

**CHAMINADE UNIVERSITY**  
**Fall 2006**  
**DISTANCE LEARNING COURSE**  
**SYLLABUS**

ED 670: Peace, Social Justice and Educational Reform

Instructor: Cassie Nii

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Site/Hours: Online

Credit Hours: 3 credits

**REQUIRED TEXBOOKS:**

Evans, Robert. The Human Side of School Change: Reform, Resistance, and the Real-Life Problems of Innovation. San Francisco: Jossey-Bass, Inc., Publishers, 1996.

Mechmann, Edward. God, Society and the Human Person. Society of Saint Paul, 2000.

Noddings, Nel. The Challenge to Care in Schools. NY: Teacher's College Press, 1992.

Palmer, Parker. The Courage to Teach. San Francisco: Jossey-Bass, Inc. Publishers, 1998.

**RATIONALE:**

It is important for educators to explore and to understand the paradigm shifts occurring today that are redefining teaching and learning for the 21<sup>st</sup> century. The paradigm shifts in question refer to transformative change rather than simply reforming existing societal and educational structures. The underlying assumption is that long-term transformation toward a more just and compassionate society is accomplished through cultural change, and institutionalized in social, political and educational structures.

The exploration of educational structures is intended to identify and to address issues of structural violence in society, in general, and in schools in particular. This exploration leads naturally to the discovery of educational strategies that embody the ideals of a just society. Therefore, pertaining to schools, this course will focus on analyzing issues of peace, social justice and educational transformation.

**COURSE DESCRIPTION:**

The focus of this course is on issues of positive and negative peace, social justice and educational change with implications for cultural and educational structures and classroom practice as they apply to a more just society.

**COURSE OBJECTIVES:**

- To help students become aware of different educational paradigms and the relationship to reform and transformation. HTSB 5A, 6E, 9G

- To explore the concepts of peace, social justice, culture and educational transformation relating to individuals, and institutions (particularly schools). HTSB 2E, 3B, 3E, 5A, 6B, 7C, 8D
- To examine educational curriculums that model issues of peace, social justice and educational transformation. HTSB 2F, 3B, 4F, 5D, 6F, 7E, 7G, 9G
- To provide an opportunity to investigate a theory of social justice that is consistent with the Marianist philosophy. HTSB 1E, 2A, 2C, 3B-C, 3F, 4C-, 5E, 6E, 7F, 9H

**Location:** <http://webct.chaminade.edu>

**Time:** Time is flexible since it is held online. The week begins and ends on Mondays. Weekly Discussions responses and two peer responses are due by Monday by 11:59 pm. Other assignments are due on the Monday by 11:59 pm of the week designated in the course schedule unless otherwise noted.

**Teaching strategies:** Class sessions will include a variety of instructional methodologies, including; discussions, individual activities, and multi-media.

- **Your course is located at** <http://webct.chaminade.edu>. Choose “Login to my WebCT.” Enter your login (e.g. jdoe) and enter your password (chaminade). Please change your password as soon as possible after you log in. The course will be listed on the left side of the screen.
- **If you have technical questions, contact** [jnakson@chaminade.edu](mailto:jnakson@chaminade.edu)
- *In graduate education, students need to assume an increasing amount of responsibility for learning by taking an active role in becoming self-directed learners. It is always important to manage your time to be successful, but this becomes crucial for an online course. Read ahead; think ahead; answer discussion questions each week with informed responses. Set high goals for yourself; aim to develop skills and knowledge you can use.*
- This course is organized into 10 sessions. Participants should plan to spend approximately 4.5 hours per week online (or more, as skills, internet and time permit) exploring and examining Internet sites and related materials, responding to weekly discussion questions, and completing online assignments. In addition, participants should plan to spend additional time offline, reading the text, using multi-media resources and reflecting about the course concepts.
- Each week is organized around four components on the course’s WebCT site:
  - Introduction to the topic
  - Readings in the texts
  - Discussion Questions: questions posed to help you reflect on your readings. You are expected not only to answer the question posted by the instructor, but also to respond to the posts of your fellow classmates, actively engaging in discussion and debate about the topics that we will be covering.
- *Work involves more than regurgitation of facts; learning requires thoughtful analysis and synthesis of ideas. Your ability to effectively communicate your critical analysis of concepts is the major criteria for grading.*

## COURSE REQUIREMENTS FOR ASSIGNMENTS AND PARTICIPATION:

Student commitment is very important in this course. No late assignments will be accepted unless arrangements have been made prior to due date. An incomplete (I) grade will be given only under emergency situations and much dialogue between the student and instructor has taken place; prior to the deadline for submitting grades to the Registrar's Office.

Reactions on each textbook (4 @ 25 points each)	100 points
Societal and educational change paper	50 points
Future school paper	50 points
TOTAL	200 points

## EXPLANATION OF COURSE REQUIREMENTS:

### Reactions on each textbook (4) -- 100 points

Each student will read the 4 textbooks assigned to the course and written reactions for each book will be submitted. The reactions will contain about 4 pages in each paper. Since some of the books are lengthy, you may select the reaction areas that were important to you. The following will be addressed in each reaction paper: Relate the theories and/or concepts presented in the text to:

1. the status quo in our schools that need changing;
2. changes that you feel are needed in education and/or the classroom; and
3. **rationales** behind your feelings.
4. Citations from the respective text will be used in each paper to strengthen your feelings and reactions.

### Societal, cultural, and educational change paper -- 50 points:

Each student will find a specific change that they would like to see in a school or school system. In narrative form, 6 – 7 pages will be typewritten. The appendices and bibliography are not included in the 6 – 7 pages. The following questions will be researched and answered with the following format:

1. What are the causes of the needed change;
2. What are the changes;
3. What are some of the resistances that come with change and how can they be minimized?
4. What benefits and outcomes will be made if the change is implemented;
5. What processes would you need to make the change; and
6. Who are the key “players” and why are they involved.
7. Cite specific examples in the school or system (anonymously). Course textbooks for reference are optional. At least 3 other sources will be used for the bibliography. The *APA Manual* will be used for this paper.

### Future school paper – 50 points:

Each student will design a future school based on our class discussions, readings, assignments and experiences. The following format will be used:

1. It is not a fantasy future school. Your school should be realistically attainable with reasonable increases in budget, personnel, etc.

2. The future school will be restructured from the traditional school to try to meet the needs of all students. That will mean changes from the traditional will need to be made.
3. Specific reasons for each change will be delineated.
4. The paper, in narrative form, will state all the reasons how these changes will benefit the school. The questions for your “change paper” above should help you to write this paper. In addition, an implementation plan will be included.
5. The implementation plan in outline form will include step-by-step procedures on how the changes will be implemented.
6. A mix of course textbooks and outside references will be used to write this 8 – 10 page typed paper. Bibliography and appendices are not included in the 8 – 10 pages. *The APA manual* will be used for this paper.

A great source for **APA format** is located at the following website:

[http://owl.english.purdue.edu/handouts/research/r\\_apa.html](http://owl.english.purdue.edu/handouts/research/r_apa.html)

#### GRADING SYSTEM:

The total point value of assignments and participation is 200. Letter grades are based on the following point system:

180 – 200	=	A
160 – 179	=	B
140 – 159	=	C
120 – 139	=	D
Below 120	=	F

**Reminders:** The following policies are summarized from the Student Handbook. Please review these and other policies in the Handbook.

1. Attendance: For online courses, attendance is measured by your participation in weekly online discussions and your attention to completing assignments on time. Discussions are the basis for individual and collaborative learning activities and are the basis for this course. Just as you are required to attend classes that are offered in person, you must participate regularly in an online course. Notify me immediately **BEFORE THE DUE DATE** if illness or other circumstances prevent you from participating or completing assignments on time. Otherwise, you will receive no points for the assignment. **NO LATE WORK WILL BE ACCEPTED UNLESS YOU HAVE MADE ARRANGEMENTS WITH THE INSTRUCTOR PRIOR.** Please do not get behind. Anyone who stops participating in a course without officially withdrawing may receive a failing grade.
2. Academic Honesty: Students are responsible for promoting academic honesty at Chaminade by not participating in or facilitating others’ participation in any act of dishonesty, and by reporting incidences of academic dishonesty. Refer to your Student Handbook. Pay special attention to all academic policies regarding grading.

## **ED 670: PEACE, SOCIAL JUSTICE AND EDUCATIONAL REFORM**

### **WEEKLY CLASS SCHEDULE: READINGS AND ACTIVITIES**

Discuss the assigned textbook/chapters posted each week. Post two responses to your fellow learners in the course. Keep the dialogue active

Other readings and handouts may be periodically assigned. The weekly class schedule may be adjusted to meet unforeseen situations and to meet the needs of the students and instructor. Assignments are due on the Wednesday of the scheduled weeks as stipulated below.

Week 1            Read: God, Society and the Human Person  
10/3 – 10/9

Week 2            Read: God, Society and the Human Person  
10/10 – 10/16    Read: The Human Side of Change

Week 3            Reaction paper on God, Society and the Human Person is Due: **Monday**  
10/17 – 10/23    Read: Human Side of School Change

Week 4            Reaction paper in the Human Side of School Change is due: **Monday**  
10/24 – 10/30    Read: The Challenge to Care in Schools

Week 5            Societal and educational change paper due: **Monday**  
10/31 – 11/6     Share societal and cultural change paper with each other

Week 6            Share reactions about the societal and cultural change paper with each other  
11/7 – 11/13

Week 7            Read: The Challenge to Care in Schools  
11/14 – 11/20    Reaction paper on the The Challenge to Care in Schools is due: **Monday**  
                          Read: The Courage to Teach

Week 8            Read: The Courage to Teach  
11/21 – 11/27    Reaction paper on The Courage to Teach is due: **Monday**

Week 9            Future school paper is due: **Monday**  
11/28 – 12/4     Share future school paper with each other

Week 10          Share reactions about the future school paper with each other  
12/5 – 12/11     Closure

## SELECTED RECOMMENDED READINGS:

The following will be on reserve in Sullivan Library:

- Betty Reardon. Educating for Human Dignity.
- Larry Naylor. Culture and Change. Chapters 1 – 4
- Robert Bella. The Good Society. P. 145 – 178
- Maria Montessori. Peace and Education. Pamphlet
- Thomas Sergiovani. Moral Leadership. Chapters 1 & 9
- Mara Sapon-Shevin. Because We Can Change the World. 1 - 33
- Michelle McGrath. The Art of Teaching Peaceful. P. 80 – 91
- Seymour Sarason. The Predictable Failure of Educational Reform. P. 49 – 116
- Nina Wallerstein. Problem-Posing Education: Freire's Method of Transformation. P. 33 – 44
- Eva Norland. Learning Peace. P. 1 – 20
- Joseph Fahay. A Peace Reader. P. 139 – 144
- Ghandi's Non-Violence. P. 214 – 218
- Mohandas Ghandi. Ahimsa, or the Way of Non-violence. P. 171 – 175
- Johan Galtung. Violence and Peace. P. 9 – 14
- Betty Reardon. Toward a Paradigm of Peace. P. 391 – 403
- Elise Boulding. Can Peace Be Imagined. P. 377 – 390
- William Ayers. Teaching for Social Justice.
- Michael Fullen. Change Forces. P.1 – 18
- Antonia Darder. Culture and Power in the Classroom.
- Ann Bastian, et. al. Choosing Equality. P. 13 – 31
- David Barash. Introduction to Peace Studies.
- B. Bigelow and L. Christiansen. Rethinking Our Classrooms: Teaching for Equity and Justice.