Jing Lin, University of Maryland; Edward J. Brantmeier, James Madison University; Christa Bruhn, University of Wisconsin

2008. Paperback 978-1-59311-905-8 \$45.99. Hardcover 978-1-59311-906-5 \$85.99. eBook 9781607529903 \$65.

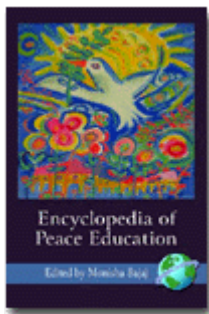
Currently, peace education remains marginalized in our education system, however, a united front can be formed and powerful paradigms can empower educators to play a critical role in peace building through scholarship, practice and activism. Indeed, educators around the world are developing effective strategies to transform education as a powerful force for global peace. The diverse array of contributors in the book demonstrate that educators as peace makers can be and have been instrumental in transforming social forces, the self and others for the construction of global peace.

The book aims to broaden the educational discourse in order to make room for new visions to educate future generations for peace. Local and global efforts to build a long-lasting peace are presented through the lens of education.

The timeliness of peace education surely renders this book relevant to educators and the general public alike as individuals, communities, and organizations struggle to find pathways to peace in a global world. In other words, this book will interest scholars and the general public concerned about the building of global peace. The book can be source book for educators at elementary, secondary, and postsecondary institutions to explore multiple ways to conduct effective peace education at all levels of education. The book may also be used as a textbook by instructors of multicultural education, of comparative & international education, and of undergraduate and graduate peace education courses.

CONTENTS: Acknowledgments. Introduction: Toward Forging a Positive, Transformative Paradigm for Peace Education,

Edward J. Brantmeier and Jing Lin. PART I: PEACE EDUCATION THROUGH INTERCULTURAL, MULTICULTURAL, AND CROSS-CULTURAL EFFORTS. Pathways to Peace: Imag(in)ing the Voices of Chinese and American Middle School Students, *Jingjing Lou and Heidi Ross.* Building Peace in the Family: American Host Families of Muslim Exchange Students Post 9/11, *Carol Radomski.* Professional Development for Peace: Linking All Types of Teachers to International, Cross-Cultural Education, *Rana Al-Smadi.* Building Intercultural Empathy for Peace: Teacher Involvement in Peace Curricula Development at a U.S. Midwestern High School, *Edward J. Brantmeier.* **PART II: PEACE EDUCATION FOR TRANSFORMATION AND THE PROMOTION OF A CULTURE OF PEACE.** Peace Education Aimed at Children Everywhere in the World: An Experimental Project Implementing a Peace Education Curriculum for Fifth Graders, *Gemstone Peace Education Team.* International Education for Peace for Student Teachers in Japan: Promoting Cultures of Peace, *Koji Nakamura.* Teaching About Peaceful Coexistence: Reflection, Dialogue, and Transformative Action, *Grace Feuerverger.* Hope for Peace—Against All Odds!, *Nele Noe.* Design Conversation: An Instrument for Peace Education, *Helga Stokes.* Peace Education Value of the World Wide Web: Dialogue and Confidence Building in Cyberspace—An Analysis of Chowk.com, *M. Ayaz Naseem.* Educating All for Peace: Educating No One for (Physical or Structural) Violence, *Mayumi Terano and Mark Ginsburg.* **PART III: CHALLENGES AND PROMISES OF PEACE EDUCATION.** How Royal Roads University Went to War on Theory and Research: Conflict and Drama in the Teaching of Peace, *Roger Boshier.* The Promise and Pitfalls of Peace Education Evaluation, *Ian Harris.* Rediscovering Education for a Better World: Illuminating the Social Purposes of Education Through Peace Education Pedagogy and Content, *Tony Jenkins.* **PART IV. NEW PARADIGMS FOR EDUCATION FOR PEACE.** Transforming Teaching Warfare into Peace, *Irene M. Zoppi and Alice Yaeger.* Constructing a Global Ethic of Universal Love and Reconciliation: Reenvisioning Peace Education, *Jing Lin.* About the Contributors.



Encyclopedia of Peace Education

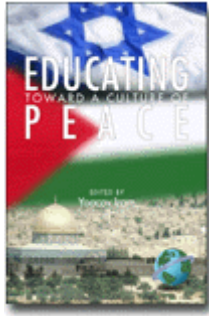
Monisha Bajaj, Teachers College, Columbia University

2008. Paperback 978-1-59311-898-3 \$45.99. Hardcover 978-1-59311-899-0 \$85.99. eBook 9781607528616 \$65.

The rise of peace education both in scholarship and in practice has yielded numerous documents, websites, and publications with often divergent perspectives on what the field is, does, and means. The Encyclopedia of Peace Education provides a comprehensive overview of the scholarly developments in the field to date, so as to provide a common denominator for the various actors involved in advancing peace education internationally. Thus, this edited volume serves as an essential reference guide that traces the history and emergence of the field, highlights foundational concepts, contextualizes peace education practice across international and disciplinary borders, and suggests new directions for peace educators.

From core conceptual perspectives to the moral and spiritual foundations of the field to the role of the United Nations, the Encyclopedia grounds peace education in a solid theoretical and practical framework through the writings of the field's most renowned scholars. This volume will target undergraduate and graduate students as well as scholars and practitioners working in international and non-governmental organizations in the field of peace education.

CONTENTS: Introduction, *Monisha Bajaj.* **Section I: The Historical Emergence of and Influences on Peace Education.** History of Peace Education, *Ian Harris.* John Dewey and Peace Education, *Charles Howlett.* Maria Montessori and Peace Education, *Cheryl Duckworth.* Paulo Freire and Peace Education, *Lesley Bartlett.* **Section II: Foundational Perspectives in Peace Education.** Form and Content of Peace Education, *Johan Galtung.* Conceptual Perspectives in Peace Education, *Magnus Haavelsrud.* The Moral and Spiritual Foundations of Peace Education, *Dale Snauwaert.* The United Nations and Peace Education, *James Page.* **Section III: Core Concepts in Peace Education.** Caring and Peace Education, *Nel Noddings.* Countering Militarism Through Peace Education, *Carl Mirra.* Human Rights Education, *Felisa Tibbitts.* Global Citizenship Education, *Lynn Davies.* **Section IV: Frameworks and New Directions for Peace Education.** Comparative and International Education and Peace Education, *Robin Burns.* Futures Studies and Peace Education, *David Hicks.* "Critical" Peace Education, *Monisha Bajaj.* Unity-Based Peace Education, *H. B. Danesh.* About the Authors. Glossary. Index.



Educating Toward a Culture of Peace

Yaacov Iram, Bar Ilan University, Israel

2006. Paperback 9781593114831 \$45.99. Hardcover 9781593114848 \$85.99. eBook 9781607525660 \$65.

This volume on "Education towards a Culture of Peace" is a timely undertaking, since the United Nations has proclaimed the years 2001-2010 as the "International Decade for a Culture of Peace and Non-Violence for the Children of the World." A culture of peace as defined by the UN is "a set of values, attitudes, modes of behaviour and ways of life that reject violence and prevent conflicts by tackling their root causes to solve problems through dialogue and negotiation among individuals, groups and nations". (UN Resolutions A/RES/52/13 1998: Culture of Peace and A/RES/53/243, 1999: Declaration and Programme of Action on a Culture of Peace).

Most of the chapters in this book are based on lectures that were presented at the International Conference, "Education towards a Culture of Peace". This conference was convened on 1-3 December 2003, by the The Josef Burg Chair in Education for Human Values, Tolerance and Peace - UNESCO Chair on Human Rights, Democracy, Peace and Tolerance School of Education, at Bar Ilan University, Israel. This conference was held under the auspices of Israel National Commission for UNESCO and supported also by the Ministry of Foreign Affairs, Jerusalem, The office of Public Affairs of the US Embassy Tel Aviv, Fulbright - United States - Israel Educational Foundation.

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