Goals: This seminar examines how young people may be taught (and given opportunities), implicitly or explicitly, to handle interpersonal and social conflict. The course examines the ways conflict may be confronted, silenced, transformed, or resolved in school knowledge, pedagogy, hidden curriculum, peacemaking and peacebuilding programs, governance, discipline, restorative justice, and social relations, from Canadian and international/comparative perspectives. The group will examine how various practices and lessons about conflict fit in (and challenge) the regular activities and assumptions of curriculum and schooling, and the implications for democracy, justice, and social exclusion/inclusion. Participants will become skilled in analyzing the conflict and relational learning opportunities and dilemmas embedded in various curricula and institutional patterns or initiatives to teach/facilitate conflict resolution and transformation and to prevent violence. (Related themes of conflict, communication, participation, justice, and power are pursued in CTL 1312, “Democratic Citizenship Education?”)

Expectations and Evaluation:

1. Prepared participation and contribution to the class learning experience (10%): Please ATTEND every class having thoroughly read the reading due. PARTICIPATE by offering and respectfully considering contrasting viewpoints, and sharing relevant examples with which to test ideas (emphasize quality of talk, not quantity; also listen well and share air time). If you must miss a class, please notify the instructor, then write an extra reader response on the reading due that day (see below; due the following week) *and* get class notes from two colleagues.

2. Reader responses (4) – 3 short, and 1 slightly longer, versions ([7 marks x 3] + [14 marks] = 35%):
   [A] – 3 short papers, on readings for one session – In preparation for 3 class sessions (you select), write brief, informal reader responses (RRs) that constructively examine concepts and evidence presented in all (required) reading due for that class (~2 single-spaced pages per RR [no cover, preferably double-sided], due the same day as the readings). Do not attempt to cover every important aspect, but do speak to some key element of each (required) reading due that day. Hand in at least one RR by October 31, at least two by October 31. The latest date to turn in an RR is week 11, November 28.
   [B] – 1 slightly longer paper, reflective synthesis on readings you select from first 2/3 of course – First, discuss themes, insights, and questions arising for you out of several course readings (you select from various sessions) and conversations in the course so far. Second, apply some of these ideas to initial reflections on one or more ‘cases’ you might study for your final project (see below). Due by October 31.

   Address these kinds of questions in reader responses:
   • Insights & information: Evidence, examples, and explanations that each author uses to back up their perspectives/theories/conclusions: What do they believe, notice, assume? How do you find this evidence (in)credible, and/or (ir)relevant to a particular educational context you choose?
   • Comparisons & connections: How are the contexts and evidence presented in one reading related, similar to and different from the others? What are the implications of these ideas and findings, for whom?
   • Questions & constructive (dis)agreement: Probe the roots of your own subjective responses to the various readings. Why do you ‘like’ or ‘dislike’ them? How is this a fair, yet critical, reading? What do you want to learn more about?

3. Shared leadership (10%): [A] Twice during the term, serve as a discussant (facilitate a 20-25-minute interactive SMALL-group discussion/activity, based on all required readings due; dates arranged in advance). Each day you are a discussant leader, hand in one of your READER RESPONSES (see above), *AND* a brief PLAN (discussion questions, activity, and/or case study) for how you will
facilitate peers’ ‘higher-order’ analysis and application of ideas ‘across’ the various readings due.

3. Case study project (45%). Study an example of a conflict (resolution) or peacebuilding education initiative, in light of (mainly course) scholarly readings. Cases to study may include a problem or initiative you have experienced in a formal or nonformal educational setting, and/or a (book-length) practical conflict resolution/ peacebuilding education resource (see resource list for examples):
   • PLAN [1-2 pages: draft research question, case and context, initial bibliography] due by November 7
   • ORAL presentation of project-in-progress [draft] in class December 5
   • PAPER [12-15 pages, single or 1.5-spaced, i.e. about 6000-8000 words, plus appendices, preferably double-sided] due by December 19, 5:00 (extensions may be possible IF arranged IN ADVANCE; but, latest possible due date = Monday January 9, 8:30 a.m.). See below: critically review/ synthesize concepts and evidence from a few scholarly sources, primarily assigned and recommended course readings, and apply this foundation to analyzing one ‘case’ (a problem/question in conflict resolution [in] education in one type of educational setting).

   Include these elements in case study (oral presentation & final paper):
   • Inquiry: articulate a question or problem related to the teaching (facilitated learning) of conflict resolution and/or peacebuilding, applied to a particular case and (type of) context (option: you may choose to examine one, or up to three comparable, instances).
   • Standpoint: briefly explain the roots of your own interest, values and assumptions about this problem.
   • Conceptual framework substantiated by scholarly literature: Synthesize, compare, and constructively critique concepts, arguments, and evidence in several scholarly sources (primarily CTL 1318 required and recommended course readings), to shed light on your inquiry question and case study.
   • Case study: in light of the above framework, describe, discuss, and constructively critique this case (or linked cases) of conflict resolution and/or peacebuilding (in) education. (Option: you may choose to write a research proposal [design and rationale] for a future study of some case[s] of conflict resolution/peacebuilding education.)
   • Conclusions: offer your well-grounded answer to: “Why or how does this matter?”
   • Appendices: include a complete bibliography of all sources (standard referencing format), and (as needed) illustrative excerpts or descriptive summary from the experience, program, or resource studied.

Hand in final papers to Kathy Bickmore’s office (#10-170); include big self-addressed envelope with sufficient postage, OR retrieve after January 22 at Danny Cavanaugh’s desk, 10th floor south.

Assessment criteria for all assignments: Demonstrate substantive understanding of course concepts, applied to your area of experience/inquiry, yielding reflexive understanding your own standpoint; use scholarly evidence critically, constructively and persuasively in analysis; write clear, logically organized, referenced essays following scholarly writing conventions.

Required Reading Materials and NOTE on ASSIGNMENTS:
• Assigned readings (& other resources) are available on our course Blackboard site (access with UTORid: https://portal.utoronto.ca/webapps/portal/frameset.jsp).
• Book(s) and documentation you choose for your case study project (see reference/resource list)
• Due dates are firm, to hold participants accountable for well-prepared contribution to the group learning, and to facilitate formative assessment throughout. Late work normally will receive a reduced grade. Individual adaptation of independent assignments is welcome, IF agreed upon well in advance.
CTL 1318 Schedule (themes and due dates):

1. September 12 – Welcome and introductions: types of conflict, approaches to peace
   Recommended, & to preview during first class:
   Ross, Marc Howard. (2000). Creating the conditions for peacemaking: Theories of practice in ethnic conflict

   Recommended further reading:
   Bickmore, Kathy (2011), “Keeping, making, and building peace in school” Social Education {“Research and
   Practice” section} 75(1, January), 42-46.
   Curle, Adam, Freire, Paulo, & Galtung, Johan. (1974). What can education contribute towards peace and
   social justice? Curle, Freire, Galtung panel. In Magnus Haavelsrud (Ed.), Education for Peace: Reflection
   and Action (pp. 64 - 97). Keele, UK: University of Keele. [ Robarts stacks LC1090.W6 1974]
   Yale University Press.
   California Press. [case study of inter-group conflict in a Bengali village]

2. September 19 – Contexts: How do schools and curricula exacerbate or mitigate destructive conflict?
   Bush, Kenneth & Saltarelli, Diana (2000). The Two Faces of Education in Ethnic Conflict: Towards a
   Peacebuilding Education for Children. Florence, IT: UNICEF Innocenti Research Centre (focus on
   chapters 2-4, pp. 9-35).
   Gladden, R. Matthew (2002). “Reducing school violence: strengthening student programs and addressing the
   role of school organizations.” Review of Research in Education 26, 263-297.
   Maxwell, Anne-Marie, Enslin, Penny and Maxwell, Tudor (2004), “Educating for peace in the midst of

   Recommended further reading:
   system effects on school violence in 37 nations.” American Educational Research Journal 39:4 (Winter),
   829-853.
   Leach & M. Dunne (Editors), Education, Conflict and Reconciliation: International Perspectives.

3. September 26 — Discipline and interpersonal aggression in schools: restorative and punitive approaches
   Violence, 5(2), 5-17.
   McCluskey, Gillean, Lloyd, G., Stead, J., Kane, J., Riddell, S., & Weeden, E. (2008). 'I was dead restorative
   today': from restorative justice to restorative approaches in school. Cambridge Journal of Education,
   38(2), 199-216

CTL 1318 course outline (K Bickmore) Fall 2011, p.3


**Recommended Further Reading:**


4. October 3 – Conflict resolution (in) education: communication, negotiation and peer mediation practices

*(Turn in at least first reader response essay by today)*


**Recommended Further Reading:**


*(NO class October 10 -- Happy Thanksgiving! -- class session to be made up December 7)*

5. October 17 — Conflict/controversy and dialogue practice infused in (implicit & explicit) curriculum


**Recommended Further Reading:**

CTL 1318 course outline (K Bickmore) Fall 2011, p.4


6. October 24—I. Doing conflict (resolution): dialogue & decisions in control & governance


Recommended further reading:


7. October 31—I. Compare & reflect: Alternate goals & assumptions in peace/ conflict education

*(Turn in at least second reader response essay by today)*


Harris, Ian (2004), “Peace education theory.” *Journal of Peace Education* 1(1, March), 5-12


Recommended further reading:


8. November 7 — Complicating dialogue: Inter-group differences, unequal power, critical discourse

*(Turn in assignment #2B, longer reader response reflective synthesis and case study ideas, by today)*


Recommended further reading:

(Turn in project PLAN/preview by today)

Recommended further reading:
Cole, Elizabeth (Editor, 2007), Teaching the Violent Past: History Education and Reconciliation. Plymouth, UK: Rowman & Littlefield. [Germany, Japan, Aboriginals in Canada, N. Ireland, post-Franco Spain, Guatemala, Russia, Korea, India & Pakistan]
McGlynn, Claire, Michalinos Zembylas, Zvi Bekerman & Tony Gallagher (2009), Peace Education in Conflict and Post-conflict Societies: Comparative Perspectives. NY: Palgrave Macmillan

10. November 21 – Handling difference(s): Peace/conflict education in the context of diversity

Recommended further reading:
(2), 202-216.

11. November 28 — Contrasting policies and philosophies: teaching conflict (resolution) in diverse contexts

*(Latest day to turn in a reader response paper)*


*Recommended further reading:*

12. December 5 (make-up for Oct. 10) – Comparing case studies: inquiries in conflict (resolution) education

*Project oral presentations (case study draft/ notes) due*

(Monday) December 12: Please SAVE this DATE for possible make-up class!

*PROJECT PAPER due (Monday) December 19 (5:00)*

*(latest possible extended due date, IF arranged in advance = Monday January 9, 8:30 a.m.)*

Deliver PAPER (hard copy, preferably double-sided) to K Bickmore’s office, #10-170
CTL 1318 (Bickmore) Additional Recommended Reading


Avery, P. et. al. (1999), Teaching an understanding of war and peace through structured academic controversies.” In A. Raviv. et. al. (Eds.), How Children Understand War and Peace. San Francisco: Jossey-Bass, 260-280.


Barnes, Bruce (2007), “Conflict resolution education in the Asian Pacific.” Conflict Resolution Quarterly 25 (1, Fall), 55-60.


Problem-Solving, and Student Diversity in Classrooms.” In James Arthur & Hilary Cremin (Editors), Debates in Citizenship Education (Routledge).


Burrett, Nancy, Cindy Zirbel & Mike Allen (2003), Restorative justice principles from criminal justice system into schools: Contradictions in practice.‖ Conflict Resolution Quarterly 21(1, Fall), 7-26.


Lewis, C. (1996), “Beyond conflict resolution skills: How do children develop the will to solve conflicts at school?” *New Directions for Child Development* 73 (Fall), 91-106.


Meadows, Lee, Elizabeth Doster and David F. Jackson (2000), Managing the Conflict Between Evolution & Religion *The American Biology Teacher* 62(2) February, 102-107


Victim Offender Mediation Assn.
Weinstein, Harvey, Sarah Warshauer Freedman, & Holly Hughson (2007), ―School voices: Challenges facing educational systems after identity-based conflicts." Education, Citizenship and Social Justice 2 (1), 41-71. [Croatia, Kosovo, Bosnia & Herzegovina, and Rwanda]
Youth Violence and Juvenile Justice 1:1 (January), 64-78.

CTL 1318 (K. Bickmore): Teaching Conflict (Resolution) — Sample Practical Resources (may be used for case study projects)

Arnold, Rick, et. al. (1991), Educating for a Change. Toronto: Between the Lines.
Association for Conflict Resolution (2007), Recommended Standards for School-Based Peer Mediation Programs. www.acrcnet.org


Forsey, L. R. & I. Harris (1999), *Peacebuilding for Adolescents*. NY: Peter Lang


Navarro-Castro, Loretta & Nario-Galace, Jasmin (2008), *Peace Education: A Pathway to a Culture of Peace*. Quezon City, Philippines: Miriam College Centre for Peace Education. Published online: cep@mc.edu.ph.

New Mexico Center for Dispute Resolution (1989), *Lessons in Conflict Resolution: Activities for Grades 4-6*. Albuquerque: author. (nmcdr@igc.apc.org.)