VALUE-CREATING EDUCATION (VCE)

VCE 310 | TSUNESABURO MAKIGUCHI'S EDUCATIONAL PHILOSOPHY AND PRACTICE (1) | 4 quarter hours
(Undergraduate)
This course introduces candidates to the biography, early educational ideas, and practices of Tsunesaburo Makiguchi (1871-1944), the progenitor of value-creating pedagogy. The course covers the history and context informing Makiguchi's early pedagogy and examines three of the five periods in the Makiguchi corpus: 1) early essays on national language instruction, Herbartian approaches, geography, efficiency of learning, play, and multiple grade classrooms; 2) major writings on human geography and community-based learning and instruction; and 3) efforts educating girls and foreign students. The course will address key ideas in the Makiguchi pedagogy such as humanitarian competition, direct observation, living standards, and the three-tiered level of identity.

VCE 311 | TSUNESABURO MAKIGUCHI'S EDUCATIONAL PHILOSOPHY AND PRACTICE (2) | 4 quarter hours
(Undergraduate)
This course introduces candidates to the later educational ideas and practices of Tsunesaburo Makiguchi (1871-1944), the progenitor of value-creating pedagogy. The course covers the history and context informing his later pedagogy, Buddhist conversion, and death. The course focuses on two of the five periods in the Makiguchi corpus: 1) his major writings on value-creating pedagogy and educational leadership and 2) his writings and activities after his conversion in 1928 to Nichiren Buddhism. The course will address key ideas in the Makiguchi pedagogy such as truth and value, value creation, happiness, empowerment, and faith.

VCE 320 | JOSEI TODA'S EDUCATIONAL PHILOSOPHY AND PRACTICE | 4 quarter hours
(Undergraduate)
This course introduces candidates to the biography, educational ideas, and practices of Josei Toda (1900-1958). The course covers the history and context informing Toda's early and late pedagogy and examines themes in the Toda corpus, including his approaches to mathematics education, reading and composition instruction, literacy development, educating the impoverished, educational leadership, test-preparation, and his practices of value-creating pedagogy in the Jishu Gakkan. The course will address key terms in the Toda pedagogy such as humanitarianism, direct observation, living standards, and the three-tiered level of identity.

VCE 331 | DAI SAKU IKEDA'S EDUCATIONAL PHILOSOPHY AND PRACTICE (1) MAJOR EDUCATION WRITINGS | 4 quarter hours
(Undergraduate)
This course introduces candidates to the biography, educational ideas, and practices of Daisaku Ikeda (b. 1928). The course covers the history and context informing Ikeda's early and late approaches to education and engages students in analyzing Ikeda's major writings and speeches on education. The course will address key concepts in the Ikeda framework such as human education, Buddhist humanism, value creation, human revolution, interdependence, student-teacher relationship, happiness, world citizenship, and dialogue.

VCE 332 | DAI SAKU IKEDA'S EDUCATIONAL PHILOSOPHY AND PRACTICE (2) DIALOGUES | 4 quarter hours
(Undergraduate)
This course introduces candidates to Daisaku Ikeda's (b. 1928) philosophy and practice of dialogue in, as, and for education. The course covers the history and context informing Ikeda's approach to dialogue across difference and examines key themes and topics in Ikeda's over 70 published dialogues with leaders in politics, peace, culture, and education. Candidates in this course will read a number of Ikeda's published dialogues on education.

VCE 333 | DAI SAKU IKEDA'S EDUCATIONAL PHILOSOPHY AND PRACTICE (3) PEACE PROPOSALS | 4 quarter hours
(Undergraduate)
This course introduces candidates to Daisaku Ikeda's (b. 1928) philosophy and practice of peace. The course covers the history and context informing Ikeda's extensive peace proposals and engages students in reading in translation a number of Ikeda's published peace proposals, particularly as these relate to education in global contexts. The course will address key concepts in Ikeda's peace proposals such as human education, human dignity, human security, nuclear abolition, Buddhist humanism, value creation, human revolution, interdependence, student-teacher relationship, happiness, world citizenship, and dialogue.

VCE 340 | THEORETICAL FOUNDATIONS OF VALUE-CREATING EDUCATION | 4 quarter hours
(Undergraduate)
This course introduces candidates to the Eastern and Western theoretical foundations undergirding the educational philosophies and practices of Tsunesaburo Makiguchi, Josei Toda, and Daisaku Ikeda. Although, theoretical foundations of Makiguchi's early curriculum theorizing will be addressed, special focus will be placed on the Eastern and Western perspectives and practices informing Makiguchi's value-creating pedagogy and Ikeda's value-creating education.

VCE 350 | EDUCATION FOR GLOBAL CITIZENSHIP | 4 quarter hours
(Undergraduate)
This course examines education for global citizenship, or what is also called cosmopolitanism and world citizenship. Global citizenship is the idea that human individuals, irrespective of place of birth or cultural background, are citizens of the world. This course explores the idea of global citizenship and its implications for questions of justice, culture, and education. The course engages global citizenship from its historical development in the Western philosophical tradition, beginning in Ancient Greece, through the Enlightenment and into its most recent incarnation as a response to conditions of globalization. It will consider the manifestations of global citizenship beyond the West, with an especial focus on global citizenship in the pedagogy of value-creating educators Tsunesaburo Makiguchi, Josei Toda, and Daisaku Ikeda. Drawing resources from various disciplines (political theory, anthropology, moral philosophy, curriculum theory), this course seeks to understand the potential and limitations of global citizenship to respond to contemporary issues in education in times of globalization.
VCE 360 | DIALOGUE AND EDUCATION | 4 quarter hours  
(Undergraduate)  
This course examines dialogue in, as, and for education. It explores the role of dialogue across various and dialogue relative to questions of justice, culture, and education. The course engages dialogue as conceptualized from various educational philosophers and in various contexts, including its most recent incarnation as a necessity in an interdependent, multilingual, and globalized world. The course will consider the manifestations of dialogue and education beyond the West, with an especial focus on dialogue for global citizenship in the pedagogy of value-creating educators Tsunesaburo Makiguchi, Josei Toda, and Daisaku Ikeda. Drawing resources from various disciplines (political theory, anthropology, literary theory, moral philosophy, education), this course seeks to understand the potential and limitations of dialogue in response to contemporary issues in education in times of globalization.

VCE 370 | IKEDA/SOKA STUDIES IN EDUCATION | 4 quarter hours  
(Undergraduate)  
This course examines empirical, conceptual, and applied research in the field of Ikeda/Soka Studies in Education. Special focus will be placed on analyzing research design and implications relative to understanding, articulating, and enacting value-creating education for global citizenship in multiple contexts. Attention will also be given to the empirical, conceptual, and applied approaches to researching the educational philosophies and practices of Daisaku Ikeda, Josei Toda, and Tsunesaburo Makiguchi in schools and communities.

VCE 380 | PRACTICAL APPLICATION OF VALUE-CREATING EDUCATION (LOCAL AND GLOBAL CONTEXTS) | 4 quarter hours  
(Undergraduate)  
This course engages candidates in applying value-creating education in local and global contexts. A special focus is given to navigating value-creating education's twin realms of cultivating knowledge and wisdom and individual and social benefit. Candidates will actively incorporate content from at least six VCE courses on theory, research, and practice into program and curriculum design, unit and lesson planning, assessment and evaluation, and teacher and leader dispositions. Class requirement: at least 6 VCE courses (or equivalent)

VCE 390 | INDEPENDENT STUDY | 4 quarter hours  
(Undergraduate)  
This Independent study/Internship course is specially designed for candidates in Value-Creating Education for Global Citizenship. It is intended for students who wish to deepen understanding of, and explore, key ideas, theories, and practices in value-creating education for global citizenship. The course has as an overall objective to provide learners with tools for curriculum development and practical instructional opportunities that will enable them to become critical and reflective practitioners. Permission of Department Chair and Associate Dean is required.

VCE 395 | SPECIAL TOPICS | 4 quarter hours  
(Undergraduate)  
This special topics course is specially designed for candidates in Value-Creating Education for Global Citizenship. It focuses on unique and timely issues in value-creating education for global citizenship. The course has as an overall objective to provide learners with opportunities that will enable them to become critical and reflective practitioners of value-creating education for global citizenship.

VCE 510 | TSUNESABURO MAKIGUCHI’S EDUCATIONAL PHILOSOPHY AND PRACTICE (1) | 4 quarter hours  
(Graduate)  
This course introduces candidates to the biography, early educational ideas, and practices of Tsunesaburo Makiguchi (1871-1944), the progenitor of value-creating pedagogy. The course covers the history and context informing Makiguchi’s early pedagogy and examines three of the five periods in the Makiguchi corpus: 1) early essays on national language instruction, Herbartian approaches, geography, efficiency of learning, play, and multiple grade classrooms; 2) major writings on human geography and community-based learning and instruction; and 3) efforts educating girls and foreign students. The course will address key ideas in the Makiguchi pedagogy such as humanitarian competition, direct observation, living standards, and the three-tiered level of identity.

VCE 511 | TSUNESABURO MAKIGUCHI’S EDUCATIONAL PHILOSOPHY AND PRACTICE (2) | 4 quarter hours  
(Graduate)  
This course introduces candidates to the later educational ideas and practices of Tsunesaburo Makiguchi (1871-1944), the progenitor of value-creating pedagogy. The course covers the history and context informing his later pedagogy, Buddhist conversion, and death. The course focuses on two of the five periods in the Makiguchi corpus: 1) his major writings on value-creating pedagogy and educational leadership and 2) his writings and activities after his conversion in 1928 to Nichiren Buddhism. The course will address key ideas in the Makiguchi pedagogy such as truth and value, value creation, happiness, empowerment, and faith.

VCE 520 | JOSEI TODA’S EDUCATIONAL PHILOSOPHY AND PRACTICE | 4 quarter hours  
(Graduate)  
This course introduces candidates to the biography, educational ideas, and practices of Josei Toda (1900-1958). The course covers the history and context informing Toda’s early and late pedagogy and examines themes in the Toda corpus, including his approaches to mathematics education, reading and composition instruction, literacy development, educating the impoverished, educational leadership, test-preparation, and his practices of value-creating pedagogy in the Jishu Gakkan. The course will address key terms in the Toda pedagogy such as value creation, human revolution, and education for students’ happiness.

VCE 530 | DAIKAN YOKUSA’S EDUCATIONAL PHILOSOPHY AND PRACTICE (1) MAJOR EDUCATION WRITINGS | 4 quarter hours  
(Graduate)  
This course introduces candidates to the biography, educational ideas, and practices of Daisaku Ikeda (b. 1928). The course covers the history and context informing Ikeda’s early and late approaches to education and engages students in analyzing Ikeda’s major writings and speeches on education. The course will address key concepts in the Ikeda framework such as human education, Buddhist humanism, value creation, human revolution, interdependence, student-teacher relationship, happiness, world citizenship, and dialogue.

VCE 531 | DAIKAN YOKUSA’S EDUCATIONAL PHILOSOPHY AND PRACTICE (2) DIALOGUES | 4 quarter hours  
(Graduate)  
This course introduces candidates to Daisaku Ikeda’s (b. 1928) philosophy and practice of dialogue in, as, and for education. The course covers the history and context informing Ikeda’s approach to dialogue across difference and examines key themes and topics in Ikeda’s over 70 published dialogues with leaders in politics, peace, culture, and education. Candidates in this course will read a number of Ikeda’s published dialogues on education.
VCE 533 | DAISAKU IKEDA'S EDUCATIONAL PHILOSOPHY AND PRACTICE
(3) PEACE PROPOSALS | 4 quarter hours  
(Graduate)  
This course introduces candidates to Daisaku Ikeda's (b. 1928) philosophy and practice of peace. The course covers the history and context informing Ikeda's extensive peace proposals and engages students in reading in translation a number of Ikeda's published peace proposals, particularly as these relate to education in global contexts. The course will address key concepts in Ikeda's peace proposals such as human education, human dignity, human security, nuclear abolition, Buddhist humanism, value creation, human revolution, interdependence, student-teacher relationship, happiness, world citizenship, and dialogue.

VCE 540 | THEORETICAL FOUNDATIONS OF VALUE-CREATING EDUCATION | 4 quarter hours  
(Graduate)  
This course introduces candidates to the Eastern and Western theoretical foundations undergirding the educational philosophies and practices of Tsunesaburo Makiguchi, Josei Toda, and Daisaku Ikeda. Although, theoretical foundations of Makiguchi's early curriculum theorizing will be addressed, special focus will be placed on the Eastern and Western perspectives and practices informing Makiguchi's value-creating pedagogy and Ikeda's value-creating education.

VCE 550 | EDUCATION FOR GLOBAL CITIZENSHIP | 4 quarter hours  
(Graduate)  
This course examines education for global citizenship, or what is also called cosmopolitanism and world citizenship. Global citizenship is the idea that human individuals, irrespective of place of birth or cultural background, are citizens of the world. This course explores the idea of global citizenship and its implications for questions of justice, culture, and education. The course engages global citizenship from its historical development in the Western philosophical tradition, beginning in Ancient Greece, through the Enlightenment and into its most recent incarnation as a response to conditions of globalization. It will consider the manifestations of global citizenship beyond the West, with an especial focus on global citizenship in the pedagogy of value-creating educators Tsunesaburo Makiguchi, Josei Toda, and Daisaku Ikeda. Drawing resources from various disciplines (political theory, anthropology, moral philosophy, curriculum theory), this course seeks to understand the potential and limitations of global citizenship to respond to contemporary issues in education in times of globalization.

VCE 560 | DIALOGUE AND EDUCATION | 4 quarter hours  
(Graduate)  
This course examines dialogue in, as, and for education. It explores the role of dialogue across difference and dialogue relative to questions of justice, culture, and education. The course engages dialogue as conceptualized from various educational philosophers and in various contexts, including its most recent incarnation as a necessity in an interdependent, multilingual, and globalized world. The course will consider the manifestations of dialogue and education beyond the West, with an especial focus on dialogue for global citizenship in the pedagogy of value-creating educators Tsunesaburo Makiguchi, Josei Toda, and Daisaku Ikeda. Drawing resources from various disciplines (political theory, anthropology, literary theory, moral philosophy, education), this course seeks to understand the potential and limitations of dialogue in response to contemporary issues in education in times of globalization.

VCE 570 | IKEDA/SOKA STUDIES IN EDUCATION | 4 quarter hours  
(Graduate)  
This course examines empirical, conceptual, and applied research in the field of Ikeda/Soka Studies in Education. Special focus will be placed on analyzing research design and implications relative to understanding, articulating, and enacting value-creating education for global citizenship in multiple contexts. Attention will also be given to the empirical, conceptual, and applied approaches to researching the educational philosophies and practices of Daisaku Ikeda, Josei Toda, and Tsunesaburo Makiguchi in schools and communities.

VCE 580 | PRACTICAL APPLICATION OF VALUE-CREATING EDUCATION (LOCAL AND GLOBAL CONTEXTS) | 4 quarter hours  
(Graduate)  
This course engages candidates in applying value-creating education in local and global contexts. A special focus is given to navigating value-creating education's twin realms of cultivating knowledge and wisdom and individual and social benefit. Candidates will actively incorporate content from at least six VCE courses on theory, research, and practice into program and curriculum design, unit and lesson planning, assessment and evaluation, and teacher and leader dispositions. Class requirement: at least 6 VCE courses (or equivalent)

VCE 590 | INDEPENDENT STUDY | 4 quarter hours  
(Graduate)  
This Independent study/Internship course is specially designed for candidates in Value-Creating Education for Global Citizenship. It is intended for students who wish to deepen understanding of, and explore, key ideas, theories, and practices in value-creating education for global citizenship. The course has as an overall objective to provide learners with tools for curriculum development and practical instructional opportunities that will enable them to become critical and reflective practitioners. Permission of Department Chair and Associate Dean is required.

VCE 595 | SPECIAL TOPICS | 4 quarter hours  
(Graduate)  
This special topics course is specially designed for candidates in Value-Creating Education for Global Citizenship. It focuses on unique and timely issues in value-creating education for global citizenship. The course has as an overall objective to provide learners with opportunities that will enable them to become critical and reflective practitioners of value-creating education for global citizenship.

VCE 633 | DAISAKU IKEDA'S EDUCATIONAL PHILOSOPHY AND PRACTICE - PEACE PROPOSALS | 4 quarter hours  
(Graduate)  
This course introduces candidates to Daisaku Ikeda’s (b. 1928) philosophy and practice of peace. The course covers the history and context informing Ikeda's extensive peace proposals and engages students in reading in translation a number of Ikeda's published peace proposals, particularly as these relate to education in global contexts. The course will address key concepts in Ikeda's peace proposals such as human education, human dignity, human security, nuclear abolition, Buddhist humanism, value creation, human revolution, interdependence, student-teacher relationship, happiness, world citizenship, and dialogue. Status as an EDD student with a Global Catholic Educational Leadership concentration is a prerequisite for this class.