



Dayton Peace Institute Presents Peace Pathways: Teaching Non-Violence in a World at War

Curriculum Outline for December 3, 2022

Curriculum developed by University of Dayton's highly accomplished Humanities & History Professors:

[Dr. Paul Morrow](#) & [Dr. Todd Uhlman](#)
(click hyperlinks for professional bios)



The Peace Pathways program begins with a six-hour workshop designed for middle- and high-school teachers. You will receive three hours of high-level instruction taught by Dr. Paul Morrow and Dr. Todd Uhlman on ideas, movements, and challenges to peace. These instructional hours offer fluency in basic concepts and traditions of peace and provide concrete suggestions for texts and topics to be included in subjects like humanities and history, to fulfill statewide standards.

First Hour: Ideas of Peace

How has peace been conceived across historical and geographical contexts? Is peace best understood as an ideal for individuals, societies, or the world? How do symbols, stories, and songs communicate ideas about peace across cultures and traditions? And are long-standing ideas of peace adequate to address contemporary world issues?

Learning Outcomes; After finishing this session, participants will be able to:

- Identify the origins of key peace symbols, e.g., the dove, peace sign, and olive branch.
- Describe the relationship between peace as a personal practice and a political ideal, and identify sources for these ideas in major world religions.
- Understand the concepts of positive and negative peace, and apply these to contemporary world issues.

Instructional Resources:

- Peace Pole Art Exhibit at Peace Museum (for symbols of peace)
- Short texts from Gandhi, Dr. Martin Luther King, Jr., and Malala Yousafzai
- Books from the Peace Museum's Peace Resource Library

Second Hour: Movements and Institutions Promoting Peace

How have communities in Ohio, the US, and across the globe mobilized for peace over the past two hundred years? What major issues or conflicts have driven their efforts, and what strategies have they pursued? How has the development of international institutions, such as the UN and the International Criminal Court, changed efforts for peace in the post-WWII era, and what challenges remain?

Learning Outcomes: After finishing this session, participants will be able to:

- Discuss key movements and organizations for peace in Dayton and the broader Miami Valley over the course of Ohio's 200-year history.
- Distinguish major international treaties, tribunals, and institutions devoted to peace.
- Understand the significance of the achievement of the Dayton Peace Accords in 1995 and how it can be used as a model for thinking about contemporary conflicts.

Instructional Resources:

- Short texts, including the Preamble to the UN Charter and a letter on the founding of the Ohio Peace Society in 1815.
- Dayton Peace Accords Exhibit at the Peace Museum
- Instructor-created handouts with key facts about international institutions promoting peace.

Third Hour: Teaching Contemporary Conflicts

How can teachers help students understand complex contemporary conflicts, such as the war in Ukraine? What tools for media literacy, historical understanding, and civic engagement can be included in classroom instruction? And how might students' family histories and stories help shed light on enduring struggles for peace?

Learning Outcomes:

- Discuss why the events in Ukraine impact people in Dayton.
- Explain the historical context in which the conflict in Ukraine has developed.
- Challenge the War in Ukraine presents global peace.

Instructional Resources:

- Protest songs, videos, and other texts (e.g. Ukraine's 2022 Eurovision-winning song).
- Brief selection of texts from principal participants.
- Interviews and testimonies from Ukrainian-Americans living in Ohio.