Personal Peace: Transformative Learning
PACE 315
W 4:00 – 6:30 pm,
Saunders 541

B. Jeannie Lum, Ph.D.
Associate Professor

Section 001: CRN 86271
(OC, DS)
Office: Saunders 505
Hours: by appointment
Phone: 956-8068
Email: jlum@hawaii.edu

Course Description:
We examine the notion of “personal peace” from historical, transdisciplinary and pedagogical approaches within the field of peace studies and peace education.

This course approaches an understanding of the concept of “personal peace” as a contentious construct defined by human struggles during the modern and postmodern eras. We will see the inseparable relationship between the development of a “personal” sense of peace in oneself and “public” activities among debates about socio-economic, political, and cultural, conditions of peace in the world. Peace education is a burgeoning area of study that has emerged alongside the field of peace studies. We will observe the linkages between studies in peace education, critical pedagogy, and transformative learning by defining personal peace as a pedagogical project about educating the self. We will cover the history of the field of peace education and the expansion of its areas of concern in contemporary times. Peace education encompasses much more than what has traditionally been the study and eradication of conditions of war and violence. Today, it embraces transforming our world from cultures of war to cultures of peace addressing conditions of human survival -- ecological, economic, and cultural sustainability, planetary stewardship, social justice, consciousness raising and spirituality.

This course fulfills the DS, and OC designation requirements therefore, attendance, active engagement in learning, and participation are central to the organization of the class and assignments.

Oral Communication Designation Description:
The aim of this course in fulfilling the general education oral designation requirement is to enable students to compose meaningful and coherent views through presentation of their ideas in an organized and effective manner. While these are the ‘formal’ oral skills
objectives of the course, an ‘informal’ major focus of the class will be student performance as an active participant in class discussions and engaged learner.

Student learning objectives:

Course:
1. Students will learn about the values that peace educators hold in common and their challenges to the structure and organization of schooling and the curriculum at local, national and global levels.
2. Students will learn about the historical and current debates about the modern ‘fragmentation’ and postmodern ‘deconstruction’ of the self and recent attempts to reach beyond the pessimism expressed in these views through the development of creative visions and actions rooted in a planetary and ecological consciousness.
3. Students will learn how to critically and reflectively think about their own perspective and definition of ‘personal peace’ as a purposeful life and their current habits of thinking and living in achieving this goal.

Oral Communication:
1. Students will learn skills and strategies for preparing and delivering oral informative presentations.
2. Students will learn skills and strategies for preparing and delivering oral group presentations.
3. Students will learn how to construct (outline and organize) their oral presentations for delivery to the classroom audience.
4. Students are able to deliver presentations of book chapter, academic articles, film and documentary synopsis.
5. Students will develop analytical and critical listening skills.

Oral designation assignments:
1. The presentation assignments will cover the following:
   a) book chapter presentations
   b) academic journal articles
   c) review and analyze a film or documentary
2. Students will present and lead class discussion on salient points of their reading.

Oral designation guidelines
Guidelines for presentations come from *A Pocket Guide to Public Speaking* by O’Hair, Rubenstein & Stewart—“Informative Speaking” (in Reader).
1. Students will construct each of their presentations by selecting and following guidelines and components of informative speaking provided in the handout.
2. Students will write-up a complete draft of their presentation and identify the components/guidelines they followed within the text of their presentation.
3. Students will address additional and/or different components of informative speaking in presentations thereby showing progress in mastery and development of new skills in preparation, communication, and performance in delivering oral presentations.
POLICIES AND GUIDELINES

Course Communication: Outside of the classroom, I will communicate with the class through e-mail, phone, and appointments in my office. Some assignments will be sent to students through email as a follow-up to classroom discussions and activities. Students will be notified in class to check their email.

Assignments: All assignments must be completed for a passing grade in the course. Assignments must be completed during the time period given. Late assignments are subject to 10 pts. mark-down per late day. Students must turn in their assignments in type written form. There will be no extensions granted on the final project due date, and incompletes will only be considered in cases of medical emergencies with documentation. Course schedule and assignments are open to change to adapt to unexpected circumstances or pedagogical reasons, such as the need for more time to cover readings in class, introduction of films, etc.

Attendance: Students will lose their 10 pts for attendance for any unexcused absence without medical documentation. If you are absent on a day in which you are scheduled to present, 10 additional points will be deducted. If absent on the day you are to present your oral presentation, the oral points will be deducted.

Writing information and support: Your research paper must be typed, double-spaced, 1” margins, 12 pt. Times New Roman, and a heading with your name, the date, and page numbers on each page. Essays that incorporate the research and ideas of others (either as either quotations or paraphrase) must be properly cited following Chicago Manual Style (CMS) using parenthetical in-text references and a Works Cited page. CMS guidelines can be found online at http://www.chicagomanualofstyle.org. Grammar and mechanics problems that affect your ability to communicate your ideas effectively can affect your grade.

Standards of Academic Behavior and Integrity: Plagiarism is a serious issue that can result in failing a paper or course or being expelled from college altogether. Plagiarism is the undocumented use of other people’s ideas and words in your writing. In your writing, you can utilize information from class discussions, from the course readings, and from other sources of your own choosing. However, all written work must be your own efforts, and you can avoid accusations of plagiarism by always citing sources for your information and arguments. Consult a style guide for help, or consult me if you are in doubt. I highly recommend that you read this university’s policy on plagiarism, which can be found at www.hawaii.edu/eli/students/plagiarism.html.

Course Assignments & Evaluation:
1. One (1) individual oral presentations
   Community organization
   a) oral components (50 pts)
   b) written components (50 pts) 100
2. What the Bleep Study Guide questions assignment 100
3. One (1) art project ‘Personal Peace’ in action’.” Oral presentation (50 pts) 100
   5-8 pages, double spaced, typed, 12 pt font, times roman
4. Journal @ 10 pts ???
4. Class participation @ 10 pt each class
(attendance 2pts, participation 8pts)

5.  Occasional additional homework assignments  @5pts

7.  Grading rubric  
A+ = 100-95%,  A = 94-90%,  A- = 89-85,  B+ = 84-80,  
B = 79-75,  B- = 74-70%,  C+ = 69-65%,  C = 64-60%,  C- = 59-50%,  
D+ = 49-45%,  D = 44-40%,  D- = 39-35%,  F = 34-0%  
Total:  470+

Required and Selected Readings from the following Resources:

The PACE 315 Reader  is available at:  The Professional Image, Inc.  
2633 S. King Street.  
Phone 973-6599.

Hart, Mechthild U.  “Liberaton Through Consciousness Raising”  IN  Fostering  
Critical Reflection in Adulthood:  A Guide to Transformative & Emancipatory  

McGregor, Sue  “Transdisciplinarity and a Culture of Peace”

Mezirow, Jack  “How Critical reflection Triggers Transformative learning”  IN  Fostering  
Critical Reflection in Adulthood:  A Guide to Transformative & Emancipatory  

Mio, Jeffrey  “Covert Racism and the Subtlety of Mdern Resistance”

“Disquished Racism in the Broader Society”

“The Construction and Maintenance of Stereotypes”

O’Sullivan, Edmund  Transformative Learning:  Educational Vision for the 21st  

O’Sullivan, Edmund Amish Morrell, Mary Ann O’Connor (eds)  Expanding The  
Boundaries of Transformative Learning:  Essays on Theory and Praxis. Palgrave,  
2002.

O’Sullivan, Edmund & Marilyn Taylor (eds)  Learning Toward an Ecological  

Reardon, Betty  Comprehensive Peace Education: Education for Global Responsibility,  

Taggart, Lynne, The Intention Experiment:  Using Your Thoughts to Change Your Life  


Wallace, B. Alan,  Hidden Dimensions:  The Unification of Physics and  
Consciousness”  N.Y:  Columbia University Press, 2007.  Selections to be  
determined.

Van Manen, Max and Bas Levering,  Childhood’s Secrets:  Intimacy, Privacy and  
the Self Reconsidered, New York:  Teacher College Press, 1996.  (to be arranged)

“What the Bleep Do We Know Study Guide”, The Institute for Noetic Sciences and  
Captured Light.  (in reader)

Culture of Peace website:  http://www3.unesco.org/iycp/  download

Equipment needed:  Students need to have computer access and email access to their  
@hawaii.edu address.

Course Schedule
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
</table>
| January 16th | Introduction to the course  
Overview of syllabus  
Aims of the class  
Expectations of class participation, course requirements and policies  
Review of O Board requirements & student assignments  
Informative Speaking  
Getting to know each other  
Business: book orders, class reader, structuring assignments, email communications, etc.  
Reading assignments: Reardon, McGregor |
| January 23rd | Conference (no class) |
| January 30th | Discussion Reardon |
| September 13th | Discussion Reardon  
Reading assignments for Transformative Learning  
Hart, Mezirow, U.S. News “Science & the Soul” articles |
| February 6th | Discussion O’Sullivan: Transformative Learning |
| February 13th | Discussion O’Sullivan: Transformative Learning  
Reading assignment: Mio articles |
| February 20th | Film: What the Bleep Do We Know |
| February 27th | What the Bleep Study Guide Questions  
Discussion |
| March 5th | What the Bleep Study Guide Questions due.  
Discussion  
Reading Assignments from Taggart & Wallace selections. |
| March 12th | Discussion of Taggart & Wallace assignments  
Reading Assignments: Transforming the Boundaries for Transformative Learning. |
| March 19th | Discussion: TBTL  
Reading Assignments: Learning Toward an Ecological Consciousness |
| March 26th | Spring Break (no class) |
| April 2nd | Discussion: LTEC |
| April 9th | Discussion: LTEC & TBTL selections |
| April 16th | Readings assignments, Van Manen, “Childhood Secrets” |
| April 23rd | Student Presentations |
| April 30th | Student Presentations |
| May 7th | Student presentations |
May 14th

Finals
Due: Final art project “personal peace in action”