

Introduction Message:

Peacekeeping, Peacemaking, and Peacebuilding on Jeju Island,” redefined, reshuffled and reshaped at the Jeju World Peace Academy 2017.

In August of 2017, participants of the 2nd Jeju World Peace Academy at Jeju National University had an opportunity to redefine, reshuffle and reshape some aspects of peacekeeping, peacemaking, and peacebuilding on Jeju Island. In particular, professor Douglas A. Yates, American Graduate School in Paris, using Johan Galtung’s positive peace/negative peace dichotomy as a criteria, he evaluated three approaches to conflict resolution: peacekeeping (interposition of international forces to separate armed belligerents), peacemaking (third-party mediations and negotiated settlements), and peacebuilding (addressing underlying structural issues and long-term relationships between conflict parties), to describe the Jeju Peace Island initiative as a necessary approach to resolving conflict and creating positive peace on the Korean peninsula. Galtung conceptualized the problem of war and peace through a “conflict triangle” with attitude, behavior, and contradiction as its vertices. Galtung argued that all three components would always be present together in a full conflict. As parties disagree over contradictory interests, they develop hostile attitudes which feed conflict behavior. In this dynamic process conflict grows, intensifies, deepens and spreads. This all complicates the task of addressing the original core conflict. Peacebuilding initiatives on Jeju island to resolve the Korean conflict and build positive peace come out of that island’s history of violence. Of particular importance is the memory of the tragic April 3rd 1948 uprising on Jeju island, also known as the 4·3 (or “sasam”) incident, that happened during the Korean War when tens of thousands of islanders, accused of being communists, were massacred by South Korean forces with American assistance. As a result of a series of initiatives to build peace, the South Korean government declared Jeju an “Island of World Peace” on Jan. 27, 2005, and since then several peacebuilding initiatives have been successfully implemented, including the annual Jeju Forum for Peace and Prosperity, the permanent Jeju International Peace Center, and efforts to institutionalize peace studies at Jeju national university.

Jeju Peace Island for Koreas 2018: Towards Peace Island Education & Tourism Welfare Model at the Grass Roots Level

Chang Hoon Ko, President of World Association for Island Studies & Kyungwon Lee, professor of Jeju National University try to talk about some issues of Jeju Peace Island for Koreas 2018: Towards Peace Island Education & Tourism Welfare Model at the Grass Roots Level.

They conclude if Jeju Peace Island for Koreas 2018 gets international awareness from participants in the spheres of Peace Island Education & Tourism Welfare Model at the Grass Roots Level, it will contribute to the institutionalization of both the peace island and welfare tourism industries. In addition, if Jeju government supports the financial budget for the establishment of a Jeju Peace University or a Jeju Environmental University, our efforts might include an impetus to create and operate a Jeju Peace University or a Jeju Environmental University based on collaborative Jeju Peace Studies in Korea and internationally in the nearer future. Of course, we believe that, through this kind of collaborative leadership, a vision of a Nonviolence Korea “Jeju Peace Island for two Koreas” might serve as a buffer zone potentially approved by the Six Nations in the Asia Pacific region in 2019.

Searching for Jeju 4·3 Trauma Model : Collective Stigma and Jeju 4·3 historical trauma.

AeDuck Im Ph.D. in Social Welfare Policy, Jeju National University, South Korea, in her article, "Searching for Jeju 4·3 Trauma Model : Collective Stigma and Jeju 4·3 historical trauma," says that this study was analyzed from the perspective of the 2nd generation of Jeju 4·3 experienced residents, unrelated to the ideology of right or left.

This study was approached from the perspective of a historical trauma. In order to confirm the cause of this traumatic event, collective stigma politically imposed on Jeju at macro system were analyzed and four Korean national daily newspapers titled Donga Ilbo(1962-1999), Kyung Hyang Newspaper (1947-1999), Maeil Business Newspaper (1966-1999), Hankyoreh Newspaper (1989-1999) were analyzed by the key word Jeju 4·3 in the Naver news library at exo system[1]. And interview results were analyzed at micro system. Incurring the “unidentified unsafe feeling”, anxiety and fear that even innocent ordinary

people from Jeju Island could be stigmatized in “red” without their knowledge whether they were left or right, different attitudes changing at various systems have had influence on trauma transmission from generation to generation since 1948 until now. This research showed that the sense of safety or security at all the level of systems was never secured over 70 years. Therefore, publicly guaranteed safety feeling at macro system should become the starting line of recovering the Jeju 4·3 historical trauma. The Jeju 4·3 related historical trauma, which has been handed down through generations in the silence of 70 years, should be solved by the central government policy.

The Effectiveness of Three Different English Instruction Approaches

Mi-Sun Kim of Cheju Halla University, Korea, in her article, “The Effectiveness of Three Different English Instruction Approaches,” argues that there has been a lot of reporting regarding the continued problems of English education instructions in Korea because of too much emphasis on the grammar-translation method. This study focuses on the effectiveness of three different English instruction approaches, Whole Language Approach (Whole), English for Specific Purposes (ESP), and E-mail for English Teaching (E-mail).

The data were collected in May, 2017 by distributing a survey questionnaire to the first and second year students in four classes in the Department of Tourism English at a selected university in Jeju. 12 questions in the questionnaire were used to measure how the participants perceived the importance of various goals regarding three different communication-based English instruction approaches, Whole Language Approach (Whole), English for Specific Purposes (ESP), and E-mail for English Teaching (E-mail).

Participants in this study were most interested in the Whole Language Approach (Whole) followed by English for Specific Purposes (ESP) and E-mail for English Teaching (E-mail).”

The WEIS is no longer “scratching at the surface”. Rather the journal is getting to the heart of the matter”. Indeed, as the world is coming to know more about island people, cultures, islands are becoming important actors on the global stage in an age of World Environment. The World Environment and Island Studies Journal continues not only to provide a forum for discussion and

analysis, but also suggests a vision of island civilization model to the world.

In doing so, the Journal offers directions as a lighthouse to ships on the sea in a cooperative age of 21st Asia Pacific, not to mention as a script. Thank you again for your attention to our journal.

September 30, 2017

Editor in chief

Dr. Chang Hoon Ko

President of World Association for Island Studies

And

Emeritus Professor, Jeju National University, S. Korea.