

Education for a culture of peace in a gender perspective

Betty A. Reardon

Education For A Culture Of Peace In A Gender Perspective

Minjie Lin



Education For A Culture Of Peace In A Gender Perspective:

Education for a Culture of Peace in a Gender Perspective Betty Reardon, 2001 The UN Declaration and Programme of Action on a Culture of Peace was adopted by the UN General Assembly in 1999 and has as one of its eight pillars the aim of fostering an international peace culture through education This book approaches the issues of social justice and peace studies from the perspective of gender equality The book is designed as a training resource for pre service and in service teacher training at upper secondary school level but can also be used at other educational levels as well as in non formal education Its aim is to help students develop the skills and capacities to promote the values and attitudes consistent with a culture of peace The book also contains suggested reading and internet sites for further study Gender and Peacebuilding Maureen P. Flaherty, Thomas G. Matyók, Sean Byrne, Hamdesa Tuso, 2015-10-16 The twenty first century has brought with it a shift from the notion of human security being located in secure national borders to the need to secure the safety freedom and dignity of all Despite efforts to equalize women s status in the world evidenced by changes in many international projects requiring a gender focus women and men experience most of the world in very different ways according to gender Further the reality is that humans who do not all fall neatly into one of these categories male or female often find their lives further challenged In the 1980s Peace and Conflict Studies first began to acknowledge and study the different experiences males and females have during war and peace Since then there have been books about women and war women working at grassroots levels to build peace women and transitional justice women and peace education and women s views of human security All of these works have contributed to the discourse of our changing world This book brings together some of those themes and voices and adds more with the final product being more than the sum of its parts We add to the conversation a book that considers foundational fundamental issues that span from the interpersonal to the global Many of the chapters describe empirical research completed with author and community shared here for the first time Part One is a collection of case studies documenting challenges and responses to peacebuilding by women from various parts of the world Part Two focuses on Peace and Conflict Studies PACS as a discipline examining not only what is but also what should be taught This section critiques today s efforts at teaching Peace and Conflict Studies and provides suggestions of how this important work might be shared in more open and equitable ways Part Three enters territory found even less in the PACS literature In this section our authors confront patriarchy engage in a discussion about the contribution queer theory makes to PACS and tussle with the notion of inclusivity with considerations of both gender and disability It then ends with a discussion about the contribution feminist methodologies make to PACS *Handbook of Research on Promoting Peace Through Practice, Academia, and the Arts* Lutfy, Mohamed Walid, Toffolo, Cris, 2018-09-07 Academic disciplines perceive tranquility and a sense of contentment differently among themselves and therefore contribute to peace building initiatives differently Peace is not merely a function of education or a tool that produces amicable systems but rather a concept that educational contributions

can help societies progress to a more peaceful existence The Handbook of Research on Promoting Peace Through Practice Academia and the Arts aims to provide readers with a concise overview of proactive positive peace models and practices to counter the overemphasis on merely ending wars as a solution While approaching peace building through multiple vantage points and academic fields such as the humanities arts social sciences and theology this valuable resource promotes peace building as a cooperative effort This publication is a vital reference work for humanitarian workers leaders educators policymakers academicians undergraduate and graduate level students and researchers *Pacifism, Politics, and Feminism*, 2019-04-09 Pacifism Politics and Feminism Intersections and Innovations discusses a how feminist analyses allow for and encourage the re conceptualization of concepts and ideas once thought familiar from traditional ethical and political philosophy and b traditional political topics and issues through pacifist and feminist lenses The chapters that focus on the former explore the possibility of queering such concepts as autonomy violence resistance peace religion and politics while the chapters that focus on the latter bring feminist and pacifist sensibilities and arguments to bear on classic political questions such as when and how violence and war are justified the appropriateness of various responses to climate change and the correct way to engage with such topics and themes in educational institutional settings Contributors are David Boersema Barrett Emerick Tamara Fakhoury Jane Hall Fitz Gibbon William C Gay Jennifer Kling John Lawless Megan Mitchell and Harry van der Linden

Decolonising Conflicts, Security, Peace, Gender, Environment and Development in the Anthropocene Úrsula Oswald Spring, Hans Günter Brauch, 2021-01-25 In this book 25 authors from the Global South 19 and the Global North 6 address conflicts security peace gender environment and development Four parts cover I peace research epistemology II conflicts families and vulnerable people III peacekeeping peacebuilding and transitional justice and IV peace and education Part I deals with peace ecology transformative peace peaceful societies Gandhi s non violent policy and disobedient peace Part II discusses urban climate change climate rituals conflicts in Kenya the sexual abuse of girls farmer herder conflicts in Nigeria wartime sexual violence facing refugees the traditional conflict and peacemaking process of Kurdish tribes Hindustani family shame and communication with Roma Part III analyses norms of peacekeeping violent non state actors in Brazil the art of peace in Mexico grass roots post conflict peacebuilding in Sulawesi hydrodiplomacy in the Indus River Basin the Rohingya refugee crisis and transitional justice Part IV assesses SDGs and peace in India peace education in Nepal and infrastructure based development and peace in West Papua Peer reviewed texts prepared for the 27th Conference of the International Peace Research Association IPRA in 2018 in Ahmedabad in India Contributions from two pioneers of global peace research a foreword by Johan Galtung from Norway and a preface by Betty Reardon from the United States Innovative case studies by peace researchers on decolonising conflicts security peace gender environment and development in the Anthropocene the new epoch of earth and human history New theoretical perspectives by senior and junior scholars from Europe and Latin America on peace ecology transformative peace peaceful societies and

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Gender Violence, 3rd Edition Laura L O'Toole, Jessica R Schiffman, Rosemary Sullivan, 2020-07-14 An updated edition of the groundbreaking anthology that explores the proliferation of gendered violence From Harvey Weinstein to Brett Kavanaugh accusations of gender violence saturate today's headlines In this fully revised edition of Gender Violence Laura L O Toole Jessica R Schiffman and Rosemary Sullivan bring together a new interdisciplinary group of scholars with up to date material on emerging issues like workplace harassment transgender violence intersectionality and the MeToo movement Contributors provide a fresh informed perspective on gender violence in all of its various forms With twenty nine new contributors and twelve original essays the third edition now includes emerging contemporary issues such as LGBTQ violence sex work and toxic masculinity A trailblazing text Gender Violence Third Edition is an essential read for students activists and others

Anthropologica ,2006

The Gender Imperative Betty A. Reardon, Asha Hans, 2012-12-06 The book asserts that human security derives from the experience and expectation of human well being which depends on four essential conditions a life sustaining environment the meeting of essential physical needs respect for the identity and dignity of persons and groups protection from avoidable harm and expectations of remedy from them The book demonstrates their integral relationship to human security Patriarchy being the germinal paradigm from which most major human institutions such as the state the economy organised religions and social relations have evolved the book argues that fundamental inequalities must be challenged for the sake of equality and security The fundamental point raised is that expectation of human well being is a continuing cause of armed conflict which constitutes a threat to peace and survival of all humanity and human security cannot exist within a militarised security system The editors of the book bring together 14 essays which critically examine militarised security in order to find human security pathways show ways in which to refute the dominant paradigm indicate a clear gender analysis that challenges the current system and suggests alternatives to militarised security With a mix of female and male feminist scholar activists as contributors the book makes an important contribution to a new discourse on human security

The United Nations and Higher Education Kevin Kester, 2020-04-01 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

Critical Aspects of Gender in Conflict Resolution, Peacebuilding, and Social Movements Anna Christine

Snyder,Stephanie Phetsamay Stobbe,2011-11-02 Investigates gendered aspects of social activism and peacebuilding This title focuses on the agency of grassroots citizens refugee indigenous and ethnic minority women It brings gendered aspects of practice that assists scholars and practitioners in research and policy development *Research Anthology on Empowering*

Marginalized Communities and Mitigating Racism and Discrimination Management Association, Information Resources,2021-02-05 With the newly inaugurated US Presidential Administration signing several orders to mitigate discrimination and racism within the United States government attentions globally are once again brought to the Black Lives Matter campaign and its message Discrimination in business contexts social interactions and educational institutions remains a concern for leaders today The empowerment of marginalize communities has been rapidly spreading through societies thanks to the platforms that social media now offer The Research Anthology on Empowering Marginalized Communities and Mitigating Racism and Discrimination is a three volume hand selected compilation of the highest quality research on the empowerment of marginalized communities that have been experiencing ongoing discrimination To shed light on the underpinnings of disparities between marginalized groups and overreaching society this text explores social justice applications and practices and the changes being made or pushed for around the globe that promote equality fair treatment and inclusivity This book is ideal for sociologists teachers activists practitioners managers administrators policymakers government officials researchers academicians and students working in fields such as gender studies race studies social justice behavioral studies history sociology anthropology psychology law as well as anyone interested in the current practices and advances in mitigating racism and discrimination in society **Gender in the Classroom** David Sadker, Ellen S.

Silber,2016-08-23 What s missing from your teacher education program According to research studies one glaring omission is gender Tomorrow s teachers receive little instruction or training on the tremendous impact of gender in the classroom Just how does gender influence teaching the curriculum and the lives of teachers and students in the classroom This unique book has been designed to answer these questions Gender in the Classroom is intended to be used across the teacher education curriculum from subject specific methods courses to foundations from educational psychology to student teaching It can be adopted for an entire program or several instructors can adopt it jointly or a single instructor can adopt it as one of several or a supplementary text for a course A comprehensive Instructor s Manual provides information and materials for teacher educators who adopt the text Each chapter offers practical information and skills about gender and sex differences curriculum and specific teaching methods Written in a lively style the text features a number of interactive activities to

engage and instruct the reader. The chapters follow a common format designed to invite student interest and action. Each is built around Essential Equity Questions that focus on pertinent gender-related questions and issues in a specific subject area: the role of women in education, intersections of the teaching profession, feminism and teachers as activists for social change, gender differences in cognitive ability, attitudes and behavior, how to teach and implement Title IX, how to observe classrooms to see gender bias, social studies education, English language arts methods, science education and mathematics and technology education. Interactions in each chapter engage students in activities to promote understanding. Each Interaction is linked to one or more specific INTASC standards. In the last chapter, the emphasis is on applying many of the skills learned previously; it gives student teachers and their supervisors several tools they can use for analyzing classroom teaching and detecting gender bias. This chapter also includes a culminating activity for identifying and correcting curricular bias. In fact, many of the techniques in this text can be applied to uncover and correct not only gender bias but racial, ethnic, and cultural bias as well. The Instructor's Manual 978 0 8058 5475 6 is now available electronically; please contact our customer service department to request a copy.

Psychological Components of Sustainable Peace Peter T. Coleman, Morton Deutsch, 2012-06-15. Scholarship on the psychology of peace has been accumulating for decades. The approach employed has been predominantly centered on addressing and preventing conflict and violence and less on the conditions associated with promoting peace. Concerns around nuclear annihilation, enemy images, discrimination, denial of basic human needs, terrorism, and torture have been the focal points of most research. The *Psychological Components of a Sustainable Peace* moves beyond a prevention orientation to the study of the conditions for increasing the probabilities for sustainable cooperative peace. Such a view combines preventative scholarship with a promotive orientation to the study of peaceful situations and societies. The contributors to this volume examine the components of various psychological theories that contribute to the promotion of a harmonious sustainable peace. Underlying this orientation is the belief that promoting the ideas and actions which can lead to a sustainable harmonious peace will not only contribute to the prevention of war but will also lead to more positive constructive relations among people and nations and to a more sustainable planet. The *Psychological Components of a Sustainable Peace* is valuable and stimulating reading for researchers in peace psychology, political psychology, and conflict resolution as well as others who are interested in developing a sustainable harmonious world.

Regenerative Ecosystems in the Anthropocene Amar K. J. R. Nayak, 2024-07-25. The book offers a transdisciplinary eco-systemic framework for analysis of ecosystems. It uses eight dimensions: economic, social, political, environmental, and 40 factors to diagnose degenerating ecosystems and to synthesize regenerative ecosystems amid growing uncertainty and inequality in the Anthropocene. Chapter 1 broadly defines the all-interacting evolving systems science AIESS approach in terms of its eco-systemic and transdisciplinary action research methodology. Chapter 2 provides a detailed explanation of the AIESS approach through the four concepts of interconnectedness, interdependence, interactions, and intent to diagnose degeneration and

synthesize regenerative systems Part 1 of the book discusses the issues and approaches to Regenerativeness Part 2 3 4 and 5 illustrate cases of regenerative systems in different ecosystems viz natural rural indigenous urban and industrial ecosystems Not only the researchers and scholars in systems science systems dynamics systems design and sustainable transition strategies but also the policy makers corporate leaders and development experts will greatly benefit from this book 1 Presents a ground breaking explanation of the science of change in the Anthropocene and in epochs prior to it through its all interacting evolving systems science framework 2 Provides a unique transdisciplinary eco systemic framework as a methodology to diagnose the complex degenerating ecosystems and to synthesize regenerative ecosystems in different geographies of the world 3 Through various cases from different ecosystems viz natural ecosystems rural indigenous ecosystems urban ecosystems and industrial ecosystems the book presents the challenges as well as the steps and processes to synthesize regenerative ecosystems

Historical Dictionary of the United Nations Educational, Scientific and Cultural Organization (UNESCO) Lin Lin, Seth Spaulding, 2022-07-15 Established in the aftermath of World War II UNESCO succinctly states its peace mission as well as its peaceful resolution to peace in its Constitution constructing the defenses of peace in the minds of peoples on the intellectual and moral grounds For more than seven decades UNESCO has been consistently positioning peace as its unwavering core and ultimate goal through promoting international understanding and cooperation in and across its five major sectors of competence in education natural sciences culture communication and information and social and human sciences Historical Dictionary of the United Nations Educational Scientific and Cultural Organization UNESCO Second Edition contains a chronology an introduction and an extensive bibliography The dictionary section has more than 700 cross referenced entries on UNESCO s initiatives programs projects normative instruments and partners over the past 76 years This book is an excellent resource for students researchers and anyone wanting to know more about UNESCO

Towards a Women's Agenda for a Culture of Peace Ingeborg Breines, Dorota Gierycz, Betty Reardon, Unesco, United Nations. Division for the Advancement of Women, 1999 Issues and problems of women s roles in times of war and in times of peace and a review of peace and security policies and practices from the feminine point of view as well as women s actions and initiatives for peace It combines the visionary and the practical that has infused the ongoing flow through the years of the International Women s Decade and the Beijing Process

Handbook on Building Cultures of Peace Joseph de Rivera, 2008-11-28 Mediation and negotiation personal transformation non violent struggle in the community and the world these behaviors and their underlying values underpin the United Nations definition of a culture of peace and are crucial to the creation of such a culture The Handbook on Building Cultures of Peace addresses this complex and daunting task by presenting an accessible blueprint for this development Its perspectives are international and interdisciplinary involving the developing as well as the developed world with illustrations of states and citizens using peace based values to create progress on the individual community national and global levels The result is both realistic and

visionary a prescription for a secure future **Educating for Peace through Theatrical Arts** Candice Carter,Rodrigo Benza Guerra,2022-06-12 This volume illustrates how theatre arts can be used to enact peace education by showcasing the use of theatrical techniques including storytelling testimonial and forum theatre political humor and arts based pedagogy in diverse formal and non formal educational contexts across age groups The text presents and discusses how the use of applied theatre especially in conflict affected areas can be used as an educational response to cultural and structural violence for transformation of relations healing and praxis as local and global peacebuilding Crucially it bridges performing arts and peace education the latter of which is unfolding in schools and their communities worldwide With contributors from countries including Northern Ireland Denmark Norway the USA Mexico Japan the Philippines Pakistan Burundi Kenya and South Africa the authors identify theoretical and technical aspects of theatrical performance that support peace through transformation along with embodied and sensorial learning This book will appeal to scholars and students with interests in teacher education arts based learning peace studies and applied theatre that consider practice with child adolescent and adult learners **Nonviolence and Peace Psychology** Daniel Mayton,2009-05-28 Recent trends and events worldwide have increased public interest in nonviolence pacifism and peace psychology as well as professional interest across the social sciences Nonviolence and Peace Psychology assembles multiple perspectives to create a more comprehensive and nuanced understanding of the concepts and phenomena of nonviolence than is usually seen on the subject Through this diverse literature spanning psychology political science religious studies anthropology and sociology peace psychologist Dan Mayton gives readers the opportunity to view nonviolence as a body of principles a system of pragmatics and a strategy for social change This important volume Draws critical distinctions between nonviolence pacifism and related concepts Classifies nonviolence in terms of its scope intrapersonal interpersonal societal global and pacifism according to political and situational dimensions Applies standard psychological concepts such as beliefs motives dispositions and values to define nonviolent actions and behaviors Brings sociohistorical and cross cultural context to peace psychology Analyzes a century s worth of nonviolent social action from the pathbreaking work of Gandhi and King to the Courage to Refuse movement within the Israeli armed forces Reviews methodological and measurement issues in nonviolence research and suggests areas for future study Although more attention is traditionally devoted to violence and aggression within the social sciences Nonviolence and Peace Psychology reveals a robust knowledge base and a framework for peacebuilding work granting peace psychologists activists and mediators new possibilities for the transformative power of nonviolence **International Peace Update** ,1999

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