

NONVIOLENCE AS A PRIOR TOPIC IN GLOBAL EDUCATION

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Introduction

The fact that our complex technological societies threaten to destroy Earth, both by the proliferation of nuclear weapons and by despoiling the environment, has forced thinking people more than ever before to consider peacemaking and global issue awareness-raising as an individual responsibility.

Our high technology has impacted education in various ways, notably in the classroom situation with the possibility of computer-assisted instruction and in the showing of and making videos. In the late 1980's another frontier in the teaching of English as a second language has rapidly developed: that of raising awareness about global issues and of introducing peace education in the classroom. Depending on the speaker, global issues are sometimes seen as a component of peace education; conversely, peace education is sometimes the umbrella over global issues.

The marvel is that this new frontier comes so late to the ESL

situation, since interest in our earth and its stability is not dependent on the technology or electronic gimmickry that brought computers and videos into the classrooms. Rather, it would seem to have been all along an appropriate-enough subject in any educational context, and particularly so in the classroom where English is taught as a second language and where, by definition, more than one culture is represented.

On both international¹ and local levels, the new ESL frontier in global issues and peace education is developing. According to the foremost ESL global interest action group in Japan, the Global Issues in Language Education Network, global issues are defined as

...world problems such as war, hunger,
poverty, oppression, racism, sexism,
environmental destruction and...concepts
such as peace, justice, human rights,
world development, social responsibility
and international understanding.²

In this listing from war to environmental destruction, from peace to social responsibility, how can the instructor decide in what order to present these topics? How does the teacher discern if one subject has more priority than another? For instance, is war more urgent to address in some cultural settings than is racism? Are specific examples of sexism in a particular setting more important to address than generalities on the subject of justice?

Clearly in global education much overlapping of topics is possible and even desirable—"All things are connected," as Chief Seattle said in 1854, when his people's ancestral lands were being transferred to the United States government. "The earth does not belong to [human beings]; [human beings] belong to the earth. [Humankind] did not weave the web of life; we are merely a strand

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in it. Whatever a man [or woman] does to the web, he [or she] does to himself [or herself].³

Applying Chief Seattle's wisdom to our world situation—all things are connected—one way to decide what to first address in global awareness teaching is to recognize the interconnectedness of our major world problems not only to each other, but to violence: all of them are a spinoff of some form and degree of the violence that creates the problems and dangers of our times. Therefore, teaching about nonviolence is a prior concern in global education.

The Case for A Prior Violence

However, it is common to find violence cited as a mutual element in world problems. To take one example of the assumption that violence is mere bedfellow to the other culprits in the global dilemma, a discussion on moral obligation in The Gaia Peace Atlas notes that when things are *out of balance*, one or a combination of four conditions may arise: violence, apathy, competition, and materialism are the causes of imbalance.⁴

Upon deeper consideration however, it is not appropriate to depict an equal connection: materialism and violence may feed upon each other, but apathy and competition do not go hand in hand. Yet violence is active when competition gets out of hand. As for the destructive energy in apathy, it was Martin Luther King, Jr. who pointed to its violent aspect in his cryptic statement: "We will have to repent in this generation not merely for the hateful words and actions of the bad people, but for the appalling silence of the good people."⁵

Conversely, in this same "moral obligation" discussion, when things are *in balance*, four elements come into play: maturity of self, cooperation, justice, and nonviolence. When considering one's personal struggle to mature, to cooperate, even to uphold justice,

every honest person recognizes that destructive penchant within which can only be reversed by adhering to nonviolence theory. Thus, maturity of self, cooperation, and justice—all worthy and common enough goals, are dependent on nonviolence theory and action for their instigation.

Moreover, this same kind of prioritizing is necessary in examining literature more focussed on Japan. In a recent work by Kevin Mark, Meiji Gakuin University, he shows that only when students address their own identity and evaluate the reaction of others around them, are they ready to focus on global problems.⁶ Mark's global issues are depicted in Figure A.

In this arrangement, violence shares the spotlight with human rights, poverty, and the environment, in quartered potency.

In reality, however, violence instigates the other three, not vice versa. Nevertheless, Mark defends the four as an equivalent whole, stating they encompass other global issues that might be named: women's concerns, for instance. Here is another case of failure to recognize that in human rights, poverty, and the problems of the environment, violence is a priori, either causing them or instrumental in their development.

A more accurate arrangement, Figure B, depicts violence as the core problem to three major issues, poverty, human rights, and the environment. Violence is



Figure A Kevin Mark

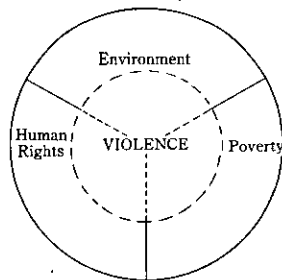


Figure B Mary Miller

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at the center, impacting other developments.

A Method for Teaching Nonviolence

Even with evidence that violence is one of the first topics to address in either constructive or destructive inter-connections in Chief Seattle's web of life, it is clear that the breadth of the topic is foreboding: how can we manage it best in the ESL situation?

Teachers need to grasp the extent to which violence impacts people as an individual reality, as a corporate experience, and as a global one. For most of us teachers, managing the topic in the classroom has an ironical aspect, for a responsible and honest instructor can hardly deny his or her own violent tendencies, big or little, but at the same time dare not be preoccupied with them.

One way to candidly address one's inner violence is to recognize with some humor and aplomb what Alan Brien meant when he said, "Violence is the repartee of the illiterate." On the subject of dealing with violence, we may be almost as illiterate as our students. Informing ourselves on the methods and history of nonviolent action is a prior condition for using materials on the subject in the classroom. (See attached annotated bibliography Section I, Background Reading on Nonviolence.)

If there is a measure of truth in Brien's salient phrase, then professionals have not only a moral obligation to educate themselves about nonviolence, they also are dynamically involved in shaping society when they educate the current generation, one fairly illiterate on the subject. For in our highly industrialized societies, ever militarily poised against encroachment from outside, we do not raise young people with much finger-tip awareness about alternatives to violent reaction.

On the one hand our students in Japan would seem to have little modeling from adults about nonviolence; on the other hand,

they are so exposed to a violent environment that they may take it for granted. For instance, bullying in junior and senior high schools; violent television and motion picture topics (“Rambo,” etc); sexual harassment in the work place—all have had attention from the Japanese media. Students can hardly fail to be informed about these problems—they may need some coaching however, before they will name exam-hell pressure as violence against their persons; before they will recognize the destructive spiral in Japanese salarymen’s overworking [hatarki bachi]; before they will see how nuclear power plant accident or waste disposal problems could release a caliber of destruction paramount to war.

In conclusion, the main thrust of a teaching method is to first self-educate the instructor and second, to raise the awareness of the student to the actual nature of destructive elements in society.

Materials for Teaching Nonviolence

Below are material resources taken from the attached Annotated Bibliography and formed into a mini-course, about six 90-minute teaching hours. Other optional material from the bibliography can be substituted at the instructor’s discretion.

- I. Subject: Individual responsibility and peacemaking
Time: 90 minutes
Objective: to instill hope and optimism about personal ability to work for change; self-fulfilling prophecies introduced, also significant for education
Materials: Banner—World peace will come about through the will of ordinary people like yourself.
Paul Chance, “Cynics and Peacemakers”.
Worksheet.
- II. Subject: Nonviolent theory and action; sources, Jesus, Gandhi, Martin Luther King, Jr.

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- Time: 2½ ninety-minute sessions
- Objective: to acquaint students with nonviolent remedies for social injustices; have students list most important persons in the 20th century; point out Gandhi, King are Asian, Afro-American.
- Materials: Banner—Gandhi's "I Object to Violence..."
Gandhi video - show short segments of S. African work and address to Muslim-Hindu crowd. Use discussion, worksheets.
Talk about satyagraha, ahimsa; how King picked this up.
Look at parts of "I Have a Dream"; "Letter from Birmingham Jail".
Show excerpts from NHK video on marches.
- III. Subject: The futility of global aspects of violence—war.
- Time: 135 minutes
- Objective: To show students the spiraling effect of violence.
- Materials: "Us and Them," a play, read out loud in class.
Escalates situation between two groups.
"Petunias," world's shortest, short story ties together Civil Rights Movement and reaction to Vietnam War.
(Optional) excerpts from "All's Quiet on the Western Front" video, worksheets.

NOTES

1. First cited as a new frontier in the February 1989. "Tesol Newsletter", the movement developed into a full-fledged interest group by the annual Tesol meeting, March, 1990. "Tesol Newsletter", February 1990, Vol. XXIV No. 1, p. 1.
2. "Global Issues In Language Education Network Newsletter", April 1990, No. 3, p. 24.

3. From "Chief Seattle's Message", p. 6 in *The Power of the People. Active Nonviolence in the United States*, Cooney & Michalowski, eds.
4. Frank Barnaby, ed. *The Gaia Peace Atlas. Survival into the Third Millennium*, p. 165.
5. In "Letter from Birmingham Jail" from *Why We Can't Wait* by Martin Luther King, Jr., Harper & Row, Publishers, Inc. 1963.
6. Kevin Mark, "A Language Teaching Model for the 21st Century," in *The Language Teacher*, May 1990, Vol. XIV, No. 5. pp. 11-16.

SOURCES

- Barnaby, Frank, ed. *The Gaia Peace Atlas. Survival into the Third Millennium*. London: Doubleday, 1988.
- Cosby, Gordon & Bill Price. *Handbook for World Peacemaker Groups*. Washington, D.C.: World Peacemakers.
- King, Martin Luther, Jr. *Why We Can't Wait*. New York: Harper & Row, Inc., 1963.
- McGinnis, Kathleen & James. *Parenting for Peace and Justice*. Maryknoll, N.Y.: Orbis Books, 1981.
- Mark, Kevin. "A Language Teaching Model for the 21st Century." *The Language Teacher*, XIV, No. 5, (1990).

ANNOTATED BIBLIOGRAPHY AND LIST OF RESOURCES BY TOPIC
REGARDING ALTERNATIVES TO VIOLENCE

ANNOTATED BIBLIOGRAPHY AND
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ALTERNATIVES TO VIOLENCE

I. BACKGROUND READING ON NONVIOLENCE

Banneker, Benjamin, "Plan for Peace" in *Black Heroes in World History*. New York: Bantam Books, 1966. \$.60

Important example of 18th century Black genius, but largely unknown. Peace plan in his precocious almanac.

Barnaby, Frank, ed. *The Gaia Peace Atlas. Survival into the Third Millennium*. London: Doubleday, 1988. \$18.95

Some 270 pages of maps, graphs, and illustrations on past, present, and future attitudes for preserving Gaia, our earth. Especially useful for gathering statistics and facts for class material. Has helpful, but short sections on conflict resolution and nonviolent peacemaking methods.

Bruckner, D. J. R., et. al. *Art Against War. 400 Years of Protest*. New York: Abbeville Press, 1984. 4,090 yen

Color and black and white collection of art (reproductions of oils, posters, cartoons) protesting war and violence since the Renaissance. Full historical commentary accompanies. Valuable educational tool.

Cooney Robert & Helen Michalowski, eds. *The Power of the People. Active Nonviolence in the United States*. Philadelphia, Pa.: New Society Publishers, 1987.

A history of the practice of nonviolent response to injustice and war in the United States from Colonial times to the present. Chapter on the Civil Rights Movement provides basic background when presenting Martin Luther King, Jr. material. Valuable

bibliography.

D'Amore, Louis, "Tourism: A Vital Force for Peace", *The Futurist*, May-June, 1988, p. 23.

Tourism seen as a "peace industry". At its best, cultural exchange that reinforces the idea that people do more to promote peace than governments do.

Gandhi, M. K. *An Autobiography or The Story of My Experiments with Truth*. New York: Penguin, 1982.

A reading must for those who want to understand the man and his work dynamic.

King, Martin Luther, Jr. *Why We Can't Wait*. New York: Harper & Row, Inc., 1963.

Perhaps the most important of his writings. Excerpts used for class material.

McGinnis, Kathleen & James. *Parenting for Peace and Justice*. Maryknoll, N.Y.: Orbis Books, 1981.

An excellent work on the whole subject; but early chapters on identifying roots of violence in the community significant.

McLuhan, Marshall & Quentin Fiore. *War and Peace in the Global Village*. New York: Bantam Books, 1968.

A mosaic of quotes, clippings, essays, depicting life and interdependencies in the global village.

Montagu, Ashley, ed. *Learning Non-Aggression. The Experience of Non-Literate Societies*. London: Oxford University Press, 1978. \$3.50

The classic work discussing peoples who raise children to be nonaggressive. Environment more than innate aggressiveness is responsible for violent behavior.

Perrin, Noel. *Giving Up the Gun. Japan's Reversion to the Sword, 1543-1879*. Tokyo: New Currents International, Inc., 1986. 1,100 yen

During the Tokugawa Japan reverted from European muskets to

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the sword; closed its doors and built a stable economy. The author aptly draws the analogy to our current dependency on nuclear weapons. Japanese notes.

Sharp, Gene. *The Politics of Nonviolent Action*. Boston: Porter Sargent, 1973.

The classic work on nonviolence theory.

Vanderhaar, Gerard A. *Active Nonviolence*. Twenty-Third Publications, 1989.

To live in a nonviolent way requires thought and practice. For example, author shows how nonviolent skills affect our speech, feelings, and concept of what it means to win.

Weinberg, Arthur & Lila, eds. *Instead of Violence. Writings by the Great Advocates of Peace and Nonviolence Throughout History*. Boston: Beacon Press, 1963. \$2.75.

A classic work but heavy reading for the teacher quickly arranging materials. A cryptic quote in the table of contents from the work of each writer valuable and informative.

Yoder, John Howard. *What Would You Do If? A Serious Answer to a Standard Question*. Scottdale, Pa: Herald Press, 1983.

The standard question is the ubiquitous 'What would you do if someone attacked your wife, sister, mother?' Logical consideration of the problem; supplemented by excerpts from Tolstoy, Joan Baez and others. Baez article just right for intermediate English class; content suitable.

Yoder, John Howard. *When War is Unjust. Being Honest in Just-War Thinking*. Minneapolis: Augsburg Publishing House, 1984.

An excellent preparation for teaching about alternatives to violence for the average reader who has, perhaps unconsciously, imbibed the prevalent Western just war rationale.

II. TEXTBOOKS AND MATERIAL SOURCES

Aki, Yukio. Boryoku [Violence] (Beginners Series). Tokyo: Gendai Shokan, 1987. 950 yen

In Japanese. Some photos; mostly cartoon-like illustrations. An excellent, quick introduction to the subject and preparation for students who aren't familiar with global issue vocabulary in English.

Bruckner, D. J. R., et al. Art Against War. 400 Years of Protest. New York: Abbeville Press, 1984. 4,090 yen.

Excellent material here for an OHP presentation. See above for full description.

Campton, David. "Us and Them" in Double Act, Mark Shackleton, ed., Baltimore, Md.: Edward Arnold, 1985.

With cuts, very adaptable for ESL; performs well in a reading class where the groups takes sides and find themselves drawn through verbal apprehension and distrust into a full-blown fight, and, again, verbally reflect on the stupidity of their action after they have been destroyers.

Chance, Paul. "Cynics or Peacemakers?," Psychology Today, June, 1988.

A lead article on self-fulfilling prophecies for the peace education curriculum; helps students focus on how important their and their teachers' attitudes are in education as well as in peacemaking.

Harris, Marvin. America Now. The Anthropology of a Changing Culture. Tokyo: Shohakusha, 1981. 1,200 yen

Chapter five "Why There's Terror on the Streets" helps students grasp why crime is so high in the U. S. and how minority group problems relate to it, provides background for Civil Rights Movement lesson. Notes in Japanese.

Levine, Lewis & Lucinda S. Hughey. Changing Times. Toward an Integrated Approach to Reading. Englewood Cliffs, N. J.: Pren-

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tice-Hall, Inc., 1985. 2,060 yen

Highly useful as a reading text for intermediate students with chapters on pertinent topics of women/men roles, passages [Gail Sheehy]; but most useful for a chapter on black/white conflict in the U. S. and on Martin Luther King, Jr. and the civil rights movement. Inclusion of Langston Hughes' "Dream Deferred" ties into "A Raisin in the Sun."

Mason, Abelle. *Ports of Entry. Social Concerns*. New York: Harcourt Brace Jovanovich, 1985. 1,890 yen

Chapter 10 discussion of Martin Luther King's "I Have a Dream" speech in its entirety with copious notes, exercises; possibly most thorough treatment available for ESL student.

Walker, Alice. "Petunias" in *You Can't Keep a Good Woman Down*. New York: Harcourt Brace Jovanovich, 1971. \$4.95

Possibly shortest short story in existence which intrigues students until they discover complicated relationship to both Civil Rights Movement and Vietnam War.

Wegmann, Brenda, et. al. *Mosaic. A Reading Skills Book II*. New York: Random House, Inc., 1985.

One section, "Memorial Day at Arlington: 'Our Only Son'" shows various attitudes of mourners for war dead, subtly suggests futility of war.

Yoder, John H. *What Would You Do? A Serious Answer to a Standard Question*. Scottsdale, Pa.: Herald Press, 1983.

Listed above. Joan Baez article recommended for classroom.

III. SUPPLEMENTARY READING MATERIALS FOR STUDENTS

Starred material can be purchased from sources in Section VII.

Armstrong, Louise. *How to Turn War Into Peace. A Child's Guide*

to Conflict Resolution. New York: Harcourt Brace Jovanovich, 1979. \$1.95

Charming child's battleground on the beach rapidly introduces difficult vocabulary—"credibility, reprisal, strategy"—with a peaceful solution; ESLers get a double lesson.

*Clayton, Ed. *Martin Luther King: The Peaceful Warrior*. New York: Prentice-Hall, Inc., 1964. \$2.50

Life story of King; reading level: elementary.

Coerr, Eleanor. *Sadako and the Thousand Paper Cranes*. New York: Dell Publishing Company, 1977. \$1.25

Now a classic and of course, not unfamiliar to Japanese; good for lending library.

***Davidson, Margaret. *I Have a Dream. The Story of Martin Luther King*. New York: Scholastic Inc., 1986. \$2.95

Short biography of King and his work. Reading level: elementary.

*King, Martin Luther. *Letter from Birmingham Jail*. Logan, Iowa: The Perfection Form Co., 1990. \$1.25

Text of the letter and also of "I have a Dream" speech. Includes study questions; vocabulary building. Reading level: intermediate.

*Milton, Joyce. *Marching to Freedom. The Story of Martin Luther King, Jr.* New York: Bantam, 1987. \$2.95

Detailed, easy-to-grasp development of the Civil Rights Movement. Reading level: elementary.

Montagu, Ashley. *The Peace of the World*. Tokyo: Kenkyusha, 1987. 1,100 yen

Discusses Montagu's theory that human nature is not innately aggressive as well as his ideas for world peace. Japanese notes.

Reading level: intermediate.

Perrin, Noel. *Giving up the Gun. Japan's Reversion to the Sword, 1543-1879*. Tokyo: New Currents International, Inc., 1986.

1,100 yen.

Listed above. Students know Tokugawa history and need read

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only the first and last chapters to be impressed with author's argument. Japanese notes. Reading level: intermediate.

Pirtie, Sarah. *An Outbreak of Peace*. Philadelphia, Pa.: New Society Publishers, 1987. \$9.95

Led by a young people's art group, a whole town is persuaded to have an outbreak of peace. Reading level: intermediate.

*Shirer, William L. *Gandhi: A Memoir*. New York: Pocket Books, 1979. \$8.05

Not as valuable as autobiography listed above; reading level: advanced.

V. BANNERS AND POSTERS

**Disarm for Life

**I Object to Violence...because when it appears to do good, the good is only temporary—the evil it does is permanent.

Mohandas Gandhi

It is more difficult to organize peace than to win a war.

Aristotle

Join the Army; travel to exotic distant lands; meet exciting, unusual people and kill them.

Patriots always talk of dying for their country and never killing for their country.

Bertrand Russell

Peace is a state of the mind, not a state of the nation.

Marilyn Ferguson

Seville Statement:···biology does not condemn humanity to war, and···humanity can be freed from the bondage of biological pessimism. Violence is neither in our evolutionary legacy nor in our genes. The same species [that] invented war is capable of inventing peace.

International conference
Seville, Spain, 1986

Someday they'll give a war···and nobody will come.

Carl Sandburg's granddaughter

The best way to destroy an enemy is to make him [or her] a friend.

Abraham Lincoln

The cause of war is preparation for war.

A. J. P. Taylor

**The Two Mules. A Fable for a Nation.

We have flown the air like birds and swum the sea like fishes, but have yet to learn the simple act of walking the earth as brothers [and sisters].

Martin Luther King, Jr.

**World peace will come through the ordinary will of people like yourself.

V. VIDEOS

A Raisin in the Sun

Excerpts from this classic can show the travails of this Chicago

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Black family as they acquire power and self-confidence.

A Classroom Divided (Blue Eyes; Brown Eyes in Japanese). In Japanese. Iowa elementary school teacher divides her class evenly into blue-eyed and brown-eyed people, favoring one group to help students experience discrimination.

All's Quiet on the Western Front

Rainer Maria Rilke's classic World War I work depicting increasing disillusionment with war. Excerpts are useful.

Gandhi

Three hours long, but students can be urged to see it on their own time from a video shop. In early sections Gandhi's formulation of nonviolent action in South Africa is important classroom viewing.

Johnny Get Your Gun

Another World War I classic which students can view on their own.

NHK documentaries on Martin Luther King, Jr.

Particularly good for quick and repeated viewing to engender class discussion.

Witness

Final scene where unarmed Amish group helps disarm opponent an example of non-violent coercion.

VI. MAPS

World Map in Equal Area Presentation. Peters Projection Oxford

Cartographers, Ltd. \$9.95 Order from Friendship Press.

The violence of Western map makers to the countries of the southern hemisphere can be inferred when the accurate proportions of the countries of the world are drawn.

VII. SOURCE ADDRESSES

Martin Luther King, Jr.
Center for Nonviolent Social Change, Inc.
449 Auburn Avenue, N. E.
Atlanta, GE 30312

*The Perfection Form Company
1000 North Second Avenue
Logan, IA, 51546

***Scholastic Service, Inc.
P. O. Box 7501
2931 East McCarty St.
Jefferson City, MO 65102

**SELFHELP Crafts Gift Shop
240 N. Reading Rd.
Ephrata, PA 17522

World Map (Peters Projection)
Friendship Press
P. O. Box 37844
Cincinnati, OH 45237