

<Abstract of Doctoral Dissertation>

Title: Reconstruction of Peace Education through Introducing “Study of Envisioning a World Order”: Curriculum Development for Secondary Education And Its Implementation

Doctoral Program in International Relations

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This research explores a desirable and effective new curriculum development contributing to reconstruction of Peace Education in Japan (PEJ), through introducing “Study of Envisioning a World Order.” In order to regenerate PEJ, which has been in declined phase for decades, this curriculum development emphasizes importance of new stream of International Relations (IR) theories: constructivism, global constitutionalism, and peace studies, and refers to the frontline of international peace education research. Since domestic Peace Education academic circles have not been established, this research is based on perspective of IR and co-uses the discipline of Education.

Chapter I points out PEJ’s lack of international viewpoint and dissociation with new IR theories, as a root cause of decline of PEJ for long years, and analyzes the required factors of new curriculum to overcome that situation.

Chapter II investigates basic strategy and more specific conditions of new PEJ curriculum development, the necessity of “Study of Envisioning a World Order” with introducing new IR theories and active learning methods, reviewing precedents and proposals of international researches.

Chapter III presents a newly-designed curriculum and verifies its workability and effect, through its practice at a high school for seven years.

Chapter IV summarizes necessity of introducing new IR theories into PEJ, and indicates significance of tightening bonds between IR and Education.

Thus, this trial of curriculum development restores flexibility into PEJ to form counter-approaches against modern armed conflicts, and provides a momentum of reconstructing PEJ through introducing “Study of Envisioning a World Order,” with centralizing new IR theories.