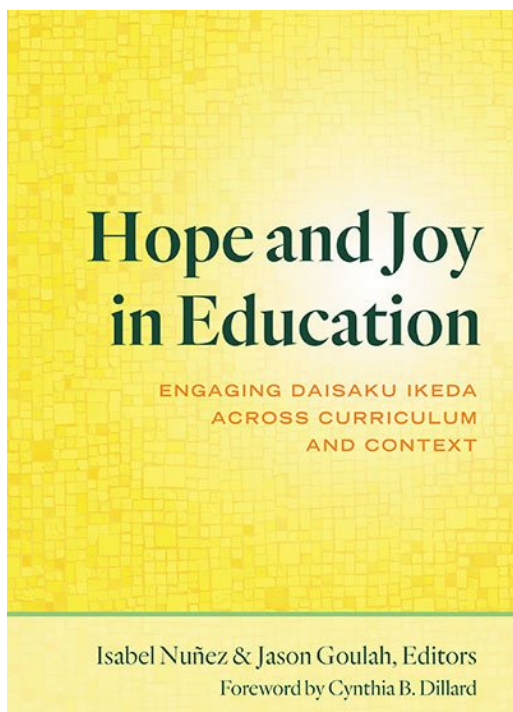




# Ikeda Studies News

## New Book Explores Hope and Joy in Daisaku Ikeda's Educational Philosophy



In April 2021, Teachers College Press published *Hope and Joy in Education: Engaging Daisaku Ikeda Across Curriculum and Context*, a multi-authored book on Daisaku Ikeda's educational philosophy. Edited by Isabel Nuñez and Jason Goulah, the book includes chapters from twenty-three scholars who draw on Ikeda's unique perspectives to reinvigorate hope and joy in educational theory, research, and practice across the lifespan. In her foreword, Cynthia B. Dillard calls the book "a necessary text at a necessary time when, amidst the violence, global pandemics, enduring racism, and the often mean-spiritedness of our encounters with one another, we must pause to seriously consider the absolute power of joy, hope, and spirit in the work of teaching and learning."

The Ikeda Center for Peace, Learning, and Dialogue in Cambridge, MA, held a virtual book launch with the editors. When asked how educators can keep hope and joy alive after the painful, tumultuous year of 2020, Nuñez shared that it was Ikeda's perspective on the Buddhist principle of "changing poison into medicine" that gave her a fresh and empowering outlook on this difficult time. Goulah responded that these challenges provide real opportunities for dialogue, value creation, and the reaffirmation that genuine hope and joy emerge from within. Indeed, at no time has it been more necessary to enliven hope in the promise of education or to reestablish joy in teaching and learning. This book reminds readers that the classroom—virtual or otherwise—is still a magical space, brimming with the brilliant and creative energy of young people. The full recording of the book launch can be found [here](#).



Virtual Book Launch [Photo Credit: Ikeda Center for Peace, Learning, and Dialogue]

### Order Your Copy Today

Get your copy of *Hope and Joy in Education: Engaging Daisaku Ikeda Across Curriculum and Context* today! Visit the following website based on your locations:

- [Order from USA](#)
- [Order from Canada](#)
- [Order from other countries](#)

### Greetings

On behalf of everyone at the Institute for Daisaku Ikeda Studies in Education, I hope you and your loved ones are healthy, safe, and in high spirits. As we approach the end of another challenging year, nearly our second of living and working in a global pandemic, I would like to express my heartfelt gratitude to the students, faculty, staff, and many others too numerous to name who supported the Institute throughout 2021. I would also like to recognize, applaud, and celebrate your extraordinary work this year. We presented at international conferences, welcomed Cynthia B. Dillard to give the 2021 Ikeda Lecture on Black feminism and Ikeda's view of society for education, and hosted the 2nd International Conference on Ikeda/Soka Studies in Education. Institute researchers published their scholarship and translations in multiple leading journals and books and were invited to speak at various universities around the world. We welcomed a new faculty member and a new doctoral assistant, and our outgoing doctoral assistant was awarded a prestigious fellowship. Bolstered by our successful online degree and credential programs in *Value-Creating Education for Global Citizenship*, the Institute has become a global center for scholarship and preparation in the field of Ikeda/Soka studies in education. We hope you enjoy this issue of our newsletter and wish you a wonderful and safe start to 2022!

Jason Goulah, PhD  
Institute Director



### Inside this issue...



2021 Ikeda Lecture: Black Feminism and Society for Education

Page 2

2nd International Conference on Ikeda/Soka Studies in Education

Page 3

A Glimpse at courses in the *Value-Creating Education for Global Citizenship* degree program

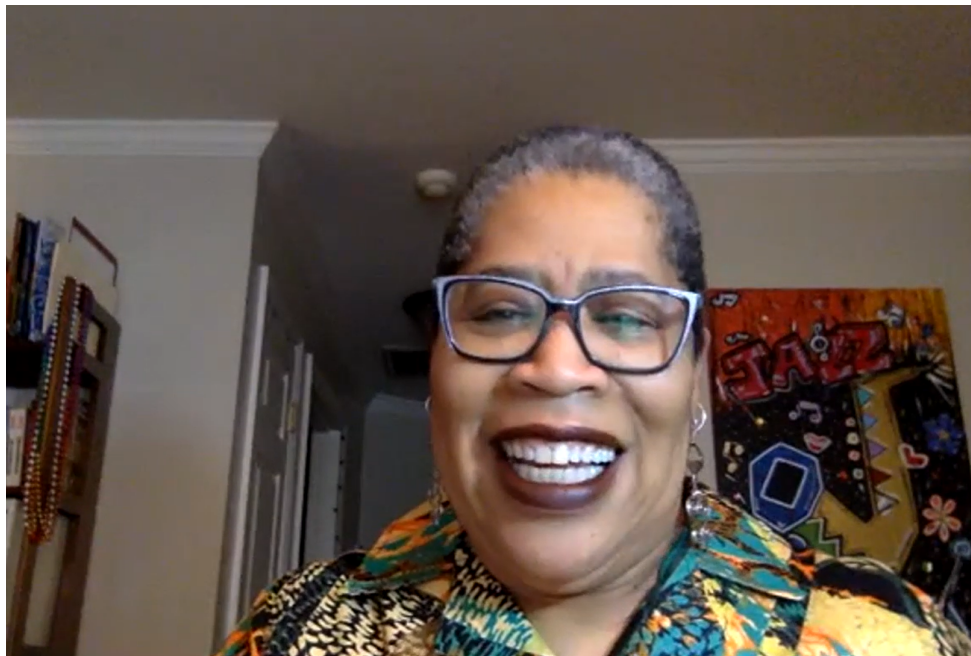
Page 4



Ikeda Receives AERA Human Rights Award; Research Updates in Ikeda/Soka Studies

Page 5

# 2021 Ikeda Lecture: Cynthia Dillard Speaks on Black Feminism and Society for Education



Dillard giving the 2021 Ikeda Lecture

**“For a society and schools to be ready for Black children, we must be spiritually and morally healthy enough and courageous enough to wade in the water of those histories that had brought us to this point. That is part of that ‘self-reflective attitude’ that Ikeda called us towards.”**

On April 21, the DePaul University Institute for Daisaku Ikeda Studies in Education welcomed Dr. Cynthia Dillard to deliver the 2021 Ikeda Lecture, "Black Feminism and Society for Education." The Mary Frances Early Professor of Teacher Education at the University of Georgia, Dillard is an internationally renowned author and educator and has written on critical education, spirituality, endarkened feminism and African American studies in education. Due to the continued coronavirus pandemic, this year's lecture was held virtually and attended by more than 1600 participants from 22 countries.

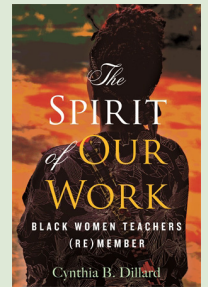
Dillard opened her lecture by sharing her encounter with Ikeda's work. When she was living in Japan as a doctoral student, she was given *Letters of Four Seasons*, a collection of letters between Ikeda and Yasushi Inoue, a renowned Japanese writer. One of the letters, titled "Teacher and Taught," was particularly important to Dillard. In it, Ikeda discussed "the absolute necessity of relationship in educational endeavors," and stated "the basis of friendships whether student to student or student to teacher is only effective and respectful if they presume that human life is priceless and that we are all part of a larger human family that extends into what we call the past that rests in what we call the present and looks to what we call the future."

In her lecture, Dillard discussed the core themes and ideas in Ikeda's 2000 essay and how they intersect with her work in education in Ghana. She shared that both Ikeda and endarkened feminist theories of education emphasize that "schools and systems of education will change only when we attend to the human spirit within society, to that thing that animates education, what Ikeda refers to as the bonds and interactions between people."

Introducing the ethos embraced at the school she built in the village of Mpeasem in Ghana, she argues that "in order for societies to be well so that schools can then be well, we must start stories of our

## Dillard's 2021 Book *The Spirit of Our Work: Black Women Teachers (Re)member*

In *The Spirit of Our Work: Black Women Teachers (Re)member*, Dr. Cynthia Dillard centers the spiritual lives of Black women educators and their students, arguing that spirituality has guided Black people throughout the diaspora. She demonstrates how Black women teachers and teacher educators can heal, resist, and (re)member their identities in ways that are



empowering for them and their students. Dillard emphasizes that any discussion of Black teachers' lives and work cannot be limited to truncated identities as enslaved persons in the Americas.

*The Spirit of Our Work* addresses questions that remain largely invisible in what is known about teaching and teacher education. According to Dillard, this invisibility renders the powerful approaches to Black education that are embodied and marshaled by Black women teachers unknown and largely unavailable to inform policy, practice, and theory in education. *The Spirit of Our Work* highlights how the intersectional identities of Black women teachers matter in teaching and learning and how educational settings might more carefully and conscientiously curate structures of support that pay explicit and necessary attention to spirituality as a crucial consideration. Order your copy from [here](#).

multiple pasts, at their root for Black people. That is on the continent of Africa, and our ancestors are calling us to act to be responsible and responsible to that past, this present, and to our future."

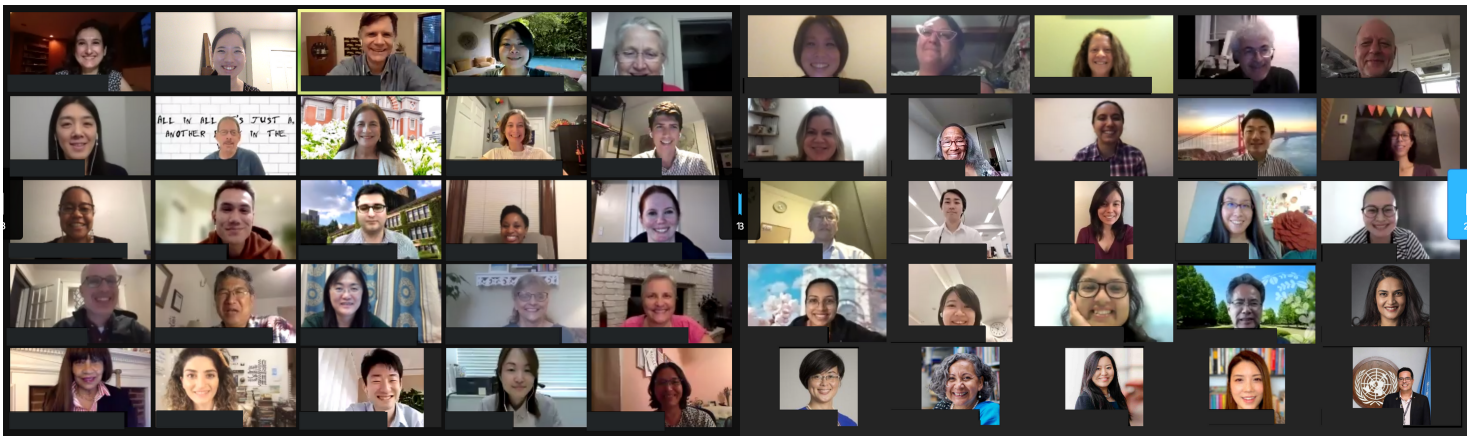
She adds, "for a society and schools to be ready for Black children, we must be spiritually and morally healthy enough and courageous enough to wade in the water of those histories that had brought us to this point. That is part of that 'self-reflective attitude' that Ikeda called us towards."

For a full event summary, please visit our [blog](#).



Q&A session with Dillard, moderated by Goulah





Conference participants

# Institute Hosts 2nd International Conference on Ikeda/Soka Studies in Education

The DePaul University Institute for Daisaku Ikeda Studies in Education held the 2nd International Conference on Ikeda/Soka Studies in Education on June 16-18, 2021. Themed “Toward 2030: The Significance of Value-Creating Pedagogy and the UN Sustainable Development Goals,” the virtual conference signaled the importance of the next decade in marking both the 100th anniversary of Tsunesaburo Makiguchi’s *Sōka kyōikugaku taikei* (The System of Value-Creating Pedagogy), and the date by which all UN Member States have agreed to meet the Sustainable Development Goals (SDGs) to end poverty, protect the planet, and ensure that all people enjoy peace and prosperity. More than 150 scholars, educators, and graduate students from multiple countries attended the conference. Presentations included research on the philosophies and practices of Makiguchi, Daisaku Ikeda, and Josei Toda, ranging from historical analyses of their original writings to conceptual and empirical examinations of their ideas in applied practice. Presentation themes ranged from Ikeda’s thought in action, arts and the poetic mind, and value-creating education to consideration of these relative to the SDGs, COVID-19, dialogue, human revolution, human education, global citizenship, and more. The full conference program is available [here](#).



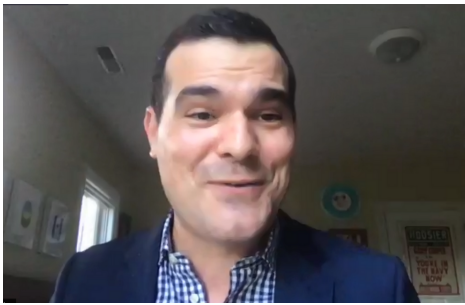
Nuñez giving the keynote speech

The conference also included a welcome plenary session commemorating the 25th anniversary of Ikeda’s 1996 address on education for global citizenship at Teachers’ College, Columbia University, as well as two invited keynotes. The first keynote, by Isabel Nuñez (Purdue University, Fort Wayne) was on spirituality and selfhood toward integrity as a teacher. The second, by Douglas Yacek (Dortmund University of Technology) and Gonzalo Obelleiro (DePaul University), examined intersections between Ikeda’s and Toda’s notion of “human revolution” and the field of transformative education. In the closing session, DePaul University College of Education Dean Paul Zionts shared his

appreciation for the participants and excitement for the further advancement of the field of Ikeda/Soka studies in education. He also announced that preparations are currently underway to launch an online PhD in *Value-Creating Education for Global Citizenship* at DePaul.

The virtual format of the conference enabled overseas presenters and participants to be part of the ongoing exploration and development of research in Ikeda/Soka studies in education. Many students and alumni of DePaul’s degree and certificate programs in *Value-Creating Education for Global Citizenship* presented papers based on their work in the program, and many doctoral students from DePaul and other universities also delivered presentations on their engagements with Ikeda’s ideas in their lines of doctoral inquiry and research.

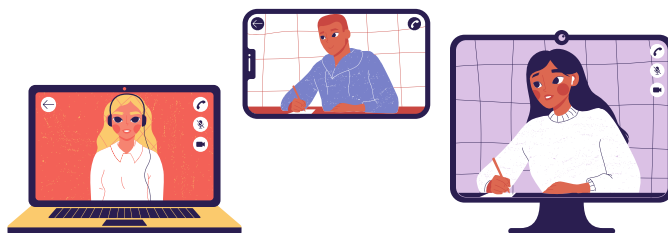
You can visit [here](#) to see the original conference call.



Obelleiro (left) and Yacek (right) in the keynote session

# A Glimpse at VCE Courses...

DePaul University's master's degree and credential program in *Value-Creating Education for Global Citizenship* (VCE) offer courses that examine the educational philosophies and practices of Tsunesaburo Makiguchi, Josei Toda, and Daisaku Ikeda. Here is a glimpse at four VCE courses!

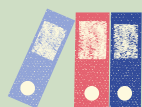


## VCE 531: HUMAN EDUCATION AND THE POETIC SPIRIT

What does it mean to be "fully human?" This course explores that question through Daisaku Ikeda's unique lenses of "human education" (*ningen kyōiku*) and the "poetic spirit" (*shigokoro*). Comprising four interlocking ideals and commitments--dialogue, global citizenship, value creation, and creative coexistence--human education is an East-West approach to being and becoming, encouraging and fostering others, and awakening to the fullness and possibility of our shared humanity in a complex and socio-ecologically interconnected world. The poetic spirit is an expansive and all-encompassing heart or mind free from the fetters of institutional and ideological impositions; it underpins human creativity and imagination, imparts hope and joy, and propels us to transform our inner world and manifest the causality of the eternal in the present. Together, human education and the poetic spirit offer a fresh and necessary perspective on the interdependence of all life and living and on courageous practices of compassion, inclusivity, diversity, and equity.

## VCE 533: PEACEBUILDING AND EDUCATION

This course explores the relationship between education and global peace. Centered on Daisaku Ikeda's philosophy and practice, this course engages students in considering the causes, conditions, and modes of confronting the most urgent and persistent challenges facing humanity and our planet. Focus is placed on Ikeda's citizen diplomacy, policy analyses, faith in civil society, and decades of annual peace proposals as a sweeping curriculum of global citizenship and value creation. Students will map the interrelated concepts, themes, issues, and aspects that animate this peacebuilding curriculum and explore the ways that humanity's most pressing challenges and sources of division are, fundamentally, matters of education.

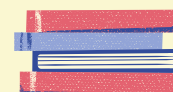


## VCE 550: EDUCATION FOR GLOBAL CITIZENSHIP

This course examines education for global citizenship, the idea that human individuals, irrespective of place of birth or cultural background, are citizens of the world. This course explores global citizenship and its implications for questions of justice, culture, and education. It will consider the manifestations of global citizenship beyond the West, with a special focus on global citizenship in the pedagogy of value-creating educators Daisaku Ikeda, Tsunesaburo Makiguchi, and Josei Toda. Drawing resources from various disciplines, this course seeks to understand the potential and limitations of global citizenship to respond to contemporary issues in education in times of globalization.

## VCE 570: IKEDA/SOKA STUDIES IN EDUCATION

This course examines empirical, conceptual, and applied research in the field of Ikeda/Soka Studies in Education. Special focus is 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.



# VALUE-CREATING EDUCATION FOR GLOBAL CITIZENSHIP PROGRAM

### ✓ Fully Online Program

The degree is fully online and asynchronous, so students may take courses from anywhere in the world and complete assignments anytime during each week.

### ✓ Full- & Part-Time

The program caters to in-service teachers and those working full-time in other fields. Students may take courses full-time (2 courses per quarter) or part-time (1 course per quarter), and there is no culminating thesis.

### ✓ Scholarships

DePaul's Institute for Daisaku Ikeda Studies in Education offers two scholarships annually to cover half the tuition for the degree.

### ✓ Certificate Option

Instead of pursuing the full degree, non-matriculated individuals may take up to seven pre-selected courses at half the tuition cost to earn a Microcredential (4 courses) or Macrocredential (7 courses) in *Value-Creating Education for Global Citizenship*. No formal application is required for this option.

For more information about the VCE program, please visit [here](#).



# AERA Awards Daisaku Ikeda



DIVISION B - CURRICULUM STUDIES  
ELLA BAKER/SEPTIMA CLARK HUMAN RIGHTS AWARD

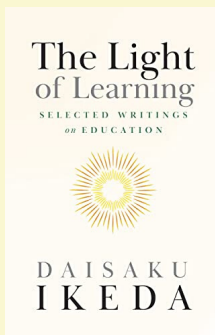
Presented to  
**Daisaku Ikeda**

PRESIDENT OF SOKA GAKKAI INTERNATIONAL AND FOUNDER OF  
THE SOKA SCHOOLS AND UNIVERSITIES

In April 2021, the American Educational Research Association awarded Daisaku Ikeda the Ella Baker/Septima Clark Human Rights Award. The award, honoring the legacies of Baker and Clark as pioneers of the black freedom movement, recognized Ikeda's commitment to a human rights-focused approach to resolving global issues and his unwavering belief in the unlimited power of civil society, youth, and women to pioneer a better age.

## The Light of Learning published in the U.S.

On November 1, U.S. publisher Middleway Press released *The Light of Learning: Selected Writings on Education*, a new collection of works on education by Daisaku Ikeda. The collection reflects what Institute director Jason Goulah in the foreword calls Mr. Ikeda's "uniquely Eastern and quintessentially universal" perspectives and practices in education. Ranging from educational proposals and university lectures to personal essays and poetry, the writings included in *The Light of Learning* provide a comprehensive introduction to Mr. Ikeda's broad educational philosophy. Goulah's foreword concludes, "The writings in this volume are compelling and encouraging, a necessary guide in the uncertainty of our turbulent times and the urgency of the moment."



## Research Presentations in Ikeda/Soka Studies in Education

The 2021 annual meeting of the American Educational Research Association (AERA), held virtually, included a symposium titled "Difference, Social Engagement, and Responsibility: Perspectives from the Dewey-Soka Heritage." Presentations addressed the question of educational responsibility grounded in the commitment that a creative response to enduring structures of injustice must include transformative engagements across difference. Jim Garrison of Virginia Polytechnic Institute and State University served as discussant.

The 2021 annual meeting of the American Educational Studies Association (AESA), held in Portland, Oregon, included a symposium session on hope and joy in Daisaku Ikeda's educational philosophy. The session featured six diverse scholars speaking on a range of perspectives and themes from the Ikeda corpus.

### New Research Fellow at the Institute

The Institute for Daisaku Ikeda Studies in Education is happy to welcome Toko Itaya as a doctoral research fellow, beginning in September 2021. Toko is a doctoral candidate in Curriculum Studies, focusing her research on Ikeda and Makiguchi perspectives in language education. She is a graduate of Soka University of America and earned a master's in Japanese language education at Soka University, Japan. Prior to joining us, she worked as a Japanese language instructor at Soka University. Ritsuko Rita completed her term as a research fellow.



Stay connected to the Institute for Daisaku Ikeda Studies in Education on [Facebook](#) and our [Institute blog](#)!  
For more information on the Institute for Daisaku Ikeda Studies in Education, please visit [go.depaul.edu/ikedaInstitute](https://go.depaul.edu/ikedaInstitute)

## Dissertations in Ikeda/Soka Studies in Education

In April 2020 and 2021, three doctoral students at DePaul University successfully defended dissertations in Ikeda/Soka studies in education.

- Nozomi Inukai defended her dissertation *The "Being" and "Doing" of a "Good Teacher" from a Soka Perspective*, which draws on case study research at Soka University of America.
- Alexandra Cruz defended her dissertation *The Purpose of Education: A Case Study on Accountability and Latina Teachers in a Midwest Charter Network*, which examines Latina teachers' experiences from the perspective of John Dewey's and Tsunesaburo Makiguchi's educational theories.
- Kendrick Johnson defended his dissertation *Dancing in the Liminal Tension: A Phenomenological Study of How Queer Black Boys Attain Happiness in an Urban Midwest High School*, which examines the experiences of queer Black boys from the perspective of Makiguchi's theories of happiness and value creation and Ikeda's philosophies of human revolution and global citizenship.

## Ikeda Center Education Fellows Award

DePaul doctoral student Ritsuko Rita has been awarded one of three Education Fellowship from the Ikeda Center for Peace, Learning, and Dialogue, in Cambridge, Massachusetts.



The Education Fellows Program was established in 2007 and aims to advance research and scholarship on the ideas and practices of Daisaku Ikeda, Josei Toda, and Tsunesaburo Makiguchi. Fellows receive two years of funding at \$10,000 per year and dissertation advising from leading scholars in educational philosophy and curriculum studies. Congratulations!

## Graduates from VCE Program

Congratulations to Kimberly Mullenix, Nitesh Sil, and Ridgely Goldsborough who graduated from the master's program in *Value-Creating Education for Global Citizenship*, and to Kiyoshi Akasu who became the first student to complete the macrocredential in *Value-Creating Education for Global Citizenship*!



INSTITUTE FOR  
DAISAKU IKEDA STUDIES  
IN EDUCATION

DEPAUL UNIVERSITY

Institute for Daisaku Ikeda Studies in Education  
DePaul University, College of Education  
2247 N. Halsted Street, Chicago, IL 60614  
773.325.7135 | [ikeda@depaul.edu](mailto:ikeda@depaul.edu)