



## **Division of Advanced Professional Teacher Development & International Education**

### **Multilingual/ Multicultural Education Program**

### **EDUC 797-002 Syllabus — CRN 17391 —Spring 2014**

## **INTERCULTURAL EDUCATION AND PEACEMAKING LEADERSHIP**

### **COURSE AND INSTRUCTOR INFORMATION**

<b>Class meeting day &amp; time:</b>	<b>Thursday, 4:30pm-7:10pm</b>
<b>Class meeting location:</b>	<b>Fairfax, Thompson Hall 2022</b>
<b>Semester dates:</b>	<b>January 23- May 8, 2014</b>
<b>Instructor:</b>	<b>Professor Elavie Ndura</b>
<b>Office phone:</b>	<b>703-993-9424</b>
<b>Office location:</b>	<b>Fairfax, Thompson Hall 1501</b>
<b>Office hours:</b>	<b>Wednesday, 1:00 pm – 3:00 pm or by appointment</b> <b>endura@gmu.edu</b>
<b>E-Mail address:</b>	
<b>Blackboard 9.1 web-based course management</b>	<b><a href="https://mymasonportal.gmu.edu">https://mymasonportal.gmu.edu</a></b>

### **COURSE DESCRIPTION FROM GMU 2011-2012 CATALOG**

Advanced study of selected topics in education for students preparing for doctoral studies or who have been admitted to the PhD program in education.

**Notes:** May be repeated for credit with GSED approval.

### **COURSE PREREQUISITES/COREQUISITES**

None

### **EXPANDED COURSE DESCRIPTION**

This special topics course will engage students in critical conversations about the role of educational theory, research, and pedagogy in fostering transformative intercultural dialogue and developing peacemaking dispositions and skills. The course integrates service-learning theory

and practice in conceptualizing creative ways to address and transform contemporary inter-group conflicts. Students enrolled in the course will explore and examine the broad research linking multicultural/intercultural education and peace education and develop educational modules that foster intercultural understanding and peacemaking leadership.

## **LEARNER OUTCOMES AND OBJECTIVES**

1. Demonstrate understanding of peace education principles and practices.
2. Demonstrate familiarity with multicultural/intercultural education theory and research.
3. Explore the relationship between intercultural competence and peacemaking leadership.
4. Examine current instructional materials and assess their contributions to intercultural dialogue and peacebuilding.
5. Critically reflect on ways to transform education to foster intercultural understanding and develop peacemaking dispositions and skills.
6. Conceptualize interdisciplinary approaches to peacebuilding.
7. Engage in service-learning activities to enhance their intercultural competence.
8. Develop interdisciplinary educational modules aimed at developing intercultural competence and peacemaking leadership.

## **PROFESSIONAL ASSOCIATION STANDARDS (n/a)**

This course is cross-listed with the Graduate School of Education (GSE) and the School for Conflict Analysis (S-CAR), and is therefore linked to the missions and goals of both GSE and S-CAR. Additionally, student outcomes are linked to the mission and values of GSE and S-CAR and of CEHD’s Center for International Education. Refer to the GSE website (<http://cehd.gmu.edu/values/>); the S-CAR website (<http://scar.gmu.edu>) and the CIE website (<http://cehd.gmu.edu/centers/cie/>) for more information about their goals, core values, and mission. This course is also linked to UNESCO’s vision and program of action for a Culture of Peace and Non-Violence [See <http://unesdoc.unesco.org/images/0021/002177/217786e.pdf>] and to UNESCO’s World Report on Investing in Cultural Diversity and Intercultural Dialogue [See <http://unesdoc.unesco.org/images/0018/001852/185202e.pdf>].

## **NATURE OF COURSE DELIVERY: Face-to-Face**

1. EDUC 797-002 is highly interactive by design and follows learning by doing' and discovery learning approaches promoted by John Dewey (1859-1952), one of the fathers of modern education. There are no examinations in this course. Course assessment is based on

performance-based assignments. In order to meet the needs and learning styles of all candidates, course delivery is accomplished through a variety of in-class, on-line, and individualized instructional strategies.

2. EDUC 797-002 will engage participants in cooperative learning, small group discussions, whole class discussions, peer feedback, short lectures, and candidate-led presentations, guest speakers, peer feedback, videos, multimedia, and reflection.

3. To extend learning beyond the scope of the class time and to promote continuing dialogue among class members, candidates are expected to post emergent thoughts and respond regularly to the class discussions on the Blackboard 9.1 site [See <https://mymasonportal.gmu.edu>].

## **REQUIRED TEXTS**

Harris, I. M. & Morrison, M. L. (2013). *Peace education* (3<sup>rd</sup> ed.). Jeferson, North Carolina: McFarland & Company, Inc., Publishers.

Ndura, E. & Amster, R. (2010). Building cultures of peace: Transdisciplinary voices of hope and action. Newcastle upon Tyne, UK: Cambridge Scholars Publishing.

Neuliep, J. W. (2012). Intercultural communication: A contextual approach (5th ed.). Los Angeles: Sage.

## **RECOMMENDED TEXT**

American Psychological Association (APA) (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> edition) Washington, DC: APA .

## **ADDITIONAL READINGS AND RESOURCES**

Bekerman, Z. (2007). Rethinking intergroup encounters: Rescuing praxis from theory, activity from education, and peace/co-existence from identity and culture. *Journal of peace education*, 4(1), 21-37.

Carson, S., Chandler, S., Collins, E. C., Snow, D., & Williams, J. L. (2010). Going against the grain: Challenges to peaceful leadership styles in a K-12/university partnership. *International Education Studies*, 3(2), P32.

Danesh, H. B. (2006). Towards an integrative theory of peace education. *Journal of Peace Education*, 3(1), 55-78.

- Einfeld, A., & Collins, D. (2008). The relationships between service-learning, social justice, multicultural competence, and civic engagement. *Journal of College Student Development*, 49(2), 95-109.
- Mitchell, T. (2007). Critical service-learning as social justice education: A case study of the citizen scholars program. *Equity & Excellence in Education*, 40, 101-112.
- Nan, S. A., Mampilly, Z. C., & Bartoli, A. (Eds.) (2012). Peacemaking: From practice to theory. Santa Barbara, California: Praeger.
- Ndiku, J. M., Achoka, J., & Onkware, K. (2011). Empowering teachers for leadership in conflict transformation and peace building in Kenya. *Journal of Research in Peace, Gender and Development*, 1(5), 166-172.
- Ndura, E. (2013). Fostering a culture of nonviolence through multicultural education. In R. Amster & E. Ndura (Eds.). *Exploring the power of nonviolence: Peace, politics, and practice for the 21<sup>st</sup> century and beyond* (pp. 206-218). Syracuse, NY: Syracuse University Press.
- Ndura, E., Bangayimbaga, A. & Bandeba, V. (2012). Reclaiming Ubuntu through multicultural education: A foundation for peacemaking in the African Great Lakes region. In A. Bartoli, A. Nan, & Z. Mampilly (Eds.). *Peacemaking: A comprehensive theory and practice reference* (pp. 295-307). Praeger.
- Ndura, E. (2007). Calling institutions of higher education to join the quest for social justice and peace. *Harvard Educational Review*, 77(3), 345-350.
- Ndura, E. (2006). The role of cultural competence in the creation of a culture of nonviolence. *Culture of Peace Online Journal*, 2(1), 39-48.
- Ramiah, A. & Hewstone, M. (2013). Intergroup contact as a tool for reducing, resolving, and preventing intergroup conflict. *American Psychologist*, 68(7), 527-542.
- Stewart, T. (2011). Palestinian youth and non-formal service-learning: A model for personal development, long-term engagement, and peace building. *Development in Practice*, 21(3), 304-316.
- Tangen, D., Mercer, K. L., Spooner-Lane, R., & Hepple, E. (2011). Exploring intercultural competence: A service-learning approach. *Australian Journal of Teacher Education*, 36(11), 5.
- UNESCO (2013). *Culture of peace and non-violence: A vision in action*. Available at <http://unesdoc.unesco.org/images/0021/002177/217786e.pdf>
- UNESCO (2009). Investing in cultural diversity and intercultural dialogue. Available at <http://unesdoc.unesco.org/images/0018/001852/185202e.pdf>

## TASKSTREAM REQUIREMENT

Every student registered for a course with a required performance-based assessment is required to submit this assessment to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

[**NOTE:** While this course, EDUC 797-002 Intercultural Education and Peacemaking Leadership, does not require any TaskStream performance-based assessment for spring 2014, all the required assignments are performance-based, and must be submitted electronically in Blackboard and in hard copy to the instructor.]

## COURSE ASSIGNMENTS AND EXAMINATIONS

This course, EDUC 797-002 Intercultural Education and Peacemaking Leadership, does not require ‘traditional’ examinations for spring 2014. All the required assignments are performance-based, and must be submitted electronically in Blackboard and in hard copy to the instructor.

### 1. Assignment Descriptions and Grades

Attendance and Class Participation	20 points
Literature Review: Intercultural Competence and Peacemaking	20 points
Instructional Materials Evaluation and Adaptation	20 points
Service-Learning Report and Presentation (PBA)	40 points

### Attendance and Class Participation (20 points)

Students are expected to attend *all* class periods of courses for which they register. Class participation – both in face-to-face and online settings – is important not only to the individual student, but to the class as a whole. Class participation is a factor in grading; instructors may use absence, tardiness, or early departure as de facto evidence of non-participation and as a result lower the grade as stated in the course syllabus. Participants are expected to read the assigned materials, complete on-line activities arrive promptly, attend all class meetings for the entire session, and participant in on-line and face-to-face discussions. It is your responsibility to offer insights, questions, comments, and concerns form the readings and other course material.

If, due to an emergency, you will not be able to participate in a given class, please contact me as

soon as possible via email.

Absences and tardies – in both campus and online sessions – will impact your grade. Two tardies are equal to one absence, and missing 30% or more of class sessions will result in automatic course failure. Each student is allowed one absence, no explanation required. For each session you are absent beyond this one session, one point will be deducted from your attendance and class participation points up to a total of 20 points. Please turn off all mobile phones, computers, and pagers when you participate in our class.

### **Literature Review: Intercultural Competence and Peacemaking (20 points)**

This assignment is intended to engage you in a thoughtful exploration and critical analysis of the literature that highlights the intersection between cultural/intercultural competence and peacemaking theory and practice. The literature review will expand your understanding of intercultural education and peace education principles, practices, and research, and inform your conceptualization of peacemaking leadership meanings, opportunities, and challenges in various local and global contexts.

The literature review will be organized as an annotated bibliography, using APA format. You will locate and carefully read and critique 5 relevant published sources (journal articles and book chapters).

The literature review will include the following components: (a) Annotated bibliography which includes each source’s citation in APA format and an informative summary of each article/book chapter; (b) a critical reflection on the contributions of the sources to our understanding of the transdisciplinary nature of peacemaking theory, research, and practice; (c) recommendations about new directions that need to be explored and new research questions that need to be examined to enhance intercultural education and advance peacemaking leadership.

### **Instructional Materials Evaluation and Adaptation/Interdisciplinary Educational Modules (20 points)**

This assignment will be completed in groups of 2 or 3, to stress the kind of collaboration that is usually expected in developing, evaluating, and adapting instructional materials, particularly in intercultural education and peace education, in order to affirm diverse content, cultural, and contextual perspectives.

To complete this assignment, you will locate a set of instructional materials in your academic/professional development areas of interests and examine them critically to assess their contributions to intercultural dialogue and peacebuilding. You will then select and re-design one section/chapter to enhance its contributions to intercultural dialogue and competence, and to foster peacemaking dispositions.

You will share the product of your group's work (or your interdisciplinary educational module) in a class presentation.

We will brainstorm potential questions to guide your materials examination assignment in class.

### **Selected Performance-Based Assessment: Service-Learning Project Report and Presentation (20 points)**

This assignment is designed to engage you in a service-learning activity that will enhance your intercultural competence and peacemaking leadership dispositions and skills. The assignment can be completed individually or in groups of two. The resulting presentation can also be done individually or in your group of two. However, your service-learning report will be written and submitted individually to best highlight your individual experiences, reflections, and commitments to intercultural dialogue and peacemaking.

To complete this performance-based assignment, you are to thoughtfully identify a community organization whose mission and work address enduring socio-cultural issues (e.g. poverty, homelessness, immigration, violence, etc.). You will then contact the selected organization and schedule 10 hours distributed across the semester to provide service to the people that the selected organization serves.

Please note that this service-learning project is more than volunteering. The service you provide must be equally beneficial to you and to the recipient(s). It requires that you focus both on the service that you will be providing and the learning that will be occurring. Through sustained critical reflection about your service-learning experiences, you will develop a heightened sense of community, civic engagement, and social responsibility, attributes and dispositions that are essential to intercultural competence and peacemaking leadership. You are to maintain an electronic reflective journal in which you will record your service-learning experiences and reflections.

Your service-learning project report should include at a minimum the following components: (a) Introduction; (b) theoretical framework/literature review highlighting the socio-cultural issue(s) that you sought to address through your service-learning project; (c) discussion relating the socio-cultural issue(s) to intercultural competence and peacemaking leadership; (d) discussion of lessons learned through the service-learning project; (e) recommendations about additional service-learning activities to address the socio-cultural issue(s) and advance intercultural dialogue and peacemaking leadership; and (f) appendix: reflective journal.

## 2. Grading Policies / Grade Distribution

95-100	A
90-94	A-
87-89	B+
80-86	B
75-79	C
74 and below	F

## 3. Other Expectations

- The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, it is imperative that students keep up with the readings and participate in class.
- All assignments should be turned in on the due date indicated in the schedule below. Each written assignment must be submitted electronically in Blackboard, and in hard copy to the instructor. The electronic submission deadline for assignments is Thursday, 12noon (US eastern standard time)
- Late papers and projects will not be accepted without penalty, excepting extraordinary circumstances. I am happy to clarify and lend assistance on projects and assignments, but please contact me within a reasonable timeframe. Note: I reserve the right to add, alter, or omit any assignment as necessary during the course of the semester.
- All written assignments prepared outside of class will be evaluated for content and presentation. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. All projects must be typed, in 12-point font with one-inch margins, double-spaced, in Times New Roman font.
- If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals link on the Mason library web guide at <http://library.gmu.edu/resources/edu/>. Students may consult the Writing Center for additional writing support.
- Students will do the following:
  - Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)

- Develop points coherently, definitively, and thoroughly.
- Refer to appropriate authorities, studies, and examples to document where appropriate. Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.
- Use correct capitalization, punctuation, spelling, and grammar.

## **GMU POLICIES AND RESOURCES FOR STUDENTS**

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>]
- c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

**Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times.

**Core Values Commitment**

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles [See <http://cehd.gmu.edu/values/> ].

**For additional information** on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

**TENTATIVE CLASS SCHEDULE:**

Date	Topic/Learning Experiences	Readings and Assignments
Week 1 – Jan 23	--Introductions, course overview, syllabus, requirements --Introduction to intercultural education and peacemaking theory and practice	None
Week 2 – Jan 30	--Cultural diversity and intercultural dialogue --Culture of peace and non-violence --Intergroup contact	--UNESCO (2009) --UNESCO (2013) --Ramiah & Hewstone (2013)
Week 3 – Feb 06	Intercultural dialogue/communication	Neuliep (2012) Ch. 1,2,3,4,5,6
Week 4 – Feb 13	--Intercultural relationships --Intercultural competence	Neuliep (2012) Ch.7,8,9,10,11,12
Week 5—Feb 20	Peace education in theory and practice	Harris & Mrrison (2013) Ch. 1,2,3,4,5 <b>*Due: Literature Review</b>
Week 6 – Feb 27	Peace education in theory and practice	Harris & Mrrison (2013) Ch. 6,7,8,9
Week 7 – Mar 06	Developing peacemaking leadership: Transdisciplinary perspectives	Ndura & Amster (2010) Ch. 1,2,3,4,5,6
Mar 10--16	SPRING BREAK---NO CLASS	SPRING BREAK

Week 8 – Mar 20	Developing peacemaking leadership: Transdisciplinary perspectives	Ndura & Amster (2010) Ch.7,8,9,10,11,12,13,14,15
Week 9 – Mar 27	Instructional materials contributions to intercultural dialogue and peacebuilding	Students bring materials from various areas of academic/professional development interest
Week 10 – Apr 03 <b>(SLD)</b>	Service-Learning Day	Students engage in service-learning
Week 11 – Apr 10 <b>(SLD)</b>	Service-Learning Day	Students engage in service-learning
Week 12 – Apr 17	Advancing intercultural competence and peacemaking leadership through instructional materials	<b>*Due: Presentation of interdisciplinary education modules</b>
Week 13 – Apr 24	Advancing intercultural competence and peacemaking leadership through service-learning	--Mitchell (2007) --Tangen, et al. (2011) --Einfeld & Collins (2008) --Stewart (2011)
Week 14 – May 01	Advancing intercultural competence and peacemaking leadership through service-learning	<b>*Due: Service-learning project report and presentation</b>
Week 15 – May 08	--Conclusions --Lessons learned and next steps --Course evaluation	<b>*Due: Course evaluation forms</b>

## Rubric for Service-Learning Project Report

<b>Levels of Performance</b>				
	<b>(F) Unsatisfactory</b>	<b>(C) Basic</b>	<b>(B) Proficient</b>	<b>(A) Distinguished</b>
<b>Introduction</b>	The Introduction is unorganized and unclear.	The Introduction is organized and clear.	The introduction is well written and organized and clearly articulates the purposes of the project and the paper.	In addition to proficient, the introduction provides details about the project and the paper.
<b>Theoretical framework</b>	The theoretical framework/literature review is vague and unorganized. Includes less than 5 relevant sources.	The theoretical framework/literature review is general and organized. Includes 5 relevant sources	The theoretical framework/literature review is clearly articulated and includes specific examples. Includes more than 5 relevant sources.	In addition to the Proficient criteria, there is a sufficient reference and application of the theoretical framework to the service-learning project and the overall paper. Includes more than 5 relevant sources.
<b>Relating socio-cultural issue(s) to intercultural competence and peacemaking</b>	Demonstrates minimal understanding of the intersection between socio-cultural issues, intercultural competence, and peacemaking dispositions and behaviors.	Demonstrates clear understanding of the intersection between socio-cultural issues, intercultural competence, and peacemaking dispositions and behaviors.	Demonstrates clear and convincing understanding of the intersection between socio-cultural issues, intercultural competence, and peacemaking dispositions and behaviors.	Demonstrates clear and reflective understanding of the intersection between socio-cultural issues, intercultural competence, and peacemaking dispositions and behaviors.
<b>Lessons learned</b>	Fails to discuss lessons learned.	Lessons learned are general and unorganized.	Lessons learned are clearly articulated and connected to the service-learning project.	In addition to the Proficient criteria, there is sufficient reference and application to intercultural competence and peacemaking leadership.
<b>Recommendations</b>	Fails to discuss recommendations	Recommendations are general and unorganized	Recommendations are clearly articulated and connected to the service-learning project.	In addition to the Proficient criteria, there is sufficient reference and application to intercultural competence and peacemaking leadership.

<b>Reflective journal</b>	Reflective journal is unorganized  Less than 10 entries  Lacks critical reflection	Reflective journal is clearly organized  Less than 10 entries  Minimal critical reflection	Reflective journal is clearly and meaningfully organized  Includes at least 10 entries  Adequate critical reflection	In addition to the Proficient criteria, there is sufficient reference and application to intercultural competence and peacemaking leadership.
<b>Quality of Writing</b>	Writing contains many grammar and syntax errors.  Repeated patterns of mechanical and usage errors seriously interfere with writer's purpose. Vocabulary is not on a professional, formal level; may be inappropriate, vague, or used incorrectly.	Grammar and syntax are correct.  Professional vocabulary is limited but appropriately used.  Most thoughts are expressed formally.  APA format is used correctly.	Writing is on a formal and professional level.  Communication of ideas is clear and accurate. Language reflects correct usage of a professional vocabulary.  APA format is used correctly in the text and reference page.	The language used reflects a careful choice of words and a vocabulary that documents a growing professional knowledge base. APA format is used correctly in the text and reference page.

## **GEORGE MASON UNIVERSITY DIVERSITY STATEMENT**

George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth.

An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds and practices have the opportunity to be voiced, heard and respected.

The reflection of Mason's commitment to diversity and inclusion goes beyond policies and procedures to focus on behavior at the individual, group and organizational level. The implementation of this commitment to diversity and inclusion is found in all settings, including individual work units and groups, student organizations and groups, and classroom settings; it is also found with the delivery of services and activities, including, but not limited to, curriculum, teaching, events, advising, research, service, and community outreach.

Acknowledging that the attainment of diversity and inclusion are dynamic and continuous processes, and that the larger societal setting has an evolving socio-cultural understanding of diversity and inclusion, Mason seeks to continuously improve its environment. To this end, the University promotes continuous monitoring and self-assessment regarding diversity. The aim is to incorporate diversity and inclusion within the philosophies and actions of the individual, group and organization, and to make improvements as needed.