

# Theories Of Peace Education

**Ian M. Harris, Mary Lee Morrison**

*The Bloomsbury Handbook of Theory in Comparative and International Education* Tavis D. Jules, Robin Shields, Matthew A. M. Thomas, 2021-01-28 This book offers a practical and approachable overview of central theories in comparative and international education (CIE). The chapters focus in depth on specific theoretical perspectives and seek to elucidate the histories, assumptions, and recent developments of these theories. The chapters also situate the theories within CIE, include specific case studies of theoretical application, and outline suggestions for further reading. Written by leading scholars from around the world, this is must-have reference work for anyone teaching, researching, studying, or working in CIE. The handbook includes chapters on a diverse collection of theories, including but not limited to: Structural-functionalism, Colonialism/Imperialism, Marxism, Human Capital Theory, Dependency/World Systems Theory, Post-Colonialism, Post-Socialism, Post-Foundationalism, Neo-liberalism, Neo-Institutionalism, Neo-Marxism, Policy Borrowing and Lending, Peace Theories, Human Rights, Constructivism, Racism, Gender, Queer Theory, Social Network Theory, Capabilities Theory, and Cultural Political Economy.

*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.

*The Palgrave Handbook on Critical Theories of Education* Ali A. Abdi, Greg William Misiaszek, 2022-09-13 This handbook brings together a range of global perspectives in the field of critical studies in education to illuminate multiple ways of knowing, learning, and teaching for social wellbeing, justice, and sustainability. The handbook covers areas such as critical

thought systems of education, critical race (and racialization) theories of education, critical international/global citizenship education, and critical studies in education and literacy studies. In each section, the chapter authors illuminate the current state of the field and probe more inclusive ways to achieve multicentric knowledge and learning possibilities.

**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.

**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.

**Interreligious Curriculum for Peace Education in Nigeria** Isaiah Ekundayo Dada, 2019-04-18 Nigeria, a country under a military regime for several years, transitioned to a civilian regime in May 1999. Since this change, violent conflicts

between Christians and Muslims have continued to erupt. They constitute one of the gravest dangers facing Nigeria, a country with a population of 189 million people. What have Nigerian religious leaders done about this situation, especially in educational circles? Have they received formal educational training to understand the causes of this violence and especially how to provide alternatives for more peaceful relations within Nigeria? Does the current educational system in Nigeria provide the main ingredients for the promotion of a culture of peace? The absence and neglect of interreligious peace education as part of a peace education core program and the lack of an interreligious curriculum for peace education in the training of religious leaders are the two problems contributing towards the lack of effectiveness of religious leaders in promoting less violent and more peaceful living. The solution to the problem is proposed in this book entitled *Interreligious Curriculum for Peace Education in Nigeria*. The book develops a one-year curriculum, building on Yoruba, Islamic & Christian conceptions of peace, and teaches how to create safe, caring, spiritual, peaceful and successful interfaith relationships between all Nigerian religious communities. In the long term, the book helps to educate religious leaders to contribute, in themselves and with the help of their respective religious communities, to reducing the growing religious violence in Nigeria.

**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 STUDIES, PUBLIC POLICY AND GLOBAL SECURITY - Volume I** Ursula Oswald Spring, Ada Aharoni, Ralph V. Summy, Robert Charles Elliot, 2010-07-24 Peace Studies, Public Policy and Global Security is a component of Encyclopedia of Social Sciences and Humanities in the global Encyclopedia of Life Support Systems (EOLSS), which is an integrated compendium of twenty one Encyclopedias. The Theme on Peace Studies, Public Policy and Global Security provides the essential aspects and a myriad of issues of great relevance to our world such as: Processes of Peace and Security; International Security, Peace, Development, and Environment; Security Threats, Challenges, Vulnerability and Risks; Sustainable Food and Water Security; World Economic Order. This 11-volume set contains several chapters, each of size 5000-30000 words, with perspectives, issues on Peace studies, Public Policy and Global security. These volumes are aimed at the following five major target audiences: University and College students Educators, Professional practitioners, Research

personnel and Policy analysts, managers, and decision makers and NGOs.

**Proceedings On Responsive & Resilient Quality Education** Dr. Rosamma Philip,

**Peace Education in a Conflict-Affected Society** Michalinos Zembylas, Constadina Charalambous, Panayiota Charalambous, 2016-04-21 A multilayered analysis of how the dynamics of local politics, emotions, discourses and classroom practices can shape peace education initiatives.

Beyond Bystanders Nimrod Aloni, Lori Weintrob, 2017-04-17 Beyond Bystanders calls for a shift in the professional self-image of teachers from agents of socialization to active advocates of human flourishing, social justice, and world betterment. The editors propose that it is irresponsible for teachers to posit themselves as bystanders and to conceive of globalization as something happening to them. Their role as educators in all disciplines must be to establish educational leadership that would empower students to critically evaluate developing global realities – mass migrations, socioeconomic inequalities, global warming, and the dehumanizing effects of submission to social media and consumerism – and achieve the overarching goals of humanization and facilitation of the fulfilling life. A shared commitment to humanist ethics, pedagogical activism, and social engagement at Kibbutzim College of Education (Tel Aviv) and Wagner College (New York) sparked this collaboration. The authors of the book include educational thinkers such as Nel Noddings, Michael Apple, David Hansen, Pasi Sahlberg, and Wiel Veugelers as well as scholars and practitioners from six different countries and diverse professional and cultural backgrounds. An essential part of our educational enterprise must involve promoting intercultural opportunities, confronting cultural ills and ensuring that civic engagement is more attuned to political realities. Educators in all disciplines can reframe their teaching and schools to be more cooperative and civic-minded and challenge views of marginalized, immigrant, undocumented and refugee communities as strangers. “Education is not only about teaching people to read and to write. It is about teaching human rights and cultural diversity, nourishing peace and fostering inclusive and sustainable development ... I wish to commend Kibbutzim College of Education and Wagner College for joining forces to compile this volume to inspire readers in crafting new models of intellectual and intercultural understanding.” – Irina Bokova, Director-General of UNESCO (from the Foreword)

The Psychology of Peace Promotion Mary Gloria C. Njoku, Leonard A. Jason, R. Burke Johnson, 2019-07-04 This volume Psychology of Peace Promotion builds on previous volumes of peace psychology, extending its contributions by drawing from peace research and practices from five continents – Africa, Asia, Europe, North America and South America. The book discusses emerging disciplinary and inter-disciplinary theories and actions. Each chapter begins with a theoretical framework for understanding peace, followed by a critical review of peace promotion in a specific setting, and concludes with an illustration of psychological principles or theories in either a narrative format or an empirical investigation. This volume develops, as well as guides, its readers on the epistemology of promoting and sustaining peace in varied settings around the

world. This book presents relevant, cutting-edge peace promotion strategies to anyone interested in promoting peace more effectively, including peace practitioners, scholars, teachers, and researchers, as well as the general reader. It presents a number of innovative approaches, illustrating their applications to specific social problems, settings and populations. In addition, this volume has much in store for both academic and practice-based scientists in the field of peace psychology, mental health professionals, administrators, educators, and graduate students from various disciplines. The goal is the promotion and sustenance of peace, using theoretically sound, yet innovative and creative approaches. As expressed by the United Nations Secretary, “peace does not occur by happenstance.” Promoting and sustaining peace requires reflective, thoughtful, and targeted efforts. This book inspires its readers to develop a better understanding of peace and the means of promoting peace in a sustainable way.

*Peace Education in Conflict and Post-Conflict Societies* C. McGlynn, 2009-04-13 This collection of peace education efforts in conflict and post-conflict societies brings together an international group of scholars to offer the very latest theoretical and pedagogical developments. Rather than focus on ad hoc peace education efforts this book investigates the need for long term, systemic approaches and innovative pedagogies.

**Peace Psychology in Australia** Diane Bretherton, Nikola Balvin, 2012-01-13 This book is a case study of the development of peace psychology in Australia. While there is, in comparison to other countries, relatively little overt violence, Australia the nation was founded on the dispossession of Indigenous people, and their oppression continues today. Peace Psychology in Australia covers the most significant issues of peace and conflict in the country. It begins with a review of conflict resolution practices among Australia’s ancient Indigenous cultures and succinctly captures topics of peace and conflict which the country has faced in the past 222 years since British settlement. The fast population growth, thriving multiculturalism, leadership in international affairs and environmental isolation make Australia a microcosm for the study of human conflicts and peace movements.

Language & Peace Christina Schäffne, Anita L. Wenden, 2005-06-27 First published in 1999. Routledge is an imprint of Taylor & Francis, an informa company.

*2012-2013 UNCG Graduate School Bulletin* ,

Peace and Conflict Studies David P. Barash, Charles P. Webel, 2016-12-29 The thoroughly updated Fourth Edition of the gold standard text explores historical and current topics in today’s rapidly changing world to provide a comprehensive introduction to peace and conflict studies. The authors offer an insightful analysis of 21st-century global affairs, including such timely topics as ISIS, the nature of violence and nonviolence, cutting-edge military technologies, the Terrorism and Global Peace Indexes, and the latest developments in Iran, North Korea, and Syria. Comprehensive yet written in a student-friendly and accessible style, the text represents a commitment to inspire readers to create a better world through an

understanding of what has happened and what is happening, and therefore what is likely to take place in the future. Read Dr. Barash's article on Psychology Today on why nuclear threats by the U.S. Government are never a successful defense tactic.

*The SAGE Encyclopedia of War: Social Science Perspectives* Paul Joseph, 2016-10-11 Traditional explorations of war look through the lens of history and military science, focusing on big events, big battles, and big generals. By contrast, *The SAGE Encyclopedia of War: Social Science Perspective* views war through the lens of the social sciences, looking at the causes, processes and effects of war and drawing from a vast group of fields such as communication and mass media, economics, political science and law, psychology and sociology. Key features include: More than 650 entries organized in an A-to-Z format, authored and signed by key academics in the field Entries conclude with cross-references and further readings, aiding the researcher further in their research journeys An alternative Reader's Guide table of contents groups articles by disciplinary areas and by broad themes A helpful Resource Guide directing researchers to classic books, journals and electronic resources for more in-depth study This important and distinctive work will be a key reference for all researchers in the fields of political science, international relations and sociology.

*Peace Education*, 3d ed. Ian M. Harris, Mary Lee Morrison, 2012-12-13 Now in its third edition, *Peace Education* provides a comprehensive approach to educating for a just and sustainable future. It begins with religious and historical trends that have molded our understanding of peace and then presents a variety of ways to practice peace education in schools and communities, and explains how it can motivate students. The teaching and practice of peace education provides a basis of valuable knowledge about resolving conflicts and transforming violence without the use of force. Instructors considering this book for use in a course may request an examination copy [here](#).

*The Prevention and Intervention of Genocide* Samuel Totten, 2008-03-31 This volume is comprised of over 2,300 annotations on a wide array of issues and topics germane to the subject of preventing the atrocities of genocide and managing these conflicts when they do arise. Samuel Totten brings together in one comprehensive collection the research and findings in various fields, such as political science, sociology, history, and psychology, to enable specialists in genocide studies, peace studies, and conflict resolution to benefit from the insights of a diverse range of scholars and foster an understanding of how the various components of genocide studies connect. Among the topics included are: key conventions, international treaties, and covenants genocide early warning signals and forecasting risk data bases sanctions peacekeeping missions conflict resolution the International Criminal Court realpolitik vis-à-vis the issue of genocide prevention and intervention key non-governmental agencies key governmental and UN bodies working on these important issues. In addition to the annotations, Totten frames the bibliography with a major essay that introduces the reader to the subject of prevention and intervention of genocide, raising a host of critical issues regarding the strengths, weaknesses, and limitations of various approaches germane to issues of managing these conflicts.

## Whispering the Strategies of Language: An Mental Journey through **Theories Of Peace Education**

In a digitally-driven world where monitors reign great and quick communication drowns out the subtleties of language, the profound strategies and psychological nuances hidden within phrases often get unheard. However, set within the pages of **Theories Of Peace Education** a charming fictional treasure pulsing with fresh thoughts, lies a fantastic journey waiting to be undertaken. Composed by a talented wordsmith, this enchanting opus invites viewers on an introspective journey, delicately unraveling the veiled truths and profound impact resonating within the very material of each word. Within the psychological depths of this emotional evaluation, we shall embark upon a honest exploration of the book is core subjects, dissect its charming writing type, and succumb to the powerful resonance it evokes heavy within the recesses of readers hearts.

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