

# Institute for Daisaku Ikeda Studies in Education

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## 2017 Newsletter

We hope you're well as Spring emerges in Chicago! The DePaul University Institute for Daisaku Ikeda Studies in Education has engaged in many wonderful events and activities over the past year. The 2016 *Ikeda Lecture* drew nearly 600 people, DePaul University President Holtschneider conferred an honorary doctorate on Institute namesake, Daisaku Ikeda, and we held an international researchers forum on Ikeda/Soka studies with over 20 scholars from six countries. We are grateful to everyone who has supported the Institute this year, and we look forward to many more exciting events in the coming months. In this second issue of the Institute newsletter, we recap our second year and announce the theme and speaker for the 2017 *Ikeda Lecture* on May 16th. We hope you'll join us!



Thank you,  
Jason Goulah  
Director, Institute for Daisaku Ikeda  
Studies in Education

Ikeda Institute Newsletter 2017

## DePaul University Presents Honorary Degree to Daisaku Ikeda



Above: Hiromasa Ikeda receives the honorary degree from DePaul University President Holtschneider Photo Credit: Seikyo Shimbun

DePaul University President the Reverend Dennis H. Holtschneider, Congregation of the Mission, traveled to Japan to confer an Honorary Doctorate of Humane Letters on Daisaku Ikeda, President of Soka Gakkai International (SGI), for his efforts in education and peace building. The conferral ceremony took place on December 28, 2016 at the Soka Gakkai Headquarters in Shinanomachi, Tokyo.

During the ceremony, Dr. Jason Goulah, Associate Professor of Bilingual-Bicultural Education and Director of Institute for Daisaku Ikeda Studies in Education, read the conferral statement, which acknowledges President Ikeda's efforts to foster a network of global citizens, transcending religion, ethnicity, and political ideologies. The statement continues, "With profound appreciation of your work, DePaul created the Institute for Daisaku Ikeda Studies

in Education, the first such university-affiliated institute in the United States, to research, share and bring awareness to the educational ideas of Japanese educators such as yourself, and your mentors Josei Toda and Tsunesaburo Makiguchi. Like the schools you founded, the institute follows the Japanese educational model called Soka, meaning 'value creating,' which complements DePaul's Vincentian values, most notably in serving urgent human needs and informing socially responsible graduates." The conferral statement also highlights the City of Chicago's many acknowledgments of Ikeda's actions for peace, including its establishment of the Peace and Justice Monument in Lincoln Park (2010), the Daisaku and Kaneko Ikeda Peace Grove (2010), and Daisaku Ikeda Way (2015).

President Holtschneider then offered congratulatory remarks, in which he recounted the

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success of the Gandhi, King, Ikeda Exhibit at DePaul University in 2010 and expressed his high hopes for the Institute for Daisaku Ikeda Studies in Education and a new online master's degree program in *Value-Creating Education for Global Citizenship*, which DePaul will launch in 2017. President Holtschneider stated, "A university, while informing young people about the complexities of the world, is also a place where they learn how to greatly contribute to this world. In order to leave a better world for the generations that will follow, it is absolutely vital that we convey the highest ideals and philosophy to these youth. I believe this is the mission that we share with the Soka Schools."

Hiromasa Ikeda received the honorary doctorate on behalf of Daisaku Ikeda and read his acceptance speech. Ikeda, appreciating President Holtschneider and Dr. Goulah for traveling to Japan, recounted his memory of his first visit to Chicago in 1960. "Walking through Lincoln Park, filled with people of diverse backgrounds, I firmly resolved to work for a world of peace and coexistence where no one is judged or discriminated against on the basis of their race, creed, social standing, or any other factor." He then remarked on DePaul's great history of advancing "human dignity, equality and happiness," opening "its doors to people from less privileged backgrounds and provided them the opportunity to receive an excellent education, thus making unique



Above: Dr. Goulah, President Holtschneider, and Hiromasa Ikeda (from left to right)

Photo Credit: Seikyo Shimbun



Above: President Holtschneider offering congratulatory remarks at the ceremony

Photo Credit: Seikyo Shimbun

contributions as a university of the people."

Ikeda then highlighted the convergences between Tsunesaburo Makiguchi, the founder of value-creating education, and John Dewey. "Makiguchi embraced a deep respect for the great American philosopher John Dewey, who was shaped by and made enduring contributions during his time in Chicago. When Dewey visited Japan in 1919, he lectured at a meeting of elementary school principals, and based on recent research, it is thought that Makiguchi may have attended that lecture, and in this way encountered Dewey directly. Here I am reminded of the 'Copernican revolution' that Dewey called for in education, by which the child would become the 'sun' around which educational practices revolve and are organized. Our world today is in the midst of upheaval that is shaking politics, economics and even religion to their core. I am convinced that nothing less than such a Copernican revolution is now demanded of humankind, by which we look to children and youth as the sun, and in which we make learning and education the central concerns of the twenty-first century." Ikeda concluded his speech by renewing his commitment "to continue expanding a global solidarity of education dedicated to the creation of the values of good, happiness, peace and humanity, alongside the young people who will succeed us."

## Announcing the 2017 *Ikeda Lecture* by Awad Ibrahim Re-Mixing Borders: Education & the Global Solidarity of Hip-Hop



**When: Tuesday, May 16th, 2017 / 6:00 - 7:30 pm**

**Where: DePaul University Student Center 120 A & B  
2250 North Sheffield Avenue, Chicago, IL 60614**

**RSVP and Info: [IkedaInstitute@depaul.edu](mailto:IkedaInstitute@depaul.edu)**

The DePaul University Institute for Daisaku Ikeda Studies in Education is pleased to welcome Awad Ibrahim to give the 2017 *Ikeda Lecture*, "Re-mixing Borders: Education & the Global Solidarity of Hip-Hop." Ibrahim is an award-winning author and education theorist specializing in cultural studies, Hip-Hop, youth and Black popular culture, social justice, diasporic and continental African identities, and applied linguistics. His books include *The Rhizome of Blackness*, *Global Linguistic Flows* and *Critically Researching Youth*. He has taught and conducted research in the US, Canada, Morocco, Sudan and Saudi Arabia, and is currently a Professor in the Faculty of Education at the University of Ottawa.

As a scholar of race, language and education, Ibrahim has established himself as an intellectual with a broad reach. In this talk engaging Daisaku Ikeda's call for a "global solidarity of youth," Ibrahim considers Hip-Hop's power to transcend, collapse, and re-mix international borders and the boundaries of race, language, culture, and human education. Hip-Hop is the global voice of youth, what Ikeda would call "a mammoth musical movement." For Ibrahim, as for Ikeda, confronting the forces that seek to separate us lies in the power of music—and especially Hip-Hop—that speaks directly to the heart. This response, this echo within the heart of youth, is proof that human hearts can transcend the barriers of time and space and difference and nationality.

This event is free and open to public. We hope you will join us!

For event details, please visit our [webpage](#).

# 2016 Ikeda Lecture: Kwame Anthony Appiah Speaks on Global Citizenship and the Crisis Facing Black America



Above: Dr. Appiah giving the lecture

Photo Credit: Jamie Moncrief

On March 29th, 2016, the DePaul University Institute for Daisaku Ikeda Studies in Education welcomed Kwame Anthony Appiah to give the 2016 *Ikeda Lecture* titled, “Education for Global Citizenship and The Crisis Facing Black America.” Appiah is an internationally renowned philosopher, cultural theorist, and the “Ethicist” for *The New York Times Magazine*. Over 500 DePaul students, faculty, and community members, as well as scholars from as far away as

Michigan, Missouri, Massachusetts, and Ottawa attended the event.

The lecture started with College of Education Dean Paul Zions’ opening remarks. He shared the Institute’s many activities since opening in 2015, including his visit to Soka University and Tokyo Soka High School last winter. He said that Daisaku Ikeda’s ideals and DePaul’s Vincentian Mission are one and the same and that DePaul is proud to house the Institute for Daisaku Ikeda Studies. He also proudly announced that DePaul will soon begin its online master’s degree in *Value-Creating Education for Global Citizenship*.

Thereafter, Jason Goulah, Director of the Institute, explained that the lecture theme both commemorated the 20th anniversary of Ikeda’s 1996 talk on education for global citizenship at Columbia University and brought his perspective therein to bear on the crisis facing black America. Goulah noted that in his autobiographical novel, *The New Human Revolution*, Ikeda recalls witnessing an act of racism against a young African American boy in Chicago and invokes the ethic of global citizenship as the means to ameliorate racial injustice.

In his lecture, Appiah situated Ikeda’s Eastern, Buddhist idea of global citizenship in the Western historical context of Aristotle and Diogenes, stating that Ikeda’s perspective parallels (and can stand alongside) history’s oldest and most enduring understanding of cosmopolitanism. One thing about Ikeda’s perspective that stood out for Appiah was Ikeda’s emphasis on “all life and living,” including the environment. He noted the qualities of wisdom, courage, and compassion that Ikeda advocates as essential for global citizenship and reiterated Ikeda’s curricular practice of global citizenship through: “Peace education, environmental education, developmental education, and human rights education.” Appiah defined global citizenship, or cosmopolitanism, as universalism plus difference. The spirit of cosmopolitanism is rooted in the global concern for each other and in the respect and tolerance for different values and ways of life. Like Ikeda, Appiah asserted that such a spirit is cultivated through dialogue across difference. He cautioned that the goal of dialogue is not to reach agreement but to foster understanding, and he concluded that peaceful coexistence is rooted in *practice*, not theory.

## Launching Dialogue Session Series

On March 11th, 2016, the Institute for Daisaku Ikeda Studies launched its inaugural Dialogue Sessions on the educational philosophies of Daisaku Ikeda and Tsunesaburo Makiguchi. The topic for the initial Dialogue Sessions centered on “global citizenship” in Ikeda’s “Thoughts on Education for Global Citizenship” (1996) and Kwame Anthony Appiah’s “Education for Global Citizenship” (2008). Seventeen students and multiple faculty gathered to discuss convergences between Ikeda’s

and Appiah’s ideas on global citizenship. In the second session held on April 22nd, participants discussed some of the major themes in Appiah’s *Ikeda Lecture*. With a new topic for each session, the Dialogue Sessions will continue to serve as a venue to bring faculty and students into dialogue on key texts and ideas in Ikeda and Makiguchi studies.

The Institute will hold another Dialogue Session on Friday, May 12th. The topic will be on Ikeda’s 2017 Peace Proposal and Awad Ibrahim’s critical Hip-Hop ill-literacies.



Above: The first dialogue session participants

## Events Commemorating Ikeda’s Global Citizenship Speech

In June 2016, three events commemorating the 20th anniversary of Daisaku Ikeda’s speech, “Thoughts on Education for Global Citizenship,” at Teachers College, Columbia University on June 13th, 1996 were held across the United States.

On June 7th, over 150 educators gathered at Teachers College, Columbia University in New York. The event was titled “Thoughts on Education for Global Citizenship: The Courage of Application” and was co-sponsored by the Department of Arts and Humanities at Teachers College and the SGI-USA. On June 12th and 13th, World Summit of Educators was held at Soka University of America in Aliso Viejo, CA. Graduate students in the university’s Educational Leadership and Societal Change Program convened the summit, which Ikeda

proposed 20 years ago as a way for educators to share best practices across national borders.

On June 17th, the Ikeda Center for Peace, Learning, and Dialogue hosted an event commemorating Ikeda’s 1996 lecture and the 100th anniversary of John Dewey’s *Democracy and Education*. Titled “Living as Learning: The Humanistic Challenge to Contemporary Education,” the event featured renowned Dewey scholars, Jim Garrison and Larry Hickman, among other educators. The panel explored core themes from the works of Dewey, Daisaku Ikeda, and Tsunesaburo Makiguchi and explained why humanistic education, as it has developed over the last century, is so well suited to education for global citizenship. Dr. Jason Goulah, Director of the Institute for Daisaku Ikeda Studies in Education at DePaul University, was invited to present at all three events.



Above: The four panelists at the Ikeda Center for Peace, Learning, and Dialogue

Photo Credit: Ikeda Center for Peace, Learning, and Dialogue

# International Research Forum on Ikeda/Soka Studies in Education



Above: Group photo of all the forum participants

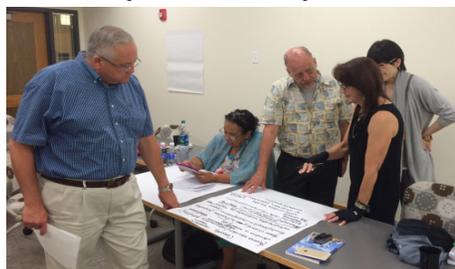
The DePaul University Institute for Daisaku Ikeda Studies in Education held a weeklong research forum on Ikeda/Soka studies for leading and emerging scholars in the field (Aug. 6-10). Invited scholars included Dr. Awad Ibrahim from University of Ottawa, Dr. Kiiko Ikegami from Monash University in Australia, Dr. Takao Ito from Soka University in Japan, Dr. Ruthanne Kurth-Schai from Macalester College, Dr. Dawn-Elissa Fischer from San Francisco State University, Dr. Namrata Sharma from State University of New York at Oswego, Andrew Gebert, a professional translator, and Mote Joffee, co-founder of The Renaissance Charter School in New York. DePaul faculty and doctoral students engaged in the field of Ikeda/Soka studies also participated in the forum.

This forum was envisioned to coordinate and advance scholarship in Ikeda/Soka studies in education by bringing together scholars from various fields, such as philosophy, history, economics, early childhood education, Black popular culture, and language education, as well as teachers, administrators, and school founders. Participants discussed gaps in, and needs for, research in Ikeda/Soka studies in terms of theory and practice. Some of the major themes discussed include historical contexts of value-creating pedagogy, education vs. schooling, humanistic and human education, value vs. values, teacher preparation, and standards and assessments.

Participants developed individual and co-authored scholarship and planned collaborative presentations at major national and international conferences.



Above: Dr. Awad Ibrahim joining the forum via Skype



Above: Small group discussion on the last day of the forum



## Routledge Publishes New Book in Makiguchi Studies

*Makiguchi Tsunesaburo in the Context of Language, Identity and Education* (Routledge, 2017), a new book on the educational philosophy and practice of Tsunesaburo Makiguchi, will be published by Routledge in April 2017. First published as a special issue of *Journal of Language, Identity and Education* in 2013, this volume includes a new preface and three new chapters.

Michio Okamura, a doctoral student in the Curriculum Studies Program at DePaul University and a K-8 Japanese teacher in Chicago Public Schools, writes one of the newly added chapters. Okamura introduces Makiguchi's "knowledge cultivation model" (as opposed to knowledge transmission) for the first time in the Anglophone literature and explores the applicability of Makiguchi's value-creating pedagogy in his own Japanese classroom.



Above: Michio Okamura with his students in his Japanese class



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