



## **A CALL OF OUR TIME: AWAKENINGS TO NONVIOLENCE IN CURRICULUM AND EDUCATION**

**(Free Registration: Open to All)**

**Dates:** March 8-10, 2024

**Location:** Oklahoma State University-Tulsa

700 N Greenwood Ave, Tulsa, OK 74106

**Organizer:** Curriculum Studies Program, OSU

How do we in the field of education respond to today's social, cultural, international, and environmental crises, with mass shootings, war, racism, gendered violence, censorship, polarization, and climate disasters relentlessly challenging us in this "post"-pandemic era? Nonviolence has become a call in our time to address the existential condition of humanity through the central thread of interconnectedness that dissolves violence and supports sustainable creativity. As nonviolence is under-theorized and seldom discussed in curriculum studies, this conference intends to gather scholars, educators, students, community-based practitioners, artists, and peace activists from diverse backgrounds to elaborate what nonviolence means for transforming curriculum theorizing and the everyday practices of education (K-20 education, community education, and self-education). All those who are interested in nonviolence and nonviolence education are invited to participate in the conference.

As an educational notion, nonviolence not only treats violence from its root but is also a positive life force for integrating the body, mind, and spirit of the individual, for cultivating compassion with others, and for transcending dualism and division in local, national, and international communities. This conference will illuminate diverse and intersecting pathways that lead us to a mutually flourishing world. Interdisciplinary and multilayered explorations are welcome, drawing on different theories such as in philosophy, spirituality, history, literature, women's and gender studies, social justice, media studies, art and aesthetics, mindfulness practices, and psychoanalysis, in their relationships to nonviolence education. Explorations of practical nonviolence work in K-12 schools, colleges and universities, social and cultural organizations, or informal educational institutions such as museums and zoos are also welcome. Some examples of generative questions, among others, can be addressed as follows:

- What are educators' stories and perspectives on helping students cultivate nonviolent relationships with the self, others, and all living things? How can we infuse the life force of nonviolence in curriculum, pedagogy, and culture at all educational levels?

- How can we re/conceptualize the notion of nonviolence in its multidimensions (for example, intellectual, embodied, social, emotional, political, cultural, and spiritual) and critically examine violence and nonviolence through different theoretical frameworks (feminist and gendered analysis, queer theories, post-structuralism, and psychoanalysis, to list a few)?
- What are the relationships between nonviolence education and social justice education, diversity and equity education, eco-justice education, and holistic education?
- How can we theorize and/or practice nonviolence and peace in embodied ways, such as through aesthetics, place-based education, a pedagogy of play, meditations, embodiment, and mindfulness? What is the complexity of the relationship between inner work, outer work, and nonviolent social change?
- What are the links between trauma, healing, peace building and deconstructing the mentality of colonialism in curriculum, teaching, and educational research? What is the role of nonviolent relations in the internationalization of curriculum studies?
- What are existing cultural, religious, and spiritual resources for peace and nonviolence? How can nonviolence leaders (Gandhi, King, Jane Addams, etc.) and their teachings inform scholars' and educators' work? What are the lessons of indigenous and international wisdom traditions for engaging in curriculum dialogues for nonviolence?
- As media, technology, and popular culture substantially impact children and youth, what are the challenges and possibilities for encouraging students to form nonviolent relations with them? What does it mean to cultivate a climate and culture of nonviolence both in and out of the classroom?
- How do teachers improvise and create space for educating students with the critical mind against current political and institutional constraints, censorship, and surveillance?
- What does forming nonviolent relationships with difference (or alterity) mean? What does making connections across differences and building bridges between divisions for cultural creativity and ecological sustainability mean for a classroom or for a community?
- How can we introduce orientations of nonviolence into community-based education?
- What are the difficulties and joy of living a nonviolent life individually and communally?

#### **Proposal formats:**

- Individual presentations (to be organized into panels by the conference committee)
- Panels (3-4 presentations sharing one theme)
- Other formats such as posters and performances

All proposals must include a title and a description of your presentation or panel (200-300 word).

**Proposal Submission** online is open August 1, 2023 and its due date is **November 15, 2023**. Submitting your proposal [here](#)

#### **Questions?**

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