

Brock-Utne, Birgit

Educating for peace: a feminist perspective

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Educating For Peace A Feminist Perspective

Thomas Griffiths



Educating For Peace A Feminist Perspective:

Feminist Perspectives on Peace and Peace Education Birgit Brock-Utne, 1989 A follow up to the author's *Educating for peace a feminist perspective* 1985 Cloth edition unseen 38 50 Annotation copyrighted by Book News Inc Portland OR

Educating for Peace Birgit Brock-Utne, 1985 *Educating Toward a Culture of Peace* Yaacov Iram, 2006-06-01 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 [Routledge Handbook of Feminist Peace Research](#) Tarja Väyrynen, Swati Parashar, Élise Féron, Catia Cecilia Confortini, 2021-03-11 This handbook provides a comprehensive overview of feminist approaches to questions of violence justice and peace The volume argues that critical feminist thinking is necessary to analyse core peace and conflict issues and is fundamental to thinking about solutions to global problems and promoting peaceful conflict transformation Contributions to the volume consider questions at the intersection of feminism gender peace justice and violence through interdisciplinary perspectives The handbook engages with multiple feminisms diverse policy concerns and works with diverse theoretical and methodological contributions The volume covers the gendered nature of five major themes Methodologies and genealogies including theories concepts histories methodologies Politics power and violence including the ways in which violence is created maintained and reproduced and the gendered dynamics of its instantiations Institutional and societal interventions to promote peace including those by national regional and international organisations and civil society or informal groups bodies Bodies sexualities and health including sexual health biopolitics sexual orientation Global inequalities including climate change aid global political economy This handbook will be of great interest to students of peace and conflict studies security studies feminist studies gender studies international relations and politics Chapter 9 of this book is freely available as a downloadable Open Access PDF at <http://www.taylorfrancis.com> under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4 0 license *Learning from and Teaching Africans* Birgit Brock-Utne, 2022-12-08 This book

brings together stories from the author's exciting life as a professor consultant and researcher mostly in Africa but also in Japan New Zealand Norway and the US The book is aimed at college students in cross cultural communication and international education and with a special interest in African countries their languages their way of looking at life It dismantles the myth of the thousands of African languages and shows that many of them have millions of speakers and all of them are cross border languages Africans are not anglophone francophone or lusophone they are afrophone The book also discusses projects that aim at cooperation between universities in the North and the South Why did two of the projects the author has been involved in succeed so well and a third one fail

Expanding Peace Journalism Ibrahim Seaga Shaw, Jake

Lynch, Robert A. Hackett, 2018-08-30 This major new text explores and interrogates peace journalism as a significant challenge to this hegemonic discourse which has been advocated and elaborated over the recent years in journalism media development and academic spheres

Educating for Peace and Human Rights Maria Hantzopoulos, Monisha

Bajaj, 2021-04-08 Over the past five decades both peace education and human rights education have emerged distinctly and separately as global fields of scholarship and practice Promoted through multiple efforts the United Nations civil society grassroots educators both of these fields consider content processes and educational structures that seek to dismantle various forms of violence as well as move towards cultures of peace justice and human rights Educating for Peace and Human Rights Education introduces students and educators to the challenges and possibilities of implementing peace and human rights education in diverse global sites The book untangles the core concepts that define both fields unpacking their histories and conceptual foundations and presents models and key research findings to help consider their intersections convergences and divergences Including an annotated bibliography the book sets forth a comprehensive research agenda allowing emerging and seasoned scholars the opportunity to situate their research in conversation with the global fields of peace and human rights education

Peace Education for Violence Prevention in Fragile African Societies Maphosa, Sylvester B., Keasley, Alphonse, 2019-02-10 Though conflicts among African nations diminished at the end of the last millennium the need for peace remains a perennial concern for African citizens within their communities and countries Once again Maphosa and Keasley have engaged a collection of scholar practitioners to address the query What's Going to Make a Difference in Contemporary Peace Education around Africa The contributing authors draw from daily headlines as well as African literature to unearth twenty first century quandaries with which educators in formal and informal contexts are called upon to grapple The What's Going to Make a Difference authors offer insights to educators peace education practitioners and parents for everyday living The authors probe the wisdom of the recent and ancient past and bring forth pearls for contemporary moments All in discerning effort to respond to the guiding question the editors and their contributing colleagues deliver a compelling set of revelations for Making a Difference in Peace Education for African and world citizens

Elise Boulding Mary Lee Morrison, 2015-09-15 Elise Boulding has been among the most influential of social reformers to

advocate the integration of peace studies and women's studies. Her ideas inspired a number of works addressing the role of the family in producing social change and discussing women's unique capacity for promoting peace through nurturing and networking. Boulding's additional ideas on transnational networks and their relationship to global understanding are considered seminal contributions to modern peace studies and have earned her the title of matriarch of the 20th century peace movement. This biography is divided into three parts. The first and third deal chronologically with the life of Elise Boulding beginning with her childhood experiences as a Scandinavian immigrant. The 1940 Nazi invasion of Norway significantly influenced her concepts of pacifism and Quaker spiritualism, laying the foundation for her future work as a leader in the Women's International League for Peace and Freedom and her dynamic professional partnership with and marriage to the internationally known Quaker economist and poet Kenneth Boulding. Part Two expounds upon Boulding's philosophy of education, her role as a member of the Religious Society of Friends, her espousal of the conceptual evolution of cultures of peace, and her theoretical work in women's studies and peace research. In recognition of these achievements, Boulding has been the recipient of more than 19 awards and was a 1990 nominee for the Nobel Peace Prize.

Three Decades of Peace Education around the World Robin J. Burns, Robert Aspeslagh, 2014-01-14. First Published in 1996. The current world order poses new challenges to the theory and practice of peace education. Drawing on data gathered from around the world, Burns and Aspeslagh focus on how peace is presented in formal and informal educational settings and what effects ideologies have in shaping that presentation. The book views peace education in the context of education about other major social and political issues and in a variety of geopolitical settings, exploring factors that affect the generation, selection, organization, transmission, and evaluation of knowledge for peace. Following a review of major approaches to policy and praxis in peace education, the editors draw on original research to offer interpretations based on pragmatic, normative, and conceptual approaches to the individual, the state, and the role of political literacy. The use of a comparative educational framework that goes beyond curriculum studies and descriptive case studies presents a perspective that is innovative and timely. The volume includes both bibliography and index.

Handbook of Research in the Social Foundations of Education Steven Tozer, Bernardo P. Gallegos, Annette Henry, Mary Bushnell Greiner, Paula Groves Price, 2011-07-05. This groundbreaking volume helps readers understand the history, evolution, and significance of this wide-ranging, often misunderstood and increasingly important field of study.

Peace Education Monisha Bajaj, Maria Hantzopoulos, 2016-01-28. Honorable Mention 2017 PROSE Award. Education Practice. Bringing together the voices of scholars and practitioners on challenges and possibilities of implementing peace education in diverse global sites, this book addresses key questions for students seeking to deepen their understanding of the field. The book not only highlights groundbreaking and rich qualitative studies from around the globe but also analyses the limits and possibilities of peace education in diverse contexts of conflict and post-conflict societies. Contributing authors address how educators and learners can make

meaning of international peace education efforts how various forms of peace and violence interact in and around schools and how the field of peace education has evolved and grown over the past four decades

Betty A. Reardon: A Pioneer in Education for Peace and Human Rights Betty A. Reardon, Dale T. Snauwaert, 2014-08-26 Betty A Reardon is a world renowned leader in the fields of peace education and human rights her pioneering work has laid the foundation for a new cross disciplinary integration of peace education and international human rights from a gender conscious global perspective This collection of reflective inquiry and ongoing research gathers essential works on peace education and human rights 1967 2014 and provides access to Reardon s key works These texts have been foundational to the field of peace education during the past five decades of her practical experience The unique conceptualization of a holistic framework for organizing content and the practical and specific descriptions of pedagogies for the practice of critical peace education in schools and universities have made them essential resources for peace educators around the world several have already become standard texts for basic courses in the field The book also includes an overview of Reardon s career and a bibliography of her publications

Peace Education in a Postmodern World Ian M. Harris, 2013-12-16 This special issue of the Peabody Journal of Education provides a comprehensive overview of the latest developments in peace education reform School reforms based upon principles of peace education have in common a belief in the power of peace to create a positive learning climate in schools and to address the problems of violence in the broader culture A peace education strategy for improving school productivity rests upon three main assumptions 1 Violence contributes to the poor performance of many students 2 Adults in school settings need to address problems created by violence in order for schools to improve 3 Anxieties that make it hard for students to master traditional subject matter can best be addressed by a comprehensive peace education strategy that makes school a safe place to learn and provides students with knowledge about alternative nonviolent ways to resolve conflicts Peace building reforms go beyond responding to immediate forms of violence that may be overwhelming students and teachers to promoting positive images of peace through the study of nonviolence Written by established experts in the field of peace education from six different countries this collection of articles not only represents a wide variety of peace education practices from different corners of the globe but it also represents varying academic perspectives Educators can play a key role in helping human societies progress toward more sustainable ways of living by implementing peacemaking peacekeeping and peace building strategies in school programs Peace education reforms point to a new way of thinking about schools as vehicles for promoting a peace culture through insights offered by nonviolent theory

Handbook on Peace Education Gavriel Salomon, Ed Cairns, 2011-02-25 This handbook encompasses a range of disciplines that underlie the field of peace education and provides the rationales for the ways it is actually carried out The discipline is a composite of contributions from a variety of disciplines ranging from social psychology to philosophy and from communication to political science That is peace education is an applied subject which is practiced in differing ways but must always be firmly based on

a range of established empirical disciplines The volume is structured around contributions from expert scholars in various fields that underpin peace education plus contributions from experts in applying peace education in a range of settings all complemented by chapters which deal with issues related to research and evaluation of peace education **PEACE**

EDUCATION Dr. Bimal Charan Swain & Dr. Rajalakshmi Das, 2020-07-01 The growing literature on Peace Education reflects a dynamic field Since the early decades of the 20th century Peace Education programmes around the world have represented a number of focal themes including anti nuclearism environmental responsibility international understanding communication skills non violence human right awareness democracy conflict resolution techniques tolerance of diversity co existence and gender equality among others Peace Education includes cultivation of peacebuilding skills e g dialogue mediation artistic endeavors Peace educators then teach the value of respect understanding and nonviolence present skills for analyzing international conflict educate for alternative security systems and use a pedagogy that is democratic and particular Thus peace education as a practice and philosophy refers to matching complementary element between education and society where the social purpose i e why teach educative process are conducive to fostering peace Accordingly peace education is dialogical experience conducted through participatory learning where learners communally and co operatively grapple with contemporary issues i e talking points related to local and global contexts Akaamaa 2013 **Educating About Social**

Issues in the 20th and 21st Centuries Vol. 2 Samuel Totten, Jon Pedersen, 2013-02-01 Over the course of the past decade and a half we Samuel Totten and Jon E Pedersen have co edited a series of books on teaching and learning about social issues Our goal has been to build a series that would broadly represent the work that has been undertaken over the past 110 plus years related to the field of teaching and learning about social issues As we created and added to the series see for example Addressing Social Issues in the Classroom and Beyond The Pedagogical Efforts of Pioneers in the Field Researching and Teaching Social Issues The Personal Stories and Pedagogical Efforts of Professors of Education Teaching and Studying Social Issues Major Programs and Approaches we came to the conclusion that the development of an annotated bibliography of the key works books chapters articles reports and research on a wide range of issues topics germane to teaching and learning about social issues was a logical addition to the series In Educating About Social Issues in the 20th and 21st Centuries Volume 1 A Critical Annotated Bibliography which was published in early 2012 the focus was on a host of programs models strategies and concerns vis vis teaching and learning about social issues This new book constitutes Volume Two in the series entitled Educating About Social Issues in the Twentieth and Twenty First Centuries and picks up where Volume One left off Included in this book are the pioneering works of the following Boyd Bode Alan F Griffin G Gordon Hullfish Richard Gross Robert Yager and James Banks Collectively their work on social issues spans the period between the late 1930s through the present with James Banks and Robert Yager continuing to publish through today As for the subjects topics other than pioneers of teaching about social issues addressed in this volume they are Issues Centered Approaches to

Teaching Geography Addressing Social Issues in Sociology and Anthropology Courses Peace Studies The Vietnam War and LGBT

Ilan Gur-Ze'ev and Education Alexandre Guilherme, 2019-12-06 Ilan Gur Ze ev and Education Pedagogies of Transformation and Peace critically analyses and introduces the main ideas of Ilan Gur Ze ev reflecting on his continuing theoretical and practical relevance to the field of education This book offers an accessible higher level critical discussion on the thought of Ilan Gur Ze ev with an impressive breadth and contemporary focus The book focuses on Gur Ze ev s counter pedagogy project which brought him much attention and attempts to establish an alternative and non dogmatic form of education Gur Ze ev s views go against critical pedagogy and neoliberalism because while the former advocates achieving a utopia in which there is no oppression the latter defends the idea that wants and desires need to be satisfied through a process of marketisation This book brings to notice Gur Ze ev s concepts of counter education and diasporic education which seek to pursue the truth in everyday life rather than achieving a utopian goal or the promised land This unique and up to date monograph will be of great interest for researchers academics and postgraduate students in the fields of philosophy of education theory of education peace education Jewish education neoliberalism and sociology of education 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

Exploring Betty A. Reardon's Perspective on Peace Education Dale T. Snauwaert, 2019-05-15 This book presents commentaries by a leading international group of peace education scholars and practitioners concerning Reardon s peace education theory and intellectual legacy The guiding question throughout the book is How can her foundational work be used to advance the theory and practice of peace education In an attempt to find answers the contributing authors explore three general areas of inquiry 1 Theoretical Foundations of Peace and Human Rights Education 2 Feminism and the Gender Perspective as Pathways of Transformation Toward Peace and Justice and 3 Peace Education Pedagogy and Practices A contemplative commentary by Reardon herself rounds out the coverage

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