



PCS 207 PEACE EDUCATION AND CULTURE OF PEACE (2 Units)

COURSE SYLLABUS

FIRST SEMESTER 2017/2018 SESSION

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Course Description

The course is about peace education as a vehicle for promoting the culture of peace. It covers the history of peace education and culture of peace, the key contributors and their contributions. It emphasizes the transformative learning and the critical pedagogy approach to peace education. It covers an overview of the components of the culture of peace and how peace education is a means of promoting the culture of peace. The course helps students develop hands-on skills and gain practical experience through peace education projects, targeting primary or secondary school pupils, peers, or older groups.

Core Objectives

To give student an overview of the peace education landscape with the intent of developing their interest in adopting peace education as a means of contributing to the promotion of culture of peace.

Student Learning Outcomes

At the end of the course students should be able to:

1. Know the history of and key contributors to peace education and culture of peace;
2. Understand peace education as a vehicle for promoting the culture of peace;
3. Understand transformative learning and critical pedagogy theory;
4. Describe the components of the culture of peace; and
5. Appreciate peace education as a main domain of Peace and Conflict Studies;

Course Outline

1. Introductory Class

Week 1

An overview of peace education and culture of peace

Objective: To introduce students to the peace education and culture of peace landscape.

2. Peace Education Definitions

Week 2

The topic presents various definitions of peace education.

Objective: To familiarize students with the various definitions of peace education by individuals and organisations across the globe with the intent of the students crafting their own definitions of peace education.

3. Key Peace Education Thinkers

Week 3

This topic will cover a brief history of three key peace education thinkers—John Dewey, Maria Montessori, and Paulo Freire—their contributions to the field of Peace Education, their principles and how to apply them in the classroom.

Objective: To get students to appreciate these three key contributors and their contributions to the field.

4. The Culture of Peace **Week 4**

The topic will cover the history and principles of the culture of peace. It will differentiate between the culture of war and culture of peace.

Objective: To introduce students to the culture of peace and its institutionalization by the UN.

5. Peace Education as a transformative learning **Week 4**

The essence of peace education is transformation of the educator, student, and ultimately, the society. The topic will cover the definition of transformative learning, presents the model and implementation of transformative learning.

Objective: To let students understand the concept and importance of transformative learning to peace education.

6. Education for Peace **Week 5**

The topic introduces students to the two main branches of peace education, which are education for peace and education about peace.

Objective:

7. Critical Peace Education **Week 6**

The topic will define the critical pedagogy and critical peace education, their key principles and how to apply them in classroom settings.

Objective: to introduce students to the critical pedagogy and its application in peace education.

8. Disarmament education **Week 7**

The topic introduces students to disarmament education and its importance in dismantling the culture of war as a necessary condition for establishing culture of peace.

Objective: to introduce students to disarmament education and its role in culture of peace.

9. Mid-Semester Assessment: Written Test (10 Marks) **Week 8**

First continues assessment test. It constitutes 10% of the total assessment.

Objective: To test students' understanding of the topics taught and correct any misunderstanding.

10. Human rights education

Week 9

The topic will introduce students to key principles and documents in human rights education and how to integrate it in classroom setting.

Objective: Students to understand the link and role of human rights education and/in culture of peace.

11. Global citizenship education

Week 10

Globalization has made the world interconnected. Hence global citizenship education has become more popular. The topic teaches the relevance of global citizenship and the knowledge, skills, values, etc. needed as a global citizen.

Objective: students to understand the concept of global citizenship and how it could be taught in classroom setting.

12. Gender and peace education

Week 11

The topic introduces gender education as it present definition of key concepts in gender discourse and how gender equality is a necessity in peace education and culture of peace. It integrates how gender equality can be promoted in school environment.

Objective: students should understand equality between female and male as a key component in culture of peace.

13. Environmental education

Week 12

Introduce students to environmental education and show the link between it, social justice, and peace education.

Objective: Students to understand environmental education and its link with peace education.

14. Conflict resolution education

Week 13

The topic teaches the core competences for conflict resolution and how this could be used in school setting.

Objective: Students to understand the necessary skills for conflict resolution and how these could be used in school setting.

Typical Class Agenda

1.	Review of last class (discussion, questions and answers, quiz, etc.)	10 minutes
2.	Overview of today's class	5 minutes
3.	Teaching	80 minutes
4.	Discussion (Q&A)	25 minutes
	Total	120 minutes

Course Assessment Structure

Students' assessment in this course include continuous assessment—class attendance, test, and term paper—and examination. Students should get familiar with the marks allocated to each required academic activity for this course as shown below.

Grading

Activity		Marks
A.	A. Continuous Assessment	40%
	a. Class Attendance	10%
	i. Punctuality	75% (minimum) 3%
	ii. Regularity	75% (minimum) 3%
	iii. Participation (question, answering, debate,)	4%
	b. Test (Written and/or Oral)	15%
	c. Term Paper ¹	15%
B.	Examination:	60%
	Total	100%

Required Readings

1. Peace Education (online) Course Materials by Stephanie Knox Cubbon and others 2011. Powered by the Teachers Without Borders. Downloaded from the Nixty platform. Compiled by Demola Akinyoade.

Further policies guiding course administration

Continuous Assessment

Continuous Assessment (CA) makes up 40% of the total marks for this course. It comprises class attendance, a written test, term paper and oral presentation and it is spread out throughout the semester.

Class Attendance

Students are expected to attend classes regularly, punctually and to participate in class discussions and activities. I mark attendance in each class and note students' punctuality and participation. The university requires 75% class attendance for students to sit for the examination of the affected course. I will not take any excuse for absencing yourself in class unless you have genuine reason to do so AND you contact me before the class. Consulting the reading materials ahead will make it easier to participate in class. Refer to the list of required and recommended readings in this Course Syllabus. The list may be updated as the course proceeds.

¹ You must show originality of thoughts in your term paper. Under no circumstance must you 'copy and paste' from the internet. That's plagiarism and it's a serious offence

Test

Test will normally be conducted mid-semester and/or towards the end of the semester. It will cover all topics treated as at the time of the test. So you already know the AOC—area of concentration. As it is against the ethics of the teaching profession to give IMPROMPTU test, all students will be duly notified of the date and format of the test. I will normally NOT conduct make-up test except in EXCEPTIONAL cases—health² or circumstances which I adjudge to be outside the control of the affected student. I will treat each case on its merits.

Term Paper

Term papers offer students opportunity to present their original thoughts, critical thinking and creativity. I therefore take it as a VERY SERIOUS form of assessment. I'm aware that a few students are in the habit of 'copying and pasting' from internet and other sources and presenting them as their original ideas. This is called **PLAGIARISM** and it's a very grievous offence in the university system. Academic staff and students have been severely punished for plagiarizing. This unpopular act of STEALING is almost becoming the order of the day among Nigerian undergraduates. To check plagiarism, I have installed on my personal computer special computer software (plagiarism checker) to help me check students' papers for plagiarism. And believe me they are effective. I will STRONGLY encourage you, therefore, not to plagiarize. This will save both of us some embarrassment, time and effort. To be on the safe side and save all of us some embarrassing moments, I do STRONGLY encourage you to use online plagiarism checker to check your paper before submitting them. Free plagiarism checking is provided online. Google plagiarism checker and Google will give you several to choose from. Here is one of such websites offering this service:

1. www.grammarly.com/Plagiarism_Check. (This checks your grammar as well!)

Reference ALL materials you use for your term paper appropriately, using the **APA referencing style**³ (5th or 6th edition). There is an automated way you can do this using Microsoft Word processor⁴. I have developed a format for the layout of the term paper. You MUST use this template for your term paper.

PLEASE NOTE: Term Paper Question: Write a 2,500-3,000 words on aspects of the course that the course tutor will discuss with the class later.

Examination

Examination in this course carries 60% of the marks. It will normally be a three-hour paper in which candidates will be asked to answer between four of six questions provided. I encourage you to spend ENOUGH time on your answers. Examiners or invigilators don't eat EXAM TIME. There is NO SENSE in showing off or bragging that you finished the paper before the allotted time. Nobody awards marks or prizes to those who finish their papers earliest. Rather, marks and sometimes, prizes are awarded to students who demonstrate critical thinking, originality of thought and supply sufficient information in answering exam questions. Note that generally exam questions are properly 'weighed' before time is allotted to the paper. There are technical ways of doing this. So, generally speaking, if

² There must be hard evidence in form of doctor's report showing that students is actually unfit or receiving medical treatment during the period of the test.

³ I will also provide electronic copy of APA referencing style on our online forum.

⁴ I'll take few minutes during one of the classes to teach those of you who might not know this facility.

you think you have finished a three-hour paper in one-and-a-half hours, chances are you have not supplied sufficient information in your answers.

Punishment for non-compliance

1. Plagiarism: Losing the 15marks for the term paper and reporting the student to the appropriate quarters in the university.
2. Bad referencing: Deduction of marks (at my discretion) and returning the paper to the student to re-do the referencing part.
3. Not using the term paper template: Deduction of marks (at my discretion) and return of the paper to student to make rework the paper using the template.
4. Absenteeism, non-punctuality and irregularity in class: loss of appropriate marks. Possibility of not being allowed to write the exam.

Students' Responsibility

For a most rewarding teaching and learning experience students are required to:

1. Read the assigned readings before each class;
2. Attend classes punctually, participate in class discussions and other course activities;
3. Write the written test;
4. Turn in your term paper in the **required format** and on or before the due date;
5. Complete other course assignments on a timely basis;
6. Sit for the final exam.

Other Important Information

Student-Teacher Relationship: I do look forward to fruitful relationship with students of this course. So, feel free to discuss with me as often as you deem necessary on issues relating to the course and others about your academic life. I am available to provide students with support services in form of learning assistances, advising and mentoring in line with the vision of ABUAD in producing world-class graduates. You may book appointment with me during my visiting hours (to be communicated in class) or correspond with me via email, phone, or through an course online platform that I will provide in class. Ordinarily, I will respond to your e-mail and phone messages. If I do not respond to them in a reasonable amount of time, then you should assume that I did not receive your message and try to re-send them or use other means.

Students are responsible for all relevant announcements and information provided during classes and online media (there is a WhatsApp group for the course. Endeavor to join). If you must miss a lecture for whatever reason, let me know ahead of the class and be sure to get a copy of the notes and information updates from your classmate(s).

I will do all that I can to help you learn the material and succeed in this course. However, you are responsible for learning the material. I have assigned the books for a reason — they will help you to better understand the course. I expect you to read them! I have **NO** sympathy for students who do not put in required effort.

You will succeed in this course if you complete the readings and assignments by the due dates, attend class regularly, and ASK QUESTIONS when you don't understand. I encourage you to make frequent use of my office hours and other media for contact.

Student with Physical Challenges: In order to give all students level playing ground, students with physical challenges in hearing, sight, etc. should see me to discuss appropriate provisions for their peculiar situations.

Academic Honesty and Integrity: Academic dishonesty is a completely unacceptable mode of conduct and is not tolerated in a university environment. It is punishable offence in ABUAD regulations and procedures. Discipline may include suspension or expulsion from the University.

Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, lying for another person, signing the attendance sheet for someone absent, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

It will be unfair to everyone if I make exceptions to the policies described in this syllabus. **I WILL THEREFORE NOT MAKE EXCEPTIONS.**

Looking forward to a rewarding teaching and learning experience with you. Thanks.