

Cluster	Subject Title	Instructor	Credit	Semester
A-P	Comparative Education, Conflict and Peace	Kevin Kester	2	Winter 2027
Subject Description				
The global community has set as a goal to get all children into schools by 2030, and to provide them quality education, yet war and violent conflict around the world remains the greatest barrier to achieving this goal. This course will examine the policies and practices that local, national and international agencies adopt to resolve conflict and build peace in and through education. The course will examine the following questions: How does conflict affect education? How does education affect conflict? What role do international educational actors play in mitigating or perpetuating conflict in diverse contexts? And what theories, methods, and pedagogies could support the transformation from conflict to peace in society via education? The course will explore the diversity of interpretations of education in emergencies and education for peacebuilding in different forms across the globe. An in-depth case study from Afghanistan will be examined, with additional cases from Ukraine, Somaliland, and Palestine.				
Objective				
In this course, students will: • Examine the impact of conflict on education in diverse contexts; • Study the impact of education on conflict and peacebuilding; • Compare education, conflict and peacebuilding in different regions, cultures, and communities; • Assess the contributions of this literature to the comparative educational field, as well as the comparative education literature to international understandings of issues of peace and conflict.				
Learning Method				
This course involves student-directed learning and lecturer-student supervisions. Students are expected to complete readings outside of class and to bring questions to class for discussion. Each class will be facilitated as follows: a 30-minute group discussion on the assigned course reading(s) at the beginning of class followed by a whole-class discussion and Q&A for the remainder of the period. Students will also complete individual reflections on readings before class. The focus is on greater teacher-student and student-student interaction to enhance students' knowledge and skills in comparative education, conflict and peace studies.				
Content				
Day 1 Session 1: Introduction to Course: Key Concepts Session 2: Peace and Conflict: Contemporary Trends Session 3: Education in Conflict-Affected Contexts Session 4: Peace Education: Theory and Practice Session 5: (Post)Critical Peace Education Day 2 Session 6-10 Afghanistan Case Day 3 Session 11: Afghanistan Case Session 12: Ukraine Case Session 13: Somaliland Case Session 14: Palestine Case				

Session 15: Concluding

The instructor reserves the right to modify this schedule based on new information, extenuating circumstances, or student performance. Students will be informed before any changes, and due consideration will be given to grades and participation.

Requirement

1.Academic Integrity

Students are expected to produce their own work and, when using the work of others, include clear citations. Failure to properly cite or attribute the work of others will impact your grade, including a partial loss of points on particular projects or a failure of the class. References should also be provided for presentation materials, such as when students present their mid-term case study.

2.Student Special Needs

If a student has a condition that impacts their classroom learning (such as a hearing disability), they should discuss special arrangements with the professor. A note from the departmental office may be required.

3.Attendance and Class Participation

It is the student's responsibility to attend class, and to inform their department in the event of excused absences. Students should come to class having read the required readings and be prepared to participate in discussion and activities. Active participation is integral to collaborative learning in the course.

4.Student Use of Mobile Devices in the Classroom

In general, mobile phones should NOT be used in this course. Occasionally, the instructor may allow students to use mobile devices for research purposes, provided they are not used excessively or disruptively, but for the most part mobile devices should be turned off during class. This is to facilitate better engagement and learning during the course.

5.Additional Course Policies

This course is based around your responsible preparation and use of class time, both for lectures and small and large group projects. It is assumed at the outset that you will use this time well. If you need extra assistance, please visit the professor.

Evaluation

Attendance/Active Participation in Class (10%); Response Papers (10 x 6 pts each) (60%); Case Study Presentation (30%)

Textbook and reference

(please indicate which are to be provided by instructor and which students need to find by themselves)

All students are expected to read passages from these course books, as well as the articles listed in the course schedule. The readings will be provided to the students at the Google Drive link below prior to the course start. The course discussions and article reviews will be developed around these texts:

Required:

- Dana Burde (2014). Schools for Conflict or for Peace in Afghanistan. New York: Columbia University Press.
- Other required readings available in this [Google Drive](#)

Optional:

- Karen Mundy and Sarah Dryden-Peterson (2011). Educating Children in Conflict Zones. New York: TC Columbia.
- Elisabeth King (2013). From Classrooms to Conflict in Rwanda. Cambridge, UK: Cambridge University Press.
- Michalinos Zembylas, Constadina Charalambous and Panayiota Charalambous (2016). Peace Education in a Conflict-Affected Society: An Ethnographic Journey. Cambridge, UK: Cambridge University Press.
- Oliver Ramsbotham, Tom Woodhouse and Hugh Miall (2016). Contemporary Conflict Resolution, Fourth Edition. UK: Polity.
- Hilary Cremin and Terrence Bevington (2017). Positive Peace in Schools. London: Routledge.

Pre-course reading and preparation (if any)

- Globalisation, Societies and Education: <http://www.tandfonline.com/toc/cgse20/current>
- Compare: <http://www.tandfonline.com/toc/ccom20/current>
- Comparative Education: <http://www.tandfonline.com/toc/cced20/current>
- Comparative Education Review: <http://www.journals.uchicago.edu/toc/cer/current>
- Current Issues in Comparative Education: <https://www.tc.columbia.edu/cice/>
- Discourse: Studies in the Cultural Politics of Education: <http://www.tandfonline.com/toc/cdis20/current>
- Educational Philosophy and Theory: <http://www.tandfonline.com/toc/rept20/current>
- Journal on Education in Emergencies: <https://inee.org/evidence/journal>
- Journal of Peace Education: <http://www.tandfonline.com/loi/cjpe20>
- Journal of Transformative Education: <https://journals.sagepub.com/home/jtd>
- International Journal of Educational Development:
<https://www.journals.elsevier.com/international-journal-of-educational-development>
- International Review of Education: <https://link.springer.com/journal/11159>
- Prospects: <https://link.springer.com/journal/11125>