

Spirituality Religion And Peace Education

Leadership in religious schools is a complex and often misunderstood subject. Educational leaders must perform the dual task of encouraging religious identities while relating them to wider issues of citizenship. Religious identity needs to be made relevant to the whole school community - parents, staff, students - and leaders need to take care to expand how human identity is conceived and manifested. Given these challenges, learning and leadership take on a special importance in faith-based and religious schools. This unique volume brings together leading international scholars in the field to explore the many dimensions of leadership: religious, faith, spiritual, ministerial, educational, and curriculum leadership. The contributors demonstrate, through case studies and grounded theory, that these schools require leaders who are conversant with a very wide range of styles and issues. Other issues discussed include styles of leadership, relationships with stakeholders, motivation, satisfaction and stress, school culture, and ethos and charisma. This is an insightful collection of essays that will be of great use to all those studying and researching school leadership.

In the nineteenth century, Nietzsche famously announced that God was dead. In the twentieth century, increasing reliance on science and technology led to a widespread rejection of belief on the grounds of its irrationality. Yet religion has not died. In fact, the opposite has occurred: it has persisted and proliferated. Despite the relentless pursuit of scientific advancement, in the twenty-first century we now see religious influence everywhere. In this wide-ranging dialogue, two leading commentators on religion address - from their different but complementary traditions of Christianity and Buddhism - the continuing appeal of spirituality to people eager to explore fundamental questions of meaning. The authors indicate that science, for all its benefits, has limits of explanation. It may be able to show how, but not necessarily why. Yet belief too must not go unchallenged, since, as Ikeda says, 'religion can become either a medicine or a poison'. What then is the proper role of religion in a world plagued by intolerance and extremism? The authors point to its place in dialogue, education and peacebuilding. They emphasise the centrality of non-violence, and the inspiring examples of Gandhi, Martin Luther King and Nelson Mandela. In so doing they recount formative experiences of involvement in the civil rights movement and protest against Vietnam (Cox) and personal exposure to the misery and destruction of war (Ikeda). Their joint vision of a just and true religious sensibility makes a vital contribution to the fields of religion, peace studies and ethics.

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.

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.

Transdisciplinary Voices of Hope and Action

Global Perspectives on Dialogue in the Classroom

An Introduction

Peace Education

International Perspectives and Challenges

Educating for Peace in a Time of "permanent War"

Learning from Experience and Exploring Prospects

'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 ground-breaking 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.

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.

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.

Ideological and educational-political aspects of the link between language and faith—especially between Global English and Christianity—is a topic of growing interest in the field of English language teaching. This book explores the possible role and impact of teachers' and students' faith in the English language classroom. Bringing together studies representing a diversity of experiences and perspectives on the philosophies, purposes, practices, and theories of the interrelationship of Christianity and language learning and teaching, it is on the front line in providing empirical data that offers firm insights into the actual role that faith plays in various aspects of the language learning/teaching experience. By adding a data-based dimension, the volume contributes to the cultivation of valid research methods and innovative ways to analyze and interpret studies of the intersection of Christian faith and the practice of teaching and learning language. .

When Religion Brings Peace, Not War

Embodied Pathways to Wisdom and Social Transformation

Understanding Peace Cultures

Global Perspectives on Peace Education

Christian Faith and English Language Teaching and Learning

Religious Pluralism, Spirituality, and a New Vision for Higher Education in America

Peace Education from the Grassroots

From violence and abuse within family units, to communities and regions torn apart by inter-group conflict and wars among nations, the human condition is rife with turmoil. The consequences of this seemingly perpetual strife weigh heavily on humanity, often creating feelings of powerlessness and hopelessness that only serve to breed more conflict and violence. In the face of these monumental challenges, initiatives for peace struggle to take root. Seeking effective ways to encourage these efforts, the United Nations adopted three declarations on the eve of the 21st century, including the "Declaration on a Culture of Peace" that broadly defines what the vision looks like and the actions necessary to build cultures of peace. Taking up this central challenge of our time, this volume of collected essays presents multiple perspectives on the critical issues of peace and conflict resolution that pervade the globe, addressing the UN 's charge to develop "values, attitudes, modes of behavior and ways of life conducive to the promotion of peace among individuals, groups, and nations." Bringing together scholars and practitioners from fields including education, sociology, criminology, political science, and peace studies, this work constructively engages the task of creating peace and fostering hope in a conflict-ridden world.

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.

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.

Carter illuminates and validates the vital role of visioning in social education. The book features peace in social education with instructional recommendations, planning resources and descriptions of transdisciplinary learning. It elaborates mindful citizenship across social, environmental, ethical, geographic, economic and political realms.

Experiential Learning in Higher Education

International Perspectives

Re-Envisioning Higher Education

Education as Transformation

Teaching and Learning for Comprehensive Citizenship

The Dunhuang Grottoes and Global Education

The New Peace Linguistics and the Role of Language in Conflict

This book analyzes the murals and texts of the Dunhuang Grottoes, one of the most famous sites of cultural heritage on the Silk Road in Northwest China, from an educational perspective. The Dunhuang Grottoes are well-known in the world for their stunning beauty and magnificence, but the teaching of Dunhuang advocates a philosophical perspective that cosmos, nature, and humanity are an interconnected whole, and that all elements function interactively according to universal and relational principles of continuity, cause-and-effect, spiritual connection, and enlightenment. Xu Di and volume contributors highlight the moral education and ethics found throughout the Dunhuang with numerous stories of the personal journeys and growth of the Buddha and bodhisattvas, discussing and analyzing these teachings, and their possible implications for modern education systems throughout China and the world today.

The idea of Peace Linguistics (PL) has been around for decades. However, the practice of PL has only occurred much more recently, only within the last few years, since the first creditbearing, university-level PL course was taught at Brigham Young University-Hawaii in 2017. Since then, the field of NPL has grown beyond its original goals, of using peaceful language and language that avoids or de-escalates conflict. The New Peace Linguistics (NPL) focuses on in-depth, systematic analyses of the spoken and written language of some of the most powerful people in the world, such as presidents of the USA, as it is they who have the power to start wars or to bring peace. As the first book to be published on PL and on NPL, this work represents a ground-breaking study of the power of language to hurt and harm or to help and give hope. The first four chapters of the book, which provide the foundation on which the rest of the book is built, introduce the concept of Peace Linguistics and the New Peace Linguistics, starting with the origins of PL and coming to the present day. The remaining Part Two and Part Three chapters present in-depth, systematic NPL analyses of George W. Bush, Colin L. Powell, Barack H. Obama, Donald J. Trump and Joseph R. Biden. The concluding chapter reiterates the most important distinguishing and recurring features of NPL, and looks at where the field may be headed in the future.

This book will expand the horizon of higher education, helping students, faculty and administrators to return to their roots and be in touch with their whole being. This book stresses that learning is much more than just accumulating knowledge and skills. Learning includes knowing ourselves—mind, body, and spirit. The learning of compassion, care, and service are as crucial or even more important in higher education in order for universities to address students' individual needs and the society's needs. Higher education must contribute to a better world. The book acknowledges that knowing not only comes from outside, but also comes from within. Wisdom is what guides students to be whole, true to themselves while learning. There are many ancient and modern approaches to gaining wisdom and wellness. This book talks about contemplative methods, such as meditation, qigong, yoga, arts, and dance, that help people gain wisdom and balance in their lives and enhance their ability to be reflective and transformative educators and learners.

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 – 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.

Exploring New Ways of Knowing, Researching and Being

Addressing the Divide in Harm and Responses and Exploring Implications for a More Peaceful World

Values and Peace Education

International Handbook of Holistic Education

Cultivating Inclusive, Intersectional, and Authentic Conversations

Philosophical, Spiritual, Scientific, and Aesthetic Insights

Comparative Perspectives on Modern Spirituality

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.

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.

In *Humanities Perspectives in Peace Education: Re-Engaging the Heart of Peace Studies*, scholar-teachers across a variety of humanities fields explore the content, methods, and pedagogies that are unique to their respective disciplines in contributing to the study of peace and justice. In recent decades, even as peace scholarship has burgeoned, many peace studies texts—including those that purport to be interdisciplinary in nature—have emphasized social science perspectives and, in some cases, have foregone exploration of the role of the humanities altogether in comprehensive peace education. While humanities scholars continue to stake out space for peace scholarship within their fields, no volume has attempted to collect the wisdom of multiple humanities disciplines in order to make the case for their critical role in authentic peace education. *Humanities Perspectives in Peace Education* addresses that shortcoming in the field of peace studies by exploring the ways in which the humanities are uniquely situated to contribute particular content, knowledge, skills, and values required of comprehensive peace education, scholarship, and activism. These include the development of empathy and understanding, creative vision and imagination, personal and communal transformation toward “the good” in society (such as the pursuit of justice, nonviolence, freedom, and human thriving), and field-specific analytical lenses of their own, among other contributions. Both teachers and students of peace will find value in this interdisciplinary humanities volume. Each chapter of *Humanities Perspectives in Peace Education* offers a deep-dive into a particular humanities field—including philosophy, literature, language and culture studies, rhetoric, religion, history, and music—to mine the field’s unique contributions to peace and justice studies. Scholars ask: “What are we missing in peace education if we fail to include this academic discipline?” Chapters include suggestions for peace pedagogies within the humanities field as well as bibliographies and suggestions for further reading.

In 1999 the UN instituted the Program of Action on a Culture of Peace, leading to the Declaration of the International Decade for the Children of Peace and Non-Violence for the Children of the World 2001-2010. This represented a paradigm shift away from the prevailing conceptualization of peace as ‘the absence of war’ to one of ‘creating cultures of peace’, and indicated a significant opening for peace educators and the expansion of their mission and field in peace research and scholarship. This book seeks to address several questions about the emergence, present state, and future of the field of peace education, and to ground the definition of the discipline in its origins - origins deeply set in informal grassroots movements of concerned citizens, faith-based communities, and professional organizations who work for peace, as well as those working in formal institutions. These origins are vital in imparting identity, and in nurturing the current growing collective consciousness that combines the academic discipline and the worldwide peace movement - a collective that can unify, fuel, and inspire dialogue among scholars, researchers, activists, educators, government leaders, and the myriad of individuals committed to creating cultures of peace throughout the world. This book was originally published as a special issue of the *Journal of Peace Education*.

Leadership and Religious Schools

Re-Engaging the Heart of Peace Studies

Communicating to Create Harmony

The Persistence of Religion

A Mindful Approach

Interreligious Curriculum for Peace Education in Nigeria

Social Education for Peace

This collection of 16 reflective accounts and data-driven studies explores the interrelationship of religious identity and English Language Teaching (ELT). The chapters broaden a topic which has traditionally focused on Christianity by including Buddhist, Hindu, Muslim and non-religious perspectives. They address the ways in which faith and ELT intersect in the realms of teacher identity, pedagogy and the context and content of ELT, and explore a diverse range of geographical contexts, making use of a number of different research methodologies. The book will be of particular interest to researchers in TESOL and EFL, as well as teachers and teacher trainers.

This edited volume focuses on best practices in experiential learning. Chapters address service-learning, community-based research, international efforts and other experiential methods, highlighting innovative approaches, successes, and issues of concern. Further, the book also demonstrates the interdisciplinary nature of experiential education, with authors hailing from psychology, sociology, education, social work, nursing, business and more. This timely and thorough volume will be useful to educators who are already involved in experiential education as well as those who are interested in the pedagogy and practice.

In today’s pluralistic world, many cultures feel a shift in the relationship of people with religious traditions. A corresponding movement is a resurgence of interest in human spirituality. This Handbook presents the views of education scholars who engage these concepts every day, in a collection of essays reflecting the international state of the discipline. Out of these rises a vision for the emergence of a just and peaceful world.

This book explores globally-informed, culturally-rooted approaches to dialogue in the classroom. It seeks to fill gaps in communication and education literature related to decolonizing dialogue and breaking binaries by decentering Eurocentric perspectives and providing space for dialogic practices grounded in cultural wealth of students and teachers. We first describe the book’s genesis, contextualize dialogue within the global impact of the COVID-19 pandemic, and share guiding concepts of inclusion, intersectionality, and authenticity in dialogue and pedagogy. We also distinguish dialogue from other practices and times in which dialogue may not be possible. The book brings fresh and urgent perspectives from authors across different disciplines, including ceramics, religious studies, cultural studies, communication, family therapy, and conflict resolution. The chapters distill the idea of dialogue within contexts like a bible circle, university sculpture studio, trauma and peacebuilding program, and connect dialogue to teaching, learning, and emerging ideas of power disruption, in-betweenness, and relationality. Ashmi Desai is Assistant Professor in Public Dialogue and Conflict Management in the Department of Communication Studies at San Francisco State University, USA. As a community-based researcher, her teaching and research interests involve dialogic pedagogy, international and intercultural communication, conflict management tools and approaches, and representations of culture, home and belonging. Hoa N. Nguyen is Assistant Professor in the Family Therapy Program in the Department of Human Services at Valdosta State University, USA. Her teaching and research focus on dialogic practices, ethics, cultural humility, and social justice in family therapy.

Educating for Peace and Human Rights

Culturally Competent Engagement

Contemplative Pedagogies for Transformative Teaching, Learning, and Being

Coronavirus and Vulnerable People

Religious Explorations of Teacher Identity, Pedagogy and Context

Gender, Sexuality and Peace Education

A Praxeological Intervention for the Advanced Training of Religious Leaders

Drawing from many disciplinary areas, this edited volume explores how the Coronavirus pandemic has disproportionately harmed vulnerable and marginalized people in the U.S. Chapters address harm to people of color that exacerbated structural racism and harm to low-wage workers that highlighted existing inequalities. In addition, the volume provides strategies that have been successful in mitigating these harms and recommendations for a post-pandemic more peaceful and just future.

In our current systems of education, there is a trend toward compartmentalizing knowledge, standardizing assessments of learning, and focusing primarily on quantifiable and positivist forms of inquiry. Contemplative inquiry, on the other hand, takes us on a transformative pathway toward wisdom, morality, integrity, equanimity, and joy (Zajonc, 2009). These holistic learning practices are needed as a counterbalance to the over-emphasis on positivism that we see today. In addition to learning quantifiable information, we also need to learn to be calmer, wiser, kinder, and happier. This book aims to find and share various pathways leading to these ends. This book will describe educational endeavors in various settings that use contemplative pedagogies to enable students to achieve deep learning, peace, tranquility, equanimity, and wisdom to gain new understanding about self and life, and to grow holistically. Embodiment is a central concept in this book. We hope to highlight strategies for exploring internal wisdoms through engaging ourselves beyond simply the rational mind. Contemplative pedagogies such as meditation, yoga, tai chi, dance, arts, poetry, reflective writing and movements, can help students embody what they learn by integrating their body, heart, mind, and spirit.

Spirituality and spiritual experiences have been the bedrock of every civilization and together form one of the highest mechanisms for making sense of the world for billions of people. Current research paradigms, due to their limitation to empirical, sensory, psychologically, or culturally constructed realities, fail to provide a framework for exploring this essential area of human experience. The development of a spiritual research paradigm will provide researchers from the social sciences and education the tools and abilities to systematically explore fundamental questions regarding human spiritual experiences and spiritual growth. A spiritual research paradigm requires an ontology that considers all reality to be multidimensional, interconnected, and interdependent. It requires an epistemology that integrates knowing from outer sources as well as inner contemplation, acknowledging our integration of soul and spirit with the body and mind. Three additional aspects are useful to a spiritual research paradigm: axiology, methodology, and teleology. An axiology concerns what is valued, good, and ethical. A methodology is the appropriate approach to systematic inquiry. A fifth and less frequently mentioned aspect is teleology, an explanation of the goal or end (telos) to which new knowledge is applied, such as gaining wisdom and truth, touching the divine, increasing inner peace, exploring hidden dimensions, or improving society. This book takes the first step to develop such a research paradigm. We draw from world spiritual traditions as well as scholarship that has arisen from contemplative practices. We also attempt to build a bridge between science and spirituality. Spiritual research is not necessarily opposed to scientific research; in fact, each can shed light on the other.

This book encourages mindfulness as a tool for personal growth and for intentional action for the purpose of social change. Learning exercises focus on: examining privilege, oppression, and difference; intersectional identity mapping; historical racism against marginalized groups; social dominance theory; sociological mindfulness; cultural humility; appreciative inquiry; and more. Culturally Competent Engagement: A Mindful Approach embraces a fresh approach to cultivating self, other, and systems awareness for a linguistically rich and culturally diverse world. The confluence of people and cultures requires habits of mind, dispositions, skills, and values that promote diversity affirmation while simultaneously honoring one’s own cultural integrity and limitations. The benefits of being culturally competent are numerous and include healthy, holistic relationships and connection with people across differences. This book provides conceptual context for tried and true learning exercises that promote deeper self-understanding, ways to connect with people who are culturally different, and an understanding of the systems (socio-cultural, economic, political, and environmental) that circumscribe our lives. Written for organizational leaders, university instructors, students, and practitioners, this book includes typical approaches to enhancing culturally competent engagement, yet has several special features that differentiate it from approaches in other books and articles on the topic. Typical approaches to developing cultural competence focus on acquisition of communicative skills, behaviors, and dispositions needed to effectively navigate cross-cultural relationships and function effectively in multicultural environments. We include and build on these approaches by adding a layer of critical and complex systems understanding as a necessary foundation for effective cross-cultural engagement. The Self-Other-Systems approach challenges readers via concrete learning exercises that nudge one along the life-long path of culturally competent engagement. Perhaps the most unique feature of this book is the explicit and implicit mindful approach. A total of eleven learning exercises are offered, foregrounded by theory and completed with reflection questions or activities. All learning exercises encourage mindfulness, or awareness of oneself in the present moment, awareness of others, and awareness of broader contexts and forces at work in multicultural contexts. In specific, three learning exercises are meditations that can be read or listened to via free download from the book’s website.

Toward a Spiritual Research Paradigm

Issues, Ideas, and Challenges for Promoting Peace and Justice

Spirituality across Disciplines: Research and Practice:

Interculturalism at the crossroads

Building Cultures of Peace

Teaching for a Peaceful Future

International Handbook of the Religious, Moral and Spiritual Dimensions in Education

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.

This book collects multiple disciplinary voices which explore current research and perspectives to discuss how spirituality is understood, interpreted and applied in a range of contexts. It addresses spirituality in combination with such topics as Christian mysticism, childhood and adolescent education, midwifery, and sustainability. It links spirituality to a variety of disciplines, including cognitive neuroscience, sociology, and psychology. Finally, it discusses the application of spirituality within the context of social work, teaching, health care, and occupational therapy. A final chapter provides an analytical discussion of the different voices that appear in the book and offers a holistic description of spirituality which has the potential to bring some unity to the meaning, expression and practice of spirituality across a variety of disciplines as well as across cultural, religious and secular worldviews. "A strength of the book is that each chapter is characterized by a fearless confronting of oppositional perspectives and use of the latest research in addressing them. The book takes the difficult topic of spirituality into almost every nook and cranny of personal and professional life. There is a persistent grasping of the contentiousness of the topic, together with addressing counter positions and utilizing updated research across a range of fields in doing this. The opening and closing chapters serve as book ends that keep the whole volume together."Terence Lovat, The University of Newcastle, Australia "The interdisciplinary nature of the work is by far the strongest aspect of this volume. It has the potential to contribute to a dialogue between different professions and disciplines. This prospective publication promises to promote a more holistic approach to the study of spirituality. This volume takes into consideration a wide variety of issues. The way the editors have structured the sequence of chapters contributes to facilitate any possible dialogue between the different areas."Adrian-Mario Gellel, University of Malta, Malta

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-à-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*.

A collection of 28 essays written by a range of educators, including presidents, deans, faculty members, students, and religious life professionals, on themes of religious pluralism and spirituality in higher education. Essays provide scholarly analysis, practical information, and inspiration for those who agree that higher education can combine both head and heart in the teaching and learning process and in campus and community life. Kazanjian is Dean of Religious and Spiritual Life and Co-Director of the Peace and Justice Studies Program at Wellesley College. Laurence is Co-Founder and Director of the Education as Transformation Project at Wellesley College.

Material stems from a September 1998 meeting. The volume lacks a subject index. Annotation copyrighted by Book News, Inc., Portland, OR

Spirituality, Religion, and Peace Education

comparative perspectives on concepts, policies and practices

Foundations, Teaching, and Curriculum for Visionary Learning

Educating About Social Issues in the 20th and 21st Centuries Vol. 2

Religious Contributions to Peacemaking

Issues and Perspectives in Higher Education

Peace Education Evaluation

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. Providing a comprehensive overview of holistic education’s history, conceptions, practices, and research, this Handbook presents an up-to-date, global picture of the field. Organized in five sections, the Handbook lays out the field’s theoretical and historical foundations; offers examples of holistic education in practice with regard to schools, programs, and pedagogies at all levels; presents research methods used in holistic education; outlines the growing effort among holistic educators to connect holistic teaching and learning with research practice; and examines present trends and future areas of interest in program development, inquiry, and research. This volume is a must-have resource for researchers and practitioners and serves as an essential foundational text for courses in the field.

Ultimately concerned with how citizenship education for peace can be enriched through interdisciplinary learning, this edited volume reveals the role of peace education in global citizenship by illuminating instruction for comprehensive citizenship. A truly international collection, this volume offers timely insights from countries including Argentina, Mexico, Spain, Canada, Bangladesh, Korea, Zimbabwe, and Timor Leste as it provides critical, in-depth analyses of peace-oriented instruction in formal and informal settings. The text illustrates how citizenship can be effectively developed on both a global and a local level, and discusses the practical learning opportunities that can enact change through schools, nongovernmental organizations, and community-wide civic actions with children, youth, adults, and families. This text will appeal to academics and researchers involved in the field of international and comparative education and will be of interest to educators and school leaders concerned with the role citizenship plays in the context of teaching and learning.

“What is the meaning of peace, why should we study it, and how should we achieve it? Although there are an increasing number of manuscripts, curricula and initiatives that grapple with some strand of peace education, there is, nonetheless, a dearth of critical, cross-disciplinary, international projects/books that examine peace education in conjunction with war and conflict. Within this volume, the authors contend that war/military conflict/violence are not a nebulous, far-away, mysterious venture; rather, they argue that we are all, collectively, involved in perpetrating and perpetuating militarization/conflict/violence inside and outside of our own social circles. Therefore, education about and against war can be as liberating as it is necessary. If war equates killing, can our schools avoid engaging in the examination of what war is all about? If education is not about peace, then is it about war? Can a society have education that willfully avoids considering peace as its central objective? Can a democracy exist if pivotal notions of war and peace are not understood, practiced, advocated and ensconced in public debate? These questions, according to Carr and Porfilio and the contributors they have assembled, merit a critical and extensive reflection. This book seeks to provide a range of epistemological, policy, pedagogical, curriculum and institutional analyses aimed at facilitating meaningful engagement toward a more robust and critical examination of the role that schools play (and can play) in framing war, militarization and armed conflict and, significantly, the connection to peace”-- Provided by publisher.

Think, Care, Act

Teaching Peace Through Popular Culture

Building a Peaceful Society

Creative Integration of Peace Education

The Language of Peace

Are Schools Part of the Solution Or the Problem?

Peace Education, 3d ed.

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.

A Critical Annotated Bibliography

Past, present and future

Humanities Perspectives in Peace Education

Research on the Interrelationship of Religion and ELT

Spirituality and English Language Teaching