



**EDUCATION FOR PEACE**  
**(AN INTENSIVE ONLINE COURSE)**

Professor: Dr. H.B. Danesh  
Course Schedule & Materials  
TPU, Summer 2013

Based on the

**Education for Peace Integrative Curriculum**

International Education for Peace Institute – Canada  
(EFP-International)  
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## **Overview**

Education for Peace course is based on the Integrative Theory of Peace (ITP) formulated by H.B. Danesh. ITP consists of four subtheories:

- Peace is a psychosocial and political as well as moral and spiritual condition;
- Peace is the main expression of a unity-based worldview;
- Comprehensive, integrated, lifelong education is the most effective approach for developing a unity-based worldview;
- A unity-based worldview is the prerequisite for creating both a culture of peace and a culture of healing.

Education for Peace (EFP) course integrates the concept of unity, in the context of diversity, into contemporary peace education, peace-building, community development, leadership, and governance practices. This course will provide a basic introduction on the theory and practice of EFP, and explores the application of unity-centered methodologies to inter-personal, organizational, inter-group, and global contexts. Topics covered include: concept of unity, definition and classification of worldview, the intersections of developmental psychology with peace and peace-building, theories of social change, and the skills of peace-based education and relationships in the family, school and the community.

## **Objectives**

The study of peace requires exploration of both the genesis of peace and the practice of peace building at intrapersonal, interpersonal, intergroup, and global levels. The development of creative and critical perspectives on theoretical assumptions underlying contemporary theories and practices of peace is another objective of the course.

By the end of the course students should:

- Understand the concepts of Unity, Worldview, and Individual and Collective Development
- Be able to use these concepts to analyze processes of peace-building, including their own practices and skill-sets as peace-builders
- Understand the relationship between peace, unity, justice, equality, at interpersonal, intergroup, and global levels
- Have a basic understanding of the stages and steps of Education for Peace
- Have a preliminary exposure to skills involved in the practice of EFP

The course provides the necessary framework for analyzing peace-building processes through the lens of unity and engages the participants in creative individual and small group experiments on how to create a culture of peace in their respective work/life environments.

## **Evaluation**

To successfully complete this course, students are required to:

1. Complete a reflection paper of about 2,000 words. The paper should reflect on your journey through the course and your engagement with the course materials. You are encouraged to provide your own thoughts and describe your experiences with regard to the concepts of unity and worldview and how they relate, or do not relate, to conflict-prevention and peace building in your unique environment. **The paper is due within 4 weeks after the completion of the course.**
2. Participate in online discussion sessions and complete all individual and group exercises and assignment.

Students will be provided a grade for the course based on their reflection paper, and their completion of the individual and group exercises.

## **Participation Requisites**

This course is open to all interested individuals and is particularly suited for those involved in peace studies, educators, education policymakers, those involved with peace-oriented programs by NGO or governmental organizations, and individuals working in zones of conflict, post-conflict communities, and with refugees.

## **Course Schedule and Readings**

### **Week One: Concept of Worldview**

- 1- The concept of worldview and types of worldview
- 2- Why peace has eluded humanity?
- 3- Definition and classification of Worldview

**Assignment:** Brief essay (500-1000 words) on:  
*Explore the prevailing worldviews in your respective communities*

### ***Required Reading:***

Danesh, H.B. (2006). "Towards an Integrative Theory of Peace Education." *Journal of Peace Education* 3(1): 55–78. **Focus section: Concept of Worldview** (This article can be accessed at:

[http://www.efpinternational.org/images/stories/publications/efp\\_reader.pdf](http://www.efpinternational.org/images/stories/publications/efp_reader.pdf) (Education for Peace Reader, p. 17-36)

Danesh, H.B., and Sara Clarke-Habibi. (2007). *Education for Peace Curriculum Manual: a conceptual and practical guide*. EFP Press, 2007. **Unit 2 (Pages 29-60)**

### **Week Two: Concept of Unity**

- 1- What is conflict?
- 2- Definition of Unity
- 3- Relationship between unity, justice, and peace

**Assignment:** A short essay on Unity (500-1000 words)

**Describe your understanding of the concept of unity and your experience (s) with states of unity and/or disunity and their consequences.**

#### ***Required Reading:***

Danesh, H.B. (2006). "Towards an Integrative Theory of Peace Education." *Journal of Peace Education* 3(1): 55–78. **Focus section: Concept of Unity**

Danesh, H.B., and Sara Clarke-Habibi. (2007). *Education for Peace Curriculum Manual: a conceptual and practical guide*. EFP Press, 2007. **Unit 1 (Pages 1-28)**

### **Week Three: Nature and Dynamics of Violence**

- 1- Prevalent conceptions of human violence
- 2- An integrative perspective on human violence
- 3- Relationship between concepts of worldview, unity, and human violence

**Assignment:** A short essay on Human Violence (500-1000 words):

**Explore the underlying causes of violence in your respective communities**

#### ***Required Reading:***

Danesh, H.B., *Fever in the World of the Mind: On the Causes and Prevention of Violence*. EFP (Scheduled for publication 2011)

Danesh, H.B., and Sara Clarke-Habibi. (2007). *Education for Peace Curriculum Manual: a conceptual and practical guide*. EFP Press, 2007. **Unit 4 (Pages 89-118)**

### **Week Four: The Developmental Model of Civilization**

- 1- The nature and dynamics of human development
- 2- Characteristics of individual development
- 3- Characteristics of Social development
- 4- Relationship between concepts of worldview, unity, human nature and development of civilization

#### ***Assignment:***

A short essay on nature and dynamics of human development (500-1000 words):

**Map the trajectory of individual and social development in your respective communities and globally**

#### ***Required Reading:***

Danesh, H.B., and Sara Clarke-Habibi. (2007). *Education for Peace Curriculum Manual: a conceptual and practical guide*. EFP Press, 2007. **Unit 5 (Pages 119-153)**

### **Week Five: Part 1- Creating a Culture of Healing in Post-conflict Environments**

- 1- What is a Culture of Healing? Examples of Cultures of Healing
- 2- How to Create a Culture of Healing?

**Assignment:** A short essay on the nature and character of a culture of healing (500-1000 words):

***Identify qualities and skills you need to assist in creating a culture of healing***

#### ***Required Reading:***

Danesh, H.B. (2008) Creating a Culture of Healing in Multiethnic Communities: An Integrative Approach to Prevention and Amelioration of Violence-Induced Conditions. *Journal of Community Psychology*, Volume 36, No 6. pp. 814-832

### **Part 2- Human Needs, Rights, and Responsibilities**

- 1- Human Needs, Rights, and Responsibilities
- 2- Individual Exercise: Map the state of needs, rights and responsibilities in your respective communities

**Assignment:** A short essay on Principles of EFP (500-1000 words)

***Compare the main prevalent concepts of human rights and needs with the EFP concepts on the same issues.***

#### ***Required Reading:***

Danesh, H.B. (in press, 2011). Human Needs Theory, Conflict, and Peace: In Search of an Integrated Model. In D. J. Christie (Ed.), *Encyclopedia of Peace Psychology*. Hoboken, New Jersey: Wiley-Blackwell.

### **Week Six: Review Week**

Discourse among students and course instructor in preparation for the final course assignment

#### **Course Textbook**

Danesh, H.B., and Sara Clarke-Habibi. (2007). *Education for Peace Curriculum Manual: a conceptual and practical guide*. EFP Press, 2007.

## Course Instructor

### Professor Dr. H.B. Danesh

**Dr. H. B. Danesh** is the founder and president of the International Education for Peace Institute (Canada), visiting faculty at the European Peace University (Austria); World Peace Academy, University of Basel (Switzerland), and Transcend Peace University (Germany). He is a retired professor of conflict resolution, peace education, and psychiatry. His areas of research and expertise include Peace studies, Education for Peace, Leadership for Peace, religion and peace, causes and prevention of violence, marriage and family therapy, unity-based conflict resolution, and psychology of spirituality. Dr. Danesh is the author and creator of the internationally acclaimed Education for Peace Program and the main author of its 11-volume curriculum. Among his published articles and books are:



### Selected Books

#### ***Education for Peace Curriculum Series (11 Volumes)***

- Danesh, H.B. & Calrke-Habibi, S.(2007): *Education for Peace Curriculum Manual: a conceptual and practical guide*, Volumes 1. Vancouver, EFP Press.
- Danesh, H.B. & Calrke-Habibi, S.(2007): *Education for Peace Curriculum Manual: a conceptual and practical guide*, Volume 2, Book 1. Vancouver, EFP Press.
- Danesh, H.B. & Calrke-Habibi, S.(2007): *Education for Peace Curriculum Manual: a conceptual and practical guide*, Volume 2, Book 2. Vancouver, EFP Press.
- Danesh, H.B. (2004, 2<sup>nd</sup> Edition 2010). *Peace Moves: An Exploration for Young People*. EFP Press, Victoria (Canada).
- Danesh, H.B. Editor. (2011). *Education for Peace Reader*. EFP Press, Victoria, Canada.
- Danesh, H.B. (2012). *The Mysterious Case of the I.W.s: a story to help children to cope with death*. EFP Press, Victoria (Canada).

#### ***Other Books (selected)***

- Danesh, H.B. (2010) *Unity of Faith and Reason in Action: A Journey of Discovery*, Vancouver, Hong Kong, Juxta Publishing
- Danesh, H.B. (1986). *Unity: The Creative Foundation of Peace*. Toronto: Fitzhenry & Whiteside; Ottawa, Baha’I Studies Publications
- Danesh, H.B. (1997). *The psychology of spirituality*, Switzerland, Landegg Academy Press.

Five of the above books have been translated from English into several other languages, including Arabic, Chinese, Persian, Spanish and Serbo-Croatian languages of Bosnia and Herzegovina.

*THE ABOVE VOLUMES MAY BE OBTAINED FROM AMAZON*  
[http://www.amazon.ca/s/ref=nb\\_sb\\_noss?url=search-alias%3Dstripbooks&field-keywords=H.B.+Danesh](http://www.amazon.ca/s/ref=nb_sb_noss?url=search-alias%3Dstripbooks&field-keywords=H.B.+Danesh)

## Selected Articles

- Danesh, H.B. (2006) Towards an integrative theory of peace education.” *Journal of Peace Education*, 3.1, pp. 55–78.
- Danesh, H.B. (2007) Education for Peace: the pedagogy of civilization, in: Zvi Beckerman and Claire McGlynn (Eds) *Addressing Ethnic Conflict through Peace Education: International Perspectives*, Palgrave Macmillan. Ltd, New York.
- Danesh, H.B. (2008) Unity-Based Peace Education, *Encyclopedia of Peace Education*, Edited by Monisha Bajaj, Charlotte, North Carolina, Information Age Publishing, Inc. pp.147-156
- Danesh, H.B. (2008) The Education for Peace Integrative Curriculum: concepts, contents, and efficacy. *Journal of Peace Education*. Volume 5, No 2, September 2008, pp. 157-173
- Danesh, H.B. (2008) Creating a Culture of Healing in Multiethnic Communities: An Integrative Approach to Prevention and Amelioration of Violence-Induced Conditions. *Journal of Community Psychology*, Volume 36, No 6. pp. 814-832
- Danesh, H.B. (2009) *Unity-Based Peace Education: Education for Peace Program in Bosnia and Herzegovina—A Chronological Case Study*, Chapter 18 in Gavriel Salomon and Ed Cairns, eds. *Handbook of Peace Education*. Taylor & Francis Group, Fall 2009. pp 253-269.
- Danesh, H.B., & Danesh R. (2002). *Has conflict resolution grown up?: Toward a new model of decision making and conflict resolution*. *International Journal of Peace Studies*, 7(1), 59–76.
- Danesh, H.B., & Danesh R. (2004) *Conflict-Free Conflict Resolution (CFCR): Process and Methodology*. *Peace and Conflict Studies*.

## About Education for peace (EFP)

**The International Education for Peace Institute** (EFP-International) is a research, training, development, and service institution dedicated to the cause of peace. EFP-International began its work in June 2000 by launching a two-year pilot project of Education for Peace in three primary and three secondary schools in Bosnia and Herzegovina (BiH), with the participation of more than 400 teachers and school staff, 6,000 students and many of their parents/guardians.

By 2006, at the invitation of the Government of Bosnia and Herzegovina and OSCE, the EFP Program has been implemented in some 112 schools with approximately 80,000 students; 5,000 teachers, school staff, and administrators; and thousands of parents/guardians. Currently (2012), we are half-way in a 6-year program to incorporate the EFP Curriculum into the BiH education reform process, thus involving all BiH schools with about .5 million students and 70,000 teachers in the study of all subjects from grades K–12 within the parameters of peace. All thirteen Ministries of Education, ten Pedagogical Institutes, and eight universities in Bosnia and Herzegovina are active partners in this mammoth undertaking. EFP Programs are now being gradually introduced into schools in Bermuda, Canada, Mexico, the United States and plans are underway for their introduction into schools in several other countries.

## Contact Information

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