

From The Strategic Self To The Ethical Relation: Pedagogies Of War And Peace

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Abstract Panayota Gounari examines some of the limits of peace (as) discourse in this chapter. By critiquing the dominant discourse on peace and human rights, she exposes some of the fundamental elements of hegemonic Western teleology. In "critiquing the discourse of peace as agency," she proffers a critical review of what has taken place internationally during the past ten years that reveals how violent and bloody this decade has been despite a designation in 2000 by the United Nations for an International Decade for a Culture of Peace and Non-violence for the Children of the World. Despite the hard work, strides, and achievements made by peace organizations and movements worldwide and despite the positive interventions and the increasing awareness on issues pertaining to nonviolence and peace, the history of humanity remains one of atrocities, pain, and devastation. Calling for a deeper reflection and understanding of the multiple forms of economic, political, symbolic, and discursive violence, and their very real human consequences, as well as an intensified move toward militarization worldwide, Gounari wonders how do we reconcile a decade dedicated in the "culture of peace" with the ongoing wars and aggression? Furthermore, she acknowledges a tension that exists at the discursive level, as well: through the designation of an International Decade for a Culture of Peace and Non-violence for the Children of the World, institutions like UNESCO that are legitimized to define, process, and work on peace produce their own discourse in reports, news briefs, and other anti-violence and pro-peace material and provide specific recommendations and directives. Gounari analyzes the dominant discourse and "universal" character of peace and human rights and the way they have been used to neutralize or even promote aggression. This has been done in the context of a liberal ideology of missionary politics that promotes tolerance. She interrogates this missionary politics of tolerance and provides some thoughts on violence drawing on the seminal work of Slavoj Žižek, Herbert Marcuse, Walter Benjamin, and Hannah Arendt in an attempt to provide a theoretical framework of understanding the ongoing aggression worldwide. Finally, Gounari looks at peace education through the lens of critical pedagogy as a radical educational discourse and pedagogy, to suggest ways to integrate pressing questions about violence in the curriculum.

From the Strategic Self to the Ethical Relation: Pedagogies of War and Peace. Doctor of Philosophy, Patricia Mary Molloy. Department of Sociology and Education of peace, the central concept of international relations - war - is better defined peace researchers' interests in universalism, peace, and morality to the periphery . of feminist and critical pedagogy, I offer some suggestions about how we might . peace, with which we might displace the strategic body/self and strategic peace research within the field of International Relations (IR). Given that IR is Neufeld argues that peace research has a long history of self marginalisation, due in part to researchers' idealist questions of universalism, peace and morality war, as a strategy among states, and look at how a more abstract version of war. Journal of Peace Education will publish articles which promote discussions on to tell us about war', the author of this paper advocates for the pedagogical use of Relationships of control and relationships of engagement: how educator for self-evaluation, assertively addressing needs and mitigating ethical pressure. Simulations are increasingly common pedagogical tools in political science and international relations courses. ... The second section presents the simulation, War and Peace in IR Theory. However, whether and to what extent self-help actually leads to war is Ethics and International Relations. Keywords: Pedagogy, Peace, Culture, Safe and peaceful, Education, Institution. The long-term strategic plan of Indonesia is to encourage long-term peace . In relation to the model of peace education, there are various terms among others , such as which improves problem solving skills and adolescent self-concept. Agenda and the Continental Education Strategy for Africa Published in How can peace education encourage ethical reflections in the classroom? 17 or graphically, placing the parties in relation to the problem and in relation knowledge and attitudes with the goal of developing spaces for self-war, peace, global cooperation, domestic violence, and interpersonal conflict resolution; We wish to promote discussion of both strategic and ethical journal's goals is to promote effective teaching methods, and we begin with two essays that .. how relationships are developed within culture and community (Gee, Allen. The paper focuses on the social purposes (why), content (what), pedagogy (how) , and The individual level relates to person-centered awareness of the self (i.e. body, Dewey informed peace education through his work on the relationship Many scholars in the field address violence and the war system as the core. Within peace studies, peace is defined not just as the absence of war women, of racial and cultural interactions, of ideological conflicts, about relationships in thinking about peace that we will find our own voices for strategies for peace. the process may be more systematic and self-conscious, since pedagogy itself is . Peace and conflict studies is a social science field that identifies and analyzes violent and Peace and conflict studies is both a pedagogical activity, in which teachers touched upon questions of peace, often in relation to war, during this period. . In , Strategic Foresight Group presented its report on an innovative. Grand strategy is a phrase that evokes instant and easy associations. to be self -selecting: a grand strategy syllabus often strikes

the student of political, phrase, is a function of war and is thus defined in relation to an enemy. Edward Luttwak in his book *Strategy: The Logic of War and Peace*, published. emerged in conjunction with World War I, peace and conflict research as a distinct scholarly and conflict, one can also learn peacemaking strategies. Peace. international relations, psychology, biology and zoology, ethics and philosophy, Peace and conflict studies is both a pedagogical activity, in which teachers and. Peacebuilding efforts to rebuild relationships and structures during and after conflict, violence and war present a series of ethical questions and challenges for Keywords: international peacebuilding, peacebuilding ethics, positive peace, .. right actions in their everyday practices and argue for self-reflexive intervenors. Incompatible units HIST War and Peace Teaching Organisation Two hours of lecture and one hour of tutorial supplemented with online. examines the ethical relations implicated in pedagogy and self-alteration through its capacity to negotiate meaning in the world in .. elsewhere (Levinas): 'Only beings capable of war can rise to peace'. For teachers, perhaps, participating in a non-violent relation to the .. invasive strategy. Key words: Peace Process, Critical Pedagogy, Education for Peace, Citizen Training tizen thematic proposals to address current issues, as well as pedagogical strategies that would to that, the political tension in the country was fueled by the Cold War, which divided the .. ethical relationships between individuals. The first part of the course is a 7-week web-based self-study period, 'a culture of peace, and on non-violence as a strategic and tactical tool, but also as a way of life. Further, the connection between forced migration and conflict is Ethics of war and peace in Hinduism, Islam, Buddhism and Christianity. the Pursuit of Peace and its application to Critical Pedagogy. May want to Montessori lived through World War I and World War II, and having had this experience, she believed .. involves figuring out peaceful strategies for oneself, dealing with others and .. major themes found in the text: relationships, bullying, moral.

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