

The PEACE CHRONICLE

The Newsletter of the Peace and Justice Studies Association



Building Cultures of Peace

SPECIAL 2008 CONFERENCE PREVIEW ISSUE!

INSIDE THIS ISSUE

Everything you need to know about the upcoming PJSA conference, including...

Keynote Speakers
Entertainment
Award Nominations
New Programs & More

Plus...

Special Focus on
Academics and Activism
Thesis/Dissertation Listings
Grassroots Grants Update
PJSA Welcomes Our New
Executive Director



SPRING, 2008:

ACADEMIA AND ACTIVISM

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Studies Association**

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A Peace Rally Gone Wrong

PJSA

Who We Are

The Peace and Justice Studies Association (PJSA) is a non-profit organization that was formed in 2001 as a result of a merger of the Consortium on Peace Research, Education and Development (COPRED) and the Peace Studies Association (PSA). Both organizations provided leadership in the broadly defined field of peace, conflict and justice studies.

We are dedicated to bringing together academics, K-12 teachers and grassroots activists to explore alternatives to violence and share visions and strategies for peacebuilding, social justice, and social change.

PJSA also serves as a professional association for scholars in the field of peace and conflict resolution studies, and is the North-American affiliate of the International Peace Research Association.

Our Mission

PJSA works to create a just and peaceful world through:

- ◆ The promotion of peace studies within universities, colleges and K-12 grade levels.
- ◆ The forging of alliances among educators, students, activists, and other peace practitioners in order to enhance each other's work on peace, conflict and non-violence.
- ◆ The creation and nurturing of alternatives to structures of inequality and injustice, war and violence through education, research and action.

**The Peace
Chronicle**

Editor:

Shannon Wills

Layout & Design:

Shannon Wills

The Peace Chronicle is published by PJSA three times a year, and is circulated to current and potential members. The *Chronicle* features new scholarship and literature, the latest developments in peace research, peace studies and peace education, discussion of central issues in the peace and justice movement, book and film reviews and other selected resources for educators and activists.

To submit an article or announcement to the *Peace Chronicle*, or to inquire about advertising or networking opportunities, please contact PJSA at pjsa@usfca.edu.

A Letter from our Co-Chair

Dear Members and Friends,

Welcome to another great issue of the Chronicle. The connection between activists and academics is a topic of ongoing discussion in PJSA, and this issue focuses on it. It is of special relevance to PJSA because so many of us wear two or three hats — educators, activists, researchers, writers. And most of us struggle to find the right balance, or the right interaction, between those different roles we play.

For us, it isn't a question of whether activism or research or education is the right thing to do. We know they are each important. We also know that we each have to make use of our own gifts and talents — some of us are inspiring educators, others great strategic thinkers, when it comes to organizing. But the biggest question is, how we can best support each other's work? What kind of research can be of greatest use to activists who are trying to stop genocide? What kind of education best motivates and prepares students to turn a world of free trade into a world of fairer trade? How can activists best employ the energies of scholars, teachers and students in the cause of peace?

We hope that you like the new look of the Chronicle, and especially our new logo. Our logo has been evolving for some time, and this year the Board asked student designers at Princeton University to come up with a logo for us. We looked at some options and chose the logo you see on the Chronicle. It seems appropriate for us — the books to represent scholarship and knowledge, the dove to represent the peace we hope our scholarship can help to create. We chose a dove that appears to be in motion, which connotes ACTION for peace, and not simply peace as a static situation.

This issue contains a comprehensive preview of our 2008 conference, which is coming up on September 11-14th. This year's conference opens (on Thursday September 11th) with a public rally to TAKE BACK 9/11 for NONVIOLENCE.

Come a little earlier than usual and begin the conference in the streets. Judging from the exceptionally large number of proposals we have received this year, this will be a much larger conference than we've had before, and I don't think you will want to miss it. Tom Hastings, all the folks in the Portland local steering committee, the folks in the Portland-based Peace and Conflict Studies Consortium, Joanie Connors (as PJSA conference co-chair) and several other board members and members have been working hard to make this a great conference. I had the pleasure of reviewing proposals for films and one track of papers and I was impressed by the work I saw.

For those of you on an academic calendar, this is earlier than we usually meet in the academic year, and so we URGE you to make your plans to come NOW (register on our website, book your plane or whatever, reserve yourself a bed), because you are NOT going to want to miss this one. It will be a lot easier to make plans to come now than to remember to do it in August. This year we are waiving registration fees for students and low-income registrants who sign up to volunteer 12 hours at the conference. Sign up on our website!

You'll see on page 8 a call for nominations for the Annual Awards we give out at the conference banquet dinner. Please give some thought to people who should be nominated for these awards, and let us know!

As always, membership applications and Global Directory order forms are in the centerfold. Renew your membership, buy a Global Directory, or pass on these forms (or the whole Chronicle!) to someone who might be interested. I look forward to seeing you ALL in Portland this September!

— Margaret Groarke



Special Announcement:

PJSA Welcomes New Executive Director

After a long and careful selection process, PJSA is proud to announce that we have hired Randall Amster as our new Executive Director.

Randall, a professor of Peace Studies and Social Thought at Prescott College in Arizona, holds a J.D. from Brooklyn Law School and a Ph.D. in Justice Studies from Arizona State University. He publishes widely in areas including anarchism, ecology, homelessness, and social justice; writes a regular op-ed newspaper column; and serves on the Editorial Advisory Board of the Contemporary Justice Review. With his partner Leenie and young sons Arlo and Zenon, he lives on a small ranch in northern Arizona with many animals and a thriving desert garden.

Says Randall, "I look forward to working with the membership and board of the PJSA, and to cultivating not only gardens, but viable pathways to peace and justice in the world as well."

Please join us in welcoming Randall Amster to PJSA. We believe that Randall will make a fine addition to our organization, and look forward to a prosperous partnership with Randall and Prescott College in the years to come. More information about Randall and his work is available at http://www.prescott.edu/faculty_staff/faculty/rdp.html#amster.





Building Cultures of Peace

Peace and Justice Studies Association
and
Peace and Conflict Studies Consortium
invite you to a

historic peace conference

September 11-14, 2008

Portland State University

*Open to all academics, activists, students,
K-12 educators and peace professionals*

*Register before July 1 for
discounted registration
and room rates! **

Take Back September 11 for Nonviolence Rally

Peace leaders
Justice scholars
Music by Mic Greshaw,
Anne Feeney,
and Nuborn Tribe
Hibakusha
Atomic bomb exhibit
Film presentations
Workshops



Authorial readings
Panels
Trainings
Seminars
Book tables
Activist tables
Academic program
representatives
and much more...

For more information, or to register, please visit:
www.peacejusticestudies.org

* Please find our conference registration form on page 9 of this issue.

Building Cultures of Peace: PJSA 2008 Conference Preview

We're All Portland Peaceniks

An Invitation to attend the upcoming PJSA Conference

From PJSA Co-Chair and Conference Chair Tom Hastings, Portland State University

Portland, Oregon will host the 2008 Peace and Justice Studies Association conference, and that's appropriate. What better town to combine the academic light and the political heat of this upcoming election season? Portland is one of the top US towns for Peace Studies programs (six, with a seventh in the works), and Portland has the strongest peace movement in the US (proportionally, always, and even in raw numbers, sometimes). It is in many ways the best town to bring together academics and activists, students and K-12 peace educators.

Am I bragging? Am I setting up an unnecessary competition? No, just observing.

And, anyway, what is bad about a peace race?

What if more towns joined in such competition? Gosh, that might erode the militaristic underpinnings of empire.

We hope each of you can make it to our conference, which will launch in true Portland style — with a public peace rally on September 11 — an auspicious date indeed. It's called "Take Back September 11 for Nonviolence," and it will start at 3 p.m. directly outside and below the plenary homeroom of our conference at Portland State University. Indeed, where else should the well attended peacenik be on September 11, but in Portland on the famous Park Blocks, scene of numerous peace demonstrations against this godawful war in Iraq? Come hear Bernard Lafayette, Kathy Kelly, Jo Ann Bowman, Bumpy Kanahale, Mic Crenshaw, Anne Feeney and others in this 90-minute kickoff event.

That activist event — free and open to the public — will kick off three days of education, networking, inspiration, new connections and renewal of old friendships. We will listen to the best peace and justice educators and activists — including you.

While invitations are still out to more top-notch peace researchers and activists, we will hear from all of the above-mentioned plus Stella Ting-Toomey, Jack DuVall, Marjorie Cohn, Catherine Thomasson, Stephen Zunes, Jack and Felice Cohen-Joppa, Zahra Sultan, Betty Reardon and more. We may even have a direct report from the field following the Minneapolis RNC, just to keep your hair on end.

This conference will happen once. You should be part of it. If you are a professor, your best students should come too, by the busload. If you are a student or low-income, you are eligible to volunteer for a few hours and your entire conference registration fee will be waived.

Of course, the legendary beauty of Portland means that you ought to plan to be here for extra days, if you can, allowing for time in the Columbia Gorge or on the coast. And while you are in our fair town, visit the parks. Forest Park--within walking distance of the PSU campus--is more than 5,000 acres. It includes scores of miles of trails and much more. Portland has a higher ratio of urban forest canopy than any other US city, and we sit on both the Willamette and Columbia Rivers. The riverwalks are also just a few blocks from the PSU campus — which is where the University Place hotel is situated.

In short, once you have taken the \$2 lightrail ride from the airport to University Place (if that is where you are staying), you can enjoy the downtown area and the entire conference on foot.

We think you'll enjoy the time with us and we know we will enjoy it with you. Let's make this historic. After all, it's the 102nd anniversary of Gandhi's launch of the first satyagraha campaign — and less than two months from the historic 2008 election. It will be an electric time to be together.

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Building Cultures of Peace

September 11-14, 2008, Portland State University, Portland, OR

~ JOIN US AT OUR UPCOMING CONFERENCE ~

The Peace and Justice Studies Association (PJSA) is pleased to announce that its annual conference will be hosted at Portland State University (in collaboration with the Peace and Conflict Studies Consortium) from September 11-14, 2008 at Portland State University in Portland, Oregon.

The conference theme of "**Building Cultures of Peace**" will explore historical, current and potential future elements of the local, regional, national and transnational struggles toward peace and justice by peaceable means. The preliminary conference schedule is available online at <http://www.peacejusticestudies.org/conference/schedule.php>.

Please consider coming. We will hear from Bernard Lafayette, Mary King, Sami Rasouli, Stella Ting-Toomey, Kathy Kelly, Marjorie Cohn, Bumpy Kanahale and many more peace academics and activists. Portland is one of the nation's most conference-friendly towns, with a \$2 lightrail to the hotel, the beautiful Willamette and Columbia rivers, one hour from the Pacific Ocean and just 35 minutes to the Columbia Gorge, an international scenic destination. This is not a mammoth conference — just a few hundred — and we are a community as we proceed through the days together.

Call for Volunteers ~ In-Conference Volunteer Opportunities

PJSA will need a lot of volunteers to make this conference a success! Please consider signing up for a few hours of volunteering.

Those who are low-income or a student and volunteer for at least 12 hours will get their registration fees waived! Students or low-income registrants that are *presenting* at the conference need only volunteer for 6 hours to get their registration fees waived.

DIRECTIONS: View descriptions of volunteer positions and sign up for volunteer slots at <http://www.peacejusticestudies.org/conference/volunteer.php>.

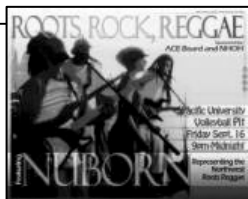
HOUSING: If you are willing to host visiting confer-

ence participants, please fill out the hosting form at <http://www.peacejusticestudies.org/conference/housing.php>. Volunteers who are seeking housing should fill out the form at <http://www.peacejusticestudies.org/conference/housingsought.php>.

PHOTOGRAPHERS: We would like to have at least four volunteer photographers (with their own digital cameras) at the conference to capture images of the conference. *Unlike other volunteer categories, we cannot accept all who volunteer in this category.*

Learn more about requirements and how to apply at <http://www.peacejusticestudies.org/conference/photo.php>.

Check out our Conference Musical Acts...



Nuborn Tribe is a Northwest roots reggae family band of 5 men and 2 women. They come together from around the globe to deliver a unique experience of new and original roots reggae. Their sound covers tight one drop drums, percussion and sweet harmonies, and "I-Land" Joseph Antione has a nice reedy Pablo Moses-like voice.

Mic Crenshaw is an emcee, poet, activist and educator based out of Portland, Oregon. As an independent artist, Crenshaw has toured nationally, and in 2001 won the title of Portland Poetry Slam Grand Champion. Currently Crenshaw has three hip-hop groups to cover his diverse taste in music: Hungry Mob, Suckapunch and Cleveland Steamers, all of which have received critical acclaim.

Anne Feeney is none of the following: meek, subtle or willing to negotiate what she believes is right. She has made a living sounding off against oppression and anti-labor issues, fighting for the blue-collar worker. Feeney has spent the past two decades touring the country, spreading her gospel of labor love. She says, "I think music is a fantastic way of empowering people and giving them strength and energy."

Nuborn Tribe, Mic Crenshaw, and Anne Feeney will be our special musical guests at the 2008 conference. Come and share the energy, and be a part of this special occasion!



Building Cultures of Peace

September 11-14, 2008, Portland State University, Portland, OR

SPONSOR THE 2008 PJSA CONFERENCE!

Your organization, your company, your family, or you as an individual may wish to consider becoming a sponsor of the 2008 Peace and Justice Studies Association/Peace and Conflict Studies Consortium conference. The following categories are open to you. Let us know what interests you, and we will take it from there.

Endorsement:

If you or your group can offer a \$100 donation toward our conference expenses, we will list you online and in our conference program as an endorsing individual or organization.

Hospitality Sponsor:

This is a category of sponsorship especially open to companies that produce food and/or drink items and can offer us at least \$500 (retail value) of their product for refreshments. In return for this sponsorship your company will be listed on our website and in our conference program as a Hospitality Sponsor. You may provide us with a business card-sized logo or advertisement, and we will place it throughout our publicity.

Another way for an organization to be listed as a Hospitality Sponsor is to work with your membership to develop at least 10 free housing locations in Portland for students and activists coming in from other areas.

Sponsor:

We are in need of scholarship and speaker funds. If you can donate \$500 toward these needs, you will be listed as a Conference Sponsor, online and in our conference program.

Major Sponsor:

For a \$1,000 donation or more (\$500 for non-profits) you will be listed as a Major Sponsor in our program and on our website, and an exhibitor table will be available to you, should you choose to use one. Your organization will be featured with a full-page notice or advertisement in our conference program.

Other categories of involvement:

Tabling: For \$200 (\$100 for non-profit and grassroots activist groups), reserve a six-foot table in our main ballroom exhibition area for the duration of the conference.

Program advertisements are available at the following rates: \$100 business card, \$200 quarter-page, \$300 half-page, \$500 full-page.

Artist Exhibitions

Aside from the other innovations for next year's PJSA conference, we have another new one to announce.

We are asking artists to work with us to arrange exhibits of their peace and justice-related art. We'd love to have pieces on exhibit in our main ballroom area and possibly in our dedicated breakout rooms. Artists can sell them on consignment (with a far better arrangement than they would have with a gallery).

Artists will be responsible for bringing their work to PSU and working with PJSA to set up their exhibits.

Please contact Rhoda Moore for more information at: rhoda.seekingpeace@gmail.com.

CANVAS Nonviolent Campaign Design Training at Portland State University

On September 9 and 10 CANVAS (Centre for Applied Nonviolent Action & Strategies) will conduct its first North American nonviolent campaign design training at Portland State University. The training is a Peace and Justice Studies Association pre-conference event sponsored by the International Center on Nonviolent Conflict. Find out more about CANVAS at www.canvasopedia.org.

CANVAS operates around the world, helping indigenous civil society to shape their resistance nonviolently. The CANVAS trainers are all veterans of struggles that successfully ended a dictatorial regime (Serbia, Ukraine, apartheid in South Africa, etc.) This is some of the most effective and sought-after nonviolence training on Earth. PJSA thanks the International Center on Nonviolent Conflict for sponsoring the CANVAS training.





Building Cultures of Peace

September 11-14, 2008, Portland State University, Portland, OR

PJSA ANNUAL AWARDS: CALL FOR NOMINATIONS ~ DEADLINE: JULY 1, 2008 ~

Each year PJSA presents various awards to teachers, scholars, activists, and distinguished peace and justice proponents by recognizing their service, accomplishments, and excellence at a ceremony held during the PJSA conference Banquet. During the ceremony, the distinguished peacemakers are recognized and given the opportunity to present a message of challenge and hope.

PJSA relies on input from members of the peace and justice community to nominate individuals for these awards. There are people out there doing outstanding work — this is your chance to see that they are recognized for their efforts. Please consider nominating any individual who has inspired you with their passionate work and commitment to peace and justice. We want your input! **You can now quickly and easily nominate people online, at: <http://www.peacejusticestudies.org/conference/awardsubmit.php>.**

AWARDS WILL BE PRESENTED IN FIVE MAJOR CATEGORIES:

- **Social Courage Award:** Given for exemplifying courage and honor in building and promoting a culture of peace and non-violence in the face of political pressure and social struggle.
- **Peace Scholar of the Year Award:** For great scholarship and hard work in forwarding peace education within such studies as government, sociology, race relations, class struggle, education, peacekeeping, peacebuilding in civil society, peace philanthropy, youth, and multi-cultural relations, to name a few.
- **Outstanding Contribution to Peace Studies Award:** To be awarded for contributions made in the field of peace and justice studies.
- **Best Dissertation/Thesis of the Year Award:** The award recognizes and rewards a graduate student AND an undergraduate student whose research has been identified by the PJSA community as outstanding among those submitted during the previous academic year. (Please see pages 18-19 of this issue for more information about the Thesis/Dissertation submissions and Awards.)

Award Eligibility

The Peace and Justice Studies Association extends eligibility for the awards to any and all peace practitioners of all ages and nationalities. Individuals submitting nominations may be from the same institution as the person who they are nominating.

A Note from the Interim Executive Administrator

Dear PJSA members and supporters:

Recently I had a conversation with a young boy who wanted to share with me his excitement over a new book he was reading. I listened to the boy as he breathlessly related his version of the plot, a synopsis of the characters, and his opinion of the book. When he was finished, I said, “Thank you so much for sharing your book with me. It sounds wonderful!”

I was taken aback by the boy’s reply. He thought for a moment, and then said, “Well, if you read a book and you don’t tell anybody about it, you might as well not have read it.”

It occurred to me, after some thought, that this child’s statement reflects not only a rule of thumb for young readers, but a universal truth, for all of us.

When we study, learn, and integrate knowledge into our lives, we enrich ourselves as people, and as individual members of our collective society. But unless we share our knowledge with the world in some way, we die with that transformative force still within us. The energy needed to create change does not come through knowledge alone, but rather, from the desire to *act* in the service of what we know.

As we welcome our new Executive Director, and I prepare to

sign off as PJSA Interim Executive Administrator, I want to dedicate this issue of the Peace Chronicle to the many people in our organization who work tirelessly for Peace, in word *and* in deed.

I have enjoyed working with (and have been greatly inspired by) our all-volunteer Board of Directors, who — in the very act of volunteering — are proactively contributing in the service of Peace. I have also enjoyed meeting many PJSA members, all individuals dedicated to improving the whole, and have felt from within the organization the sense of community that our work inspires. Thank you to everyone for your support with this project of keeping PJSA alive and kicking over these past few “interim” months!

PJSA members are a family, our bond based on shared information and shared inspiration. And in that sense, PJSA is like a group of children reading to each other from our individual storybooks. We are working from the same library, stepping out into the same world with dreams for making life more peaceful and just for all. May we continue on the path of knowledge and action together, and remember that we are here not just to take it all in, but to tell everybody about it!

— Shannon Wills, PJSA IEA

Peace and Justice Studies Association 2008 Conference Registration

Please send form and payment to:***
PJSA, Fifth Floor University Center, 2130 Fulton Street, San Francisco, CA 94117

Cut here and send in!

Name: _____

Job Position/Title: _____

Institutional Affiliation or Employer: _____

Address: _____

Phone: _____ Fax: _____

Email: _____

Indicate number of registrants at each conference registration level:

(Prices in **bold** reflect reduced fees for payments received before July 1, 2008.)

___ PJSA Individual Member, \$145 /\$160	___ Non-member Individual, \$200 /\$225
___ PJSA Institutional Member, \$400 /\$450*	___ Non-member Institution, \$450 /\$500*
___ PJSA Student Member, \$35 /\$55**	___ Non-member Student, \$55 /\$75**
___ PJSA Member Low Income, \$35 /\$55**	___ Non-member Low Income, \$55 /\$75**

* Institutional level registrations are limited to 30 participants.

** PJSA will waive the basic conference fee for student or low income participants who agree to volunteer for at least **12 hours** of work during the conference. Volunteers should still complete this registration form, and then sign-up for particular hours at: www.peacejusticestudies.org/conference/volunteer.php.

I am low-income and/or student and commit to at least 12 hours of volunteering during the conference. Waive my basic conference fee.

Banquet tickets for the Saturday night awards ceremony and keynote speaker are available at **\$50 ea** (before July 1) and **\$70 ea** (after July 1). All meals will be vegetarian. These costs include access to the entertainment that evening.

Entertainment tickets are for sale each evening at **\$15 ea**. See the webpage below for more details.

Subtotal for Conference Registration Fee: _____

Banquet Tickets: _____

Entertainment Tickets: _____

TOTAL PAYMENT ENCLOSED:

If you are purchasing registrations or tickets for someone other than yourself, please specify name(s) below:

*** This form is to be used only by those who do not have access to the Internet.
To register online, see www.peacejusticestudies.org/conference/registration.php.

Cut here and send in!



Building Cultures of Peace: PJSA 2008 Conference Preview

Feature Article: The Ivory Tower Meets the Grassroots Cooperative Work for Social Change

By Byron Plumley, PhD.

As an activist-academic engaged in years of public witness and classroom teaching, I have often been disappointed that many academics seem so isolated from the direct action of social change. There has been a distance that supports the cliché about academics living in “ivory towers.” There is a separation between theory and practice when teachers are only able to present social issues through text material without having the personal experience of grassroots engagement. From the side of activist experience, there is sometimes a self-righteousness suggesting that academics are only committed to theory when the place of social change is in the streets, the office of the legislator, or jail. I want to identify some hopeful signs of cooperation that are emerging between academics and activists.

In these comments I argue that academics and activists need each other to promote positive nonviolent social change. I can’t imagine teaching nonviolence without being able to talk personally about my activist grassroots experience. Personal activism lends credibility to a discussion of nonviolent social change. In a similar way, for the past 35 years, I have promoted the importance of education for social change. Education and action inform each other.

Working with the Peace and Justice Studies Association provides a network of academics who are engaged in social action. It is inspiring to read the work of authors who walk their talk through nonviolent direct action. Many members of PJSA are professors who are directly engaged in grassroots social change work. Teachers are reflecting a broad scope of involvement, from relationships in South Africa to soup kitchens, from the SOA protest to prison reform, from the Iraq war to conflict management in elementary schools, and across the scope of community organizing efforts for housing, health care, the environment, and domestic abuse. Many scholars are bringing their personal experience into the classroom. The “ivory tower” is becoming a grassroots laboratory.

Experiential learning is growing within colleges and universities. Within my own university we have six Service Learning coordinators in three schools. These professionals are working with faculty to incorporate Community Based Learning in academic curricula so students have the benefit

of community engagement as part of their education. There is a commitment to educating the whole person, which means building relationships with people at the local level, as well as providing international experiences. In the process, faculty members engage in grassroots activism as well. The classroom is expanding and drawing some academics out into the world. The academic needs the activists and community leaders to bring real life experience to bear on theoretical learning. The experiential learning approach uses an action-reflection model that requires students to examine root causes of injustice as seen in the community experience. Our Service Learning staff serve as a resource to faculty and students, and provide faculty with tools to facilitate meaningful reflection on justice and nonviolent social change.

Does the activist need the academic? The skills of the academy can be very supportive to the work of activists. Work in the community requires the academy to listen to the needs of grassroots organizations and offers skills to meet real needs. Listening projects allow the voice of the community to identify the needs, and to shape advocacy and consciousness raising that the academy can contribute.

Our marketing department worked with the Adams County, Colorado, Interfaith Hospitality Network to change their name to “Growing Home” in an effort to support the organization’s desire to have a more simple name that captured the transitional housing that was offered. MBA students assisted people in a low-income housing development with their Federal income tax forms and recovered several thousand dollars for the residents. Chemistry students responded to the request from a community organization to do soil and water testing regarding toxic chemicals in their local environment. The students gain the skills, meet the community, and explore the justice questions about why the most dangerous toxic environment is located in a low-income community of color. The community activist benefits from the person-power and the knowledge to address the specific social issue. Cross-cultural understanding is promoted.

Activists need the research and analysis that the academy offers to engage issues and create strategies for change. In-

(Continued on page 13)

Building Cultures of Peace: PJSA 2008 Conference Preview

Feature Article: Activists, Academics and Peace Studies

By Michael True

“Network, network, network.”

--Elise Boulding

Elise Boulding, Co-founder of the International Peace Research Association, says she never made a distinction between activism and scholarship. And her personal and professional life, as well as that of her husband (Kenneth Boulding), is eloquent testimony to that fact, reflected in the way she went about building cultures of peace in the family, community, colleges and universities.

As international scholars gathered to initiate IPRA at the University of Michigan forty years ago, the Bouldings organized early teach-ins against the Vietnam war, while befriending young organizers of the Student Democratic Society and the Radical Education Project in Ann Arbor. Later, Elise served as secretary general of Women’s International League for Peace and Freedom (WILPF) as well as IPRA. The author of *Building a Global Civil Culture: Education for an Interdependent World*, at 88, she is a member of and inspiration for the New England Peace Studies Association (NEPSA) and the Peace Abbey, Sherborn, Massachusetts. Thus, Elise provides an example of a lifelong commitment to both activist principles and academic rigor in her work.

The relationship between activists and academics, that is, between war-resisters and grassroots organizers on the one hand, and lawyers and academics on the other, raises a number of questions: How “real” is the commitment of academics in conflict resolution to nonviolent social change? Are so-called professionals and day-to-day activists connected in way that benefits both? Do peace and conflict studies serve — or further complicate — the lives of victims and the oppressed? Are we posing the critical question, “Who is invisible in this scene?,” that Carol Bly posed in her great short story, “The Mouse Roulette-Wheel”? In that story, as in *Changing the Bully Who Rules the World*, 1990, Bly satirized educated people who fail to fulfill their responsibilities as citizens of an interdependent world.

Conflicts or misunderstandings between activists and academics emerge at various times. That fact was dramatized by two incidents in my experience. The first was when I recommended the late Philip Berrigan’s speaking at a conference on revolution in American literature and was roundly ignored: Philip Berrigan was perhaps the person best qualified

to address the topic of revolution and American literature, as a writer and member of the Catonsville 9 and the Plowshares, who spent a third of his last years in prison for resisting the draft and nuclear weapons. The second incident was when organizers of an M.I.T. conference on radical education revealed their ignorance of basic skills for building community: Academics announced a conference for radical teachers, invited colleagues from throughout New England, then ignored them during a series of pretentious and pompous speeches. In what way do such events benefit activists risking their lives in day-to-day peacemaking and conflict transformation in Sri Lanka, Colombia, or the Sudan?

Increasingly, peace studies professionals and activists cooperate, as teachers and researchers try to avoid being “merely academic.” From the beginning, PJSA prided itself on its activist membership, honoring Father Roy Bourgeois and Amy Goodman, among others, with its annual award. Similarly, members of Fellowship of Reconciliation and Peace Brigades International involve major scholars in their workshops, including Gene Sharp and John Paul Lederach. Since 1973, Sharp has raised the level of discussion about nonviolence theory and practice to a whole new level, through his scholarship and research on strategies for nonviolent social change, now translated into forty languages. What better dramatizes the “power” of nonviolence than oligarchs attacking and suppressing publications from the Albert Einstein Institution? Regarding Sharp’s work as “inflammatory,” authorities have arrested and imprisoned people simply for possessing copies of his book *From Dictatorship to Democracy: A Conceptual Framework for Liberation*.

Among activists, failure to plan, to establish goals, and to anticipate responses from police may seriously undermine the success of demonstrations, arrests, and court appearances. Peacemaking obviously requires courage, persistence, and love, as well as strategies, but incorporating insights from research is also essential. One may disagree with Nelson Mandela’s statement that “Nonviolence is not a moral principle, but a strategy,” yet appreciate his conclusion: “There is no moral goodness in using ineffective weapons.”

Under siege by the military-industrial-university-ecclesiastical complex, activists and academics are equally in-

(Continued on page 13)



Building Cultures of Peace: PJSA 2008 Conference Preview

In case you're undecided...

Ten Reasons to Attend the Upcoming PJSA Conference:

1. A breakout session just for authorial readings. You may wish to present a paper or participate on a panel AND read from one of your relatively recent books. We've had the occasional reading, but never a room dedicated solely to authors. Often a PJSA conference-goer has a book on the bookseller table and few people mention it. Let's focus on those folks this year!
2. A breakout theater with films, preferably films created (written, directed, acted in, produced, sponsored, etc.) by the presenter. This is a first. There are so many more videographers now that we believe it's time to try this.
3. Many *many* slots for low-income or student volunteers to waive their conference registration fee by helping out for a few hours.
4. Continuing Education units offered through PSU.
5. An opening rally that will be wide open to the public, literally right below our main conference room on the green space planted by Portlanders the same year the US founded Yellowstone National Park. It's shady, needless to say... The rally is an activist opening to an academic conference, which is highly unusual.
6. Conceivably, the conference-goer who is flying in might only spend \$4 on ground transport for the entire conference, since it's just \$2 each way on the light rail from the airport and everything is within walking distance of the campus.
7. Two of our wonderful PSU grad students are seeking a new kind of sponsor, a "Hospitality Sponsor," in an attempt to get complimentary food and beverages for all conference participants.
8. The International Center on Nonviolent Conflict is sponsoring a unique pre-conference nonviolence training by CANVAS, a group of some of the best strategic nonviolent trainers anywhere. This is their first-ever North American training.
9. We are trying to find free housing for all who need it (it may be anywhere in Portland and not right at the campus, but the city's mass transit system is good).
10. We will hear the hip hop of Mic Crenshaw and the politico-folk of Anne Feeney, two powerful peace voices from their own edges of the musical world.
- 11...We could go on, but we thought ten was catchy. Please come and join us, and be a part of our biggest and best conference yet!

Letters to the Editor

To the Editor,

"Talking to myself," or, "Why should peace activists talk to peace studies students and professors?"

Gandhi subtitled his autobiography *My Experiments with Truth*. He was a fan of the scientific method — you know, hypothesize, experiment, record the results, modify hypothesis, experiment again, ad infinitum. He said nonviolence was at the point that electrical power was when Edison was experimenting to find a lightbulb. Gandhi wanted the experiments to continue.

But those of us who are peace activists seldom truly get creative and try new methods. Those of us who are peace studies professors too infrequently get out in the field to learn from the few experiments that are created.

The dialectic is too often stalled. Academics conference amongst themselves, as do activists. That theory-informing-practice-informing-theory cycle is too often missing.

But this year at PJSA we've done much to invite activists to our annual conference. We've connected a volunteer page to the low-income fee waiver and we've extended the same invitation to students. We've opened our breakout sessions to activist workshops. We want the conversation between those on the streets and those in the ivory towers to grow, to continue, and to deepen.

Let's renew the real research and help us learn to develop campaigns that can stop wars dead before they break out — and learn how to stop them once they've started. Can there be a higher calling than this?

The title of the conference says it all: "Building Cultures of Peace." Gandhi would insist that we all hold a piece of that truth and a conference is a great place to start stitching it all together to discover the beauty of our collaborative, quilted efforts.

— Tom Hastings

(*"The Ivory Tower Meets the Grassroots," continued from page 10*)

formation and language are a form of power that serves the activists in the field. When we visit congressional representatives to discuss war tax resistance and the Peace Tax Fund, it is essential that we have the persuasive information to encourage a legislator's support.

It is also exciting to see activist organizations creating curriculum for community education. Recently, I have become aware of a human rights curriculum created by the Denver Justice and Peace Committee with a focus on Latin America. Another local organization, Housing Justice!, is in the process of developing a curriculum to promote awareness about low-income housing issues that will encourage legislative

(*"Activists, Academics, and Peace Studies," continued from page 11*)

involved in the struggle "to break down the walls of hopelessness and indifference," as Freeman Dyson has said. On the street, in the classroom, and in professional meetings, we must offer alternatives to "sterile official discourse," while developing clear strategies for arousing public concern.

If we want to reach "ordinary people — family, neighbors, friends — we need to improve our writing skills, also. In this regard, Sidney Lens is my model. When I asked him once how he learned to write marvelous books such as *The Labor Wars and Radicalism in America*, he looked at me as if I

action. These grassroots curriculums incorporate academic research and tools with popular education skills so local communities can learn to participate in social change.

One of the gifts of the academy is the energy of young people. Traditional age college students provide skilled labor for many social issues and bring with them excitement and idealism. In the process they learn about social change organizations and see the commitment and skills of activists. The relationships that are built between activists, academics, and students provide a sense of solidarity and hope that we can build a world of justice for all. We need each other.

Byron Plumley, PJSA Activist Liaison, is the Director of the Peace and Justice Studies Program at Regis University in Denver, CO.

were dense. His answer: "By writing leaflets, of course."

In our efforts to communicate with one another as well as the general public, all peacemakers may wish to remember Thoreau's advice: "Simplify, simplify, simplify." Surrounded by rhetoric that attempts "to make lies sound truthful and murder respectable and to give the appearance of solidity to pure wind," as Orwell said, we best keep our language simple, direct, informative. That's an essential strategy, as activists and academics cooperate in building the beloved community.

Michael True, former co-chair of Consortium on Peace Research, Education, and Development, wrote People Power: 50 Peacemakers and Their Communities, 2007..

Letters to the Editor

Dear Editors,

Long ago I was co-chair of the research section of COPRED, one of the constituent organizations that became the Peace and Justice Studies Association some years later, and I was on the COPRED board for 5 years. COPRED stood for "Consortium on Peace Research, Education and Development" so it always aimed to get researchers, educators and activists under the same umbrella to share their insights and hopefully help each other in larger work. During this time we sponsored many panels at COPRED conferences on various aspects of the practitioner-scholar spectrum.

Obvious differences in goals and constraints were discussed many times, the most pertinent being the difference in income and goals (rich professors seeking publications vs. poor activists seeking tangible change) and the constraints that academics suffer in return for their salaries (tenure only protects you so far, especially if wealthy interests are irritated, and we are almost always paid to do something other than actually change the world). The love of detailed abstrac-

tions with lots of references and a long time horizon common to teachers was often contrasted with desires for quicker, more practical political results among activists.

So all I can add today is that throughout the 30 years I have observed this there have always been a few serious professor activists who have managed to maintain credibility and employment in the academic world, while working their tails off for peace, or justice, or both. These are quite different worlds, but can be compatible unless your administration makes employment contingent on constraining first amendment rights, which certainly can happen.

Watch those who do this over lifetimes, like Michael True or Elise Boulding or Fr. David Smith or Betty Reardon, all of whom have been or were members of PJSA for decades. They could do it; so can you.

Best wishes always,
Michael Andregg,
Justice and Peace Studies program
University of St. Thomas in St. Paul, Minnesota, USA



Building Cultures of Peace: PJSA 2008 Conference Preview

PJSA Presents: Our 2008 Conference Keynote Speakers

We are honored to have a talented and diverse group of keynote speakers scheduled to appear at our upcoming conference. We offer this biography section as a preview of what is to come. Read on, and you'll understand why we're so excited! Not pictured are Mary King, UN Peace professor, nonviolent Peace activists Felice and Jack Cohen-Joppa, and the Hibakusha (survivors of the US atomic bombing of Hiroshima and Nagasaki, including artist Junko Kayashige), coming from Japan.

JoAnn Bowman

is the Executive Director of Oregon Action, President of Coalition for a Livable Future, a Public Affairs Program radio host, and a former member of the Oregon State House of Representatives. She is President of Bowman Consulting Services, which provides facilitation and community planning support for local governments who want to engage community members in public policy recommendations and decisions. JoAnn's specialty is working with people where they are, to teach skills that allow them to advocate for their own best interest. She is a Social Justice Training Professional, focused on increasing democracy in low-income communities & communities of color, eliminating barriers to advocacy, and promoting public policy changes that improve the lives of low-income community



Marjorie Cohn

is a professor at Thomas Jefferson School of Law and the President of the National Lawyers Guild. An antiwar activist during the Vietnam War, she is the author of the new book, *Cowboy Republic: Six Ways the Bush Gang Has Defied the Law*, and her book on military resistance will be published next winter. Professor Cohn is a criminal defense attorney and she testified as an expert witness on the illegality of the war at Pablo Paredes' court-martial. She provides commentary for local, regional, national and international media, and her weekly articles (archived at www.marjoriecohn.com) appear on Comondreams, CounterPunch, AlterNet, Buzzflash, Huffington Post, AtlanticFreePress, MonthlyReview, OpedNews, MWCNews, AfterDowningStreet, GlobalResearch and ZNet.



Pu`uhonua Dennis Keiki "Bumpy" Kanahale

is widely recognized throughout Hawaii as a consistent voice for the just restoration of the inherent rights to self determination and self governance of native Hawaiians. Mr. Kanahale is active in the movement to restore and advance the rights of the indigenous peoples of the Americas and throughout the world. For the past decade, he has served on the Board of Directors of the International Indian Treaty Council. Mr. Kanahale was instrumental in organizing a Hawaii/U.S. sponsored seminar at the Asian Development Bank's 34th annual meeting on corporate responsibility and socially responsible investing. Married for over thirty years, Pu'uhonua Keiki Kanahale is a father and grandfather whose work fosters compassionate, appropriate and alternative solutions to the political, economic, social, and cultural issues and concerns faced by Native Hawaiians.



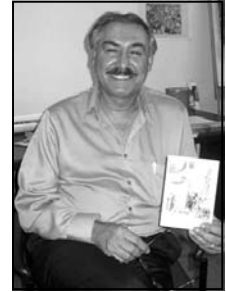
Kathy Kelly

co-coordinates Voices for Creative Nonviolence, www.vcnv.org, a campaign to end military and economic warfare against Iraq. As a co-founder of Voices in the Wilderness, she helped form 70 delegations, from 1996-2003, that openly defied economic sanctions by bringing medicines to children and families in Iraq. During five months of the past year, in Amman, Jordan, Kathy lived amongst Iraqis who fled violence in their country. She was among the first westerners to enter and report from the Jenin camp while it was under siege in April of 2002. Kathy was sentenced to one year in federal prison for planting corn on nuclear missile silo sites (1988-89) and served three months, in 2004, for crossing the line at Fort Benning's military training school. She and her companions at the Voices home/office in Chicago believe that nonviolence necessarily involves simplicity, service, sharing of resources and nonviolent direct action in resistance to war and oppression. Kathy hasn't paid federal income taxes since 1980.



Sami Rasouli

is a unique presence on the ground in Iraq today. He was born in Najaf in 1951 and spent the first half of his life in Iraq before coming to the United States. He understands both cultures, speaks both languages, and is deeply committed to nonviolence as a method of conflict resolution. Sami moved back to Iraq in 2004 after the US invasion and occupation. There he started the Muslim Peacemaker Teams (MPT), a group that strives to promote salaam/peace between all religious and ethnic groups in Iraq and around the world. This is Sami's third trip back to the United States since moving back to Iraq. His perspectives are unique as his travels and his contacts bring him deep within the fabric of Iraqi society. He speaks from his heart about his home and his vision for a world free from hate and violence. Sami funds his work through donations and selling Iraqi art.



Betty A. Reardon

is the Founding Director Emeritus of the Peace Education Center at Teachers College Columbia University and the International Institutes on Peace Education (IIPE), a global consortium for continuing education on issues of peace. She is also the initiator and served as the first Academic Coordinator of the Hague Appeal for Peace Global Campaign for Peace Education. Ms. Reardon was awarded an Honorable Mention UNESCO at the 2000 Peace Education Prize Ceremonies. She works primarily on conceptual and theoretical areas of peace education, emphasizing practical application of theory to pedagogical practice and curriculum development. Her peace education work is noted for its integration of human rights principles and feminist perspectives on global issues into its substance and methodology.



Catherine Thomasson

was President of National Physicians for Social Responsibility Board of Directors in 2007 and is active on the PSR board as immediate past president. She is a Staff Physician and Resident Educator at Portland State University. As PSR Oregon Board President for 5 years and continuing in her work on the national board, she led efforts to educate and organize on issues of Global Warming and the threats that war and nuclear weapons pose to human life and health. Catherine is a graduate of Wayne State University in Detroit and came to Portland for residency in Internal Medicine. Dr. Thomasson has studied, written, and spoken about the impasse between the US and Iran since visiting Iran as a peace diplomat in March 2007.



Stella Ting-Toomey

is a Professor of Human Communication Studies at California State University, Fullerton. Her teaching passions include intercultural conflict management and intercultural communication training. Her research interests have focused on testing and fine-tuning the conflict face-negotiation theory and the cultural/ethnic identity negotiation theory. She is the author and editor of 17 books, including *Understanding Intercultural Communication* (co-authored with Leeva Chung; Roxbury/Oxford University Press). Stella has published more than 70 journal articles and chapters in academic journals. As a trainer, consultant, and certified mediator, Stella has designed and conducted a variety of intercultural conflict competence workshops for corporations, universities, and non-profit centers and institutes.



Stephen Zunes

is a Professor of Politics and International Studies at the University of San Francisco, where he chairs the program in Middle Eastern Studies. He serves as an advisory committee member and writer for the Foreign Policy in Focus project of the Institute for Policy Studies, an associate editor of *Peace Review*, and chair of the board of academic advisors for the International Center on Nonviolent Conflict. Professor Zunes is the author of scores of articles for scholarly and general readership on Middle Eastern politics, U.S. foreign policy, international terrorism, nuclear nonproliferation, nonviolence, and human rights. Stephen has co-led workshops on strategic nonviolent action for human rights activists on five continents and, in 2002, he won recognition from the Peace and Justice Studies Association as its first Peace Scholar of the Year.



GLOBAL DIRECTORY OF PEACE STUDIES AND CONFLICT RESOLUTION PROGRAMS



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Just updated in its seventh edition – This is a comprehensive guide to peace studies and conflict resolution programs, centers and institutes at colleges and universities worldwide. This edition profiles over 450 undergraduate, Master’s and Doctoral programs, centers and institutes in over 40 countries and 38 U.S. states. Entries describe the program’s philosophy and goals, examples of course offerings, key course requirements, degrees and certificates offered and complete contact information.

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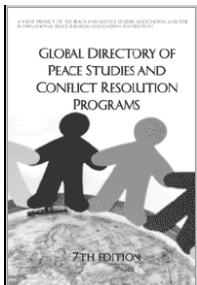
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Peace & Justice Studies Association

Membership Form

Please fill out this form and send it with a check made out to PJSA, to:
PJSA, University of San Francisco, University Center, Fifth Floor, 2130 Fulton Street, San Francisco, CA 94117

Alternatively, you can sign up for membership on our website, at
<http://www.peacejusticestudies.org/membership/newmember.php>.

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Individual Membership: Levels include subscription to our journal, Peace & Change, unless otherwise indicated. (Check One)

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Note: We frequently get requests for one-time use of our mailing list (usually from publishers of peace-related literature). If you do not want your name included on such a list, check here:

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Cut here and send in!

Cut here and send in!



PJSA Resources

Listings of from the PJSA Thesis and Dissertation Database

PJSA maintains an online database of undergraduate and graduate theses and dissertations in Peace and Justice Studies and related disciplines. In this issue, we offer a summary of our current database.

This database, with more detailed listings (including abstracts and contact information), is available to the PJSA community on the PJSA website at <http://www.peacejusticestudies.org/resources/theses.php>.

We are now in the process of compiling a list of eligible theses and dissertations to be considered for the undergraduate and graduate "Best Dissertation/Thesis of the Year Awards" to be announced at the upcoming annual conference in Portland. For more information, see submission instructions following the database listings.

Sarah Adams

BA, Justice and Peace Studies/International Studies

University of St. Thomas, 2007

Advisor: Cris Toffolo

According to Whose Reality? The Feminization of HIV/AIDS in Africa and the United States' Response

Michael Andreychik

MSc, Psychology

Lehigh University, 2007

Advisor: Michael J. Gill

Social Explanatory Style as a Foundation of Social Orientation

Ivan Boothe

BA, Peace and Conflict Studies

Swarthmore College, 2005

Advisor: Lee A. Smithey

Transnational Nonviolent Empowerment

Edward Brantmeier

Ph.D., Educational Leadership and Policy Studies

Indiana University, 2005

Advisor: Bradley Levinson

Constraints and Possibilities for Intercultural Peace Curricula: a Critical Case Study of Teacher Involvement in Multicultural Change at a U.S. Midwestern High School

Pieterneel de Bie

Ed.M., International and Transcultural Studies

Columbia University, 2006

Advisor: Hope Jensen Leichter

Rethinking Media Violence: Media Literacy within the Field of Peace Education

Kristin Famula

MA, Peace and Conflict Studies

European University

Center for Peace & Conflict Studies, 2007

Advisor: Hossain Danesh

Healing Societal Traumas and Transforming Collective Consciousness: A Path to a Culture of Healing

Mneesha Gellman

MA, Peace and Conflict Resolution

University of Queensland, 2007

Advisor: Dr. Morgan Brigg

Insider-Outsider Epistemologies in (Neo) Liberal Peacebuilding: The Challenge of Post-Conflict Reconstruction in Cambodia

Lena Jackson

BS, Culture and Politics

(Foreign Service Certificate Program)

Georgetown University, 2007

Advisor: Henry Schwarz

Rap, Inc.: A Documentary Film on a Drug Rehabilitation Center

Yves-Renee Jennings

MSc, Conflict Analysis and Resolution

George Mason University, 2007

Advisor: Terrence Lyons

Looking Back and Building Forward: Helping Liberia Transform Its Communities' Ability to Resolve Conflict Constructively

Marsha Lake Eyre

MA, School of Peace and Conflict Management

Royal Roads University, 2006

Advisor: Anthony (Tony) Campbell

Is Peacebuilding A Profession? An Assessment of the State of the Field

Mitsuko Matsumoto

MA, International Educational Development

Concentration in Peace Education

Teachers College

Columbia University, 2006

Advisor: Monisha Bajaj

Strengthening Peace Education

Programming in the United Nations:

Recommendation for Inter-Agency Peace

Education Working Unit in the UN

Eric Miller

BA, International Relations

Boston University, 2007

Advisor: Vivien Ann Schmidt

Illuminating the Heart of Darkness: Africa's Great War and its continued aftermath

Aki Ohata

Ed.M., International & Transcultural Studies

Teachers College

Columbia University, 2007

Advisor: Monisha Bajaj

School Violence in Japan: A Case of Freirian Banking Method

James Page

Ph.D., Education

Southern Cross University, 2006

Advisor: Professor Martin Hayden

Peace Education: Exploring Ethico-Philosophical Foundations

Carliene Quist

BA, Peace Studies

College of St. Benedict 2007

Advisor: Kelly Kraemer

Invisible Privilege, Invisible Men: Exposing and Exhorting the Need for Transformational Research and Active Participation Among Males as an Essential Component to Sustainable Gender Violence Prevention and Eradication in Ciudad Juárez, Mexico

Julia Resnitsky

BA, Sociology

Brandeis University, 2007

Advisor: Gordon Fellman

An Encounter with the 'Other':

Delegitimization, Anti-Arabism, and Denial: Constructing the Jewish-Israeli Identity

Jacoba Rock

BA, Sociology

University of Colorado at Boulder, 2007

Advisor: Sara Steen
*Restorative Justice: Encouraging
 Community Relationships for a Straddled
 Generation*

Caroline Sarkis
 MA, Conflict Resolution Graduate Program
 Portland State University, 2007
 Advisor: Barbara Tint
*Seeking Reconciliation in Rwanda:
 The International Criminal Tribunal for
 Rwanda as a Reconciliation Mechanism*

Steve Sharra
 Ph.D., Teacher Education
 Michigan State University, 2007
 Advisor: Lynn Fendler
*Teaching Lives: Autobiography, Umunthu,
 Peace and Social Justice Education in
 Malawi*

Amy Spelz
 MA, Peace and Conflict Studies
 European University Center for Peace
 Studies, 2007

Advisor: Andria Wisler
*Latin American Liberation Philosophies:
 Analyzing Hugo Chávez's Bolivarian
 Revolution*

Diane Swords

Ph.D., Women's Studies and Conflict
 Resolution
 Syracuse University, 2007
 Advisor: John S. Burdick
*Crossing the Line: Democracy, Spirituality
 and Politics in Anti-Nuclear Social
 Movements*

Laura Vail
 BA, Politics
 Study Away Jordan Program
 Earlham College, 2007
 Advisor: Muhamed Al-Khalil
Jordan: Modernization and Social Change

Susanne Waldorf
 MA, Peace and Conflict Studies
 European University Center for Peace
 Studies, 2007
 Advisor: Andria Wisler
*A Case Study of Peace Education in Iowa
 High Schools and Proposal for a New
 Curriculum*

Zheng Wang
 Ph.D., Conflict Analysis and Resolution
 Institute for Conflict Analysis and
 Resolution
 George Mason University, 2006
 Advisor: Kevin Avruch

*The Power of History and Memory: National
 "Patriotic Education" and China's Conflict
 Behavior in Crises with the U.S.*

Katherine Ward
 BA Certificate, Justice and Peace Studies
 Georgetown University
 Walsh School of Foreign Service, 2007
 Advisor: Henry Schwarz
*The Chinese Baby Trade: International
 Adoption and the Commodification of Baby
 Girls*

Alexander Williams
 BA, Political Science
 William Jewell College, 2008
 Advisor: Robert Howard Williams
*One for All and All for One: Building
 Cooperative Attitudes and Behaviors in a
 Middle East Scenario with Simulation
 Games and Multiple Identification Theory*

Wurayayi Zembe
 MA, Peace and Governance
 Institute of Peace, Leadership and
 Governance
 Africa University, 2007
 Advisor: David Leeper
*Constitutionalism in Zimbabwe: Unfinished
 Business*

Submit Your Research for our 2008 Thesis Listings and Awards

What are the Thesis Listings and Awards?

Curious about the research being conducted within our academic community on issues of peace and justice? Want to let other faculty know about the research areas in which you are mentoring your students at either the undergraduate or graduate level?

We are now in the process of compiling a list of eligible theses/dissertations in consideration for the undergraduate and graduate awards to be announced at the upcoming annual conference in Portland September 11-14, 2008. (See page 8 of this issue for more information about the PJSA Annual Awards.)

Who should submit?

We will consider work by graduate and undergraduate students working in the fields of Peace and Conflict or Justice Studies. Faculty and students are both eligible to submit the work. Research is eligible if completed between June 2007 and May 2008 as a requirement for a senior undergraduate capstone/honors thesis or as a masters or doctoral level thesis/dissertation.

We also welcome information on theses/dissertations completed prior to 2007, in order to create a more useful database for our community of scholars.

Why should you submit?

This is another way to promote and keep in contact with others within the field. It is a networking opportunity for students as well as a communication tool. Enhance your visibility and that of the institution at which you teach and research. The work you submit may even win an award!

What to submit:

Be prepared with the exact title of the research project, type of academic program (e.g., B.A. in Peace and Justice Studies, Masters in Conflict Resolution, Ph.D. in Peace and Conflict Studies), date of completion (month and year), and 3-5 key words that describe the project. Also include the university affiliation at which the project was completed and the academic sponsor's name and email address. Before going on-line to complete the form, prepare an abstract of approximately 250 words in Word document format that can be pasted into the submission form.

How to submit:

Complete the on-line form by June 10, 2008. The web address for your submissions is: <http://www.peacejusticestudies.org/membership/theses.php>. If you have any questions, please contact us at pjsa@usfca.edu with "Thesis/Dissertation" in the Subject Heading.



Peace in Action Update:

A Report on 2007 PJSA Grassroots Peace Grants

In the Winter 2008 issue of *The Peace Chronicle*, PJSA announced the recipients of our 2007 Grassroots Peace Grants. In this issue we share an update on the work being done with the grant funds. We are proud to support peacebuilders in their work for nonviolence, and congratulate the grantees once again for their inspired grassroots contributions to Peace.

The PJSA selection committee chose three projects to receive grant funds in 2007. The committee employed three criteria in the evaluation of grant proposals, as follows:

1. *The proposal demonstrated a grassroots effort, by including people at the grassroots of a local community and supporting a project that served that community.*
2. *The applicant had in place the proper infrastructure and organization in order to utilize the resources effectively.*
3. *The project reflected a dedication to some aspect of nonviolence.*

I. Confronting Concerns III.

Network of Peace through Dialogue; Contact: Ms. Kathleen Kanet
New York, NY USA
PJSA Award: \$1000

Project Update: Harlem Leadership Institute

This grant was provided in support of a leadership program for young people, aged 9 to 19, from Harlem and East Harlem, New York City. This is an empowerment program that engages youth with concerns for themselves, their neighborhood and the world, designed to create action for change, and help youth grow in leadership skills.

During the past two years the youth in this program — entitled “Confronting Concerns” — had interviewed young people regarding their concerns for themselves, their communities and the larger world. Over 150 youth were interviewed from five different Harlem youth groups. Twenty-four young people participated in the workshops and 7 adults also participated in some sessions. In the third year of the program in an effort to inspire greater leadership of youth in the project, the Confronting Concerns project now focuses on training youth leaders in facilitation and workshop development so that they will move into roles as workshop facilitators for other youth, and also for adults. The Leadership Institute is preparing a team of youth to share the concerns raised over the past two years by their previous interviews with 150 youth in New York City. The Institute team has already participated in five three hour workshops on leadership. During the most recent of these leadership sessions, the Leadership Institute worked on an analysis of leadership qualities, planned upcoming workshops, and prepared for a Living Room Dialogue that was presented to adults and youth in late April.

Kathleen Kanet expressed her pleasure at the outcome of the recent sessions and her gratitude, on behalf of Network for Peace, for the support of PJSA. NfP has outlined some dates for the upcoming Confronting Concerns Workshops and are looking forward to continuing that planning. See www.networkforpeace.com for more information about this program.



Students with the Harlem Leadership Institute participate in a leadership training workshop

II. Do No Harm/Local Capacities for Peace.

Davao Ministerial Interfaith Inc.; Contact: Ms. Divina Grace B. Bandola
Davao City, Philippines
PJSA Award: \$750

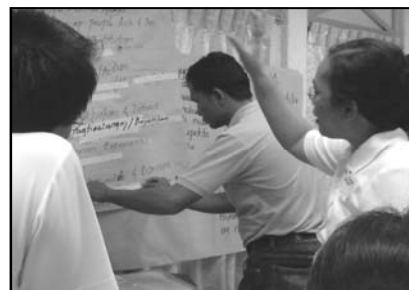
Project Update: Conflict Sensitivity for Multi-Faith Religious Leaders in Mindanao

This grant was provided in support of DMI’s plans to establish a cohort of 12 multi-faith religious leaders as skilled Trainers of *Do No Harm/Local Capacities for Peace*, serving religious civil society in South Central Mindanao, and publish a contextualized DNP/LCP for use by religious civil society across Mindanao and potentially elsewhere.

The Davao Ministerial Interfaith (DMI) is a group of religious leaders from the Roman Catholic, Protestant Evangelical and Muslim faiths who work together on community-based social action in Davao City, Mindanao, Philippines. DMI has developed a promising practice in their extensive use of the Do No Harm (DNH or Local Capacities for Peace) approach.

DNH is an analytical framework developed to help service providers understand how their interventions impact the relationships between social groups in a community, in order to make such interventions more 'conflict-sensitive.' DNH was originally designed for use by humanitarian aid workers, but DMI has found it to be a powerful source of transformation for religious organizations. Thus the current action research project aims to expand DNH to other religious actors by establishing an inter-faith pool of DNH trainers and contextualizing the DNH module for use by religious audiences.

The PJSJA Grassroots Grant will make it possible for DMI to host a special 3-day 'Do No Harm' training event for approximately 20 influential Roman Catholic, Protestant Evangelical and Muslim religious leaders in Davao City. In addition to introducing the DNH approach, this workshop will provide an opportunity for participants to apply DNH to their own projects, and facilitate data gathering on the emerging uptake of conflict sensitivity approaches by religious audiences. The training event will take place in June or July, 2008, led by DMI's new cohort of DNH trainers. The creation of DNH was facilitated by CDA Collaborative Learning Projects of Cambridge, Mass. For more information, see *Do No Harm: How Aid Can Support Peace – or War* (Mary B. Anderson, 1999, published by Lynne Rienner), or visit CDA at <http://www.cdainc.com/dnh/>.



Sister Joan Castro (Pious Union of the Little Sisters of the Divine Mercy) coaches religious leaders in applying 'Do No Harm' analysis to their own projects.

III. Conflict Transformation in Afghanistan

Project Peace Rising; Contact: Ms. Jiva Shanti Manske
Mt. Shasta, California, USA
PJSJA Award: \$750

Project Update: Nonviolent Communication Training Afghanistan

This grant was provided to Project Peace Rising in support of their work in Afghanistan, which assists Afghans in acquiring tools for peaceful conflict transformation, so that they can be more effective building peace in their war torn country. From November 3-8, 2007, the Bureau for Reconstruction and Development (BRD) hosted training on nonviolence, peacebuilding, and conflict resolution with Nonviolent Communication (NVC). The training included a full day of art and games with over 40 children, as well as a 5-day intensive workshop attended by members of local nongovernmental organizations and government officials. The trainings covered basic concepts and skills of nonviolence and NVC, as well as applications of nonviolence to conflict resolution, project development, and project management.

The daylong workshop with the kids brought together children from schools, from the streets, and from a local school for deaf students. Over 20 participants, including 10 women from the Ministry of Women's Affairs, a representative from the Ministry of Economics and representatives from Save the Children and other NGOs attended the 5-day intensive training at the BRD offices. Pedagogically, the facilitators used a range of activities in the large group, in small groups, and in pairs to share elements of a reconciliation circle process that is applied around the world, notably in the United States and Brazil. Participants had the opportunity to develop their own creative strategies for resolution, connect with each other, share resources (including training materials), and network in order to ensure that the projects that had been born would be nurtured as they grow and move forward.

Grantee Jiva Shanti Manske has expressed her gratitude to PJSJA for the Association's contribution to this important project. She mentions that feedback for the program was overwhelmingly positive; plans for sharing the training further within participants' own organizations marked the training's success. The program trainers kept blogs daily while in the midst of the most intense portion of the project, and those can be found at www.jivashanti.com/blog and www.zenvc.org/blog.



Playing at the kindergarten during an NVC training program



PEACE IN RESEARCH:

Information Tips and Sources:

Scriptures/Sacred Books for Peace and Conflict Studies, Part 3

J. Douglas Archer

Reference and Peace Studies Librarian, University Libraries of Notre Dame

Earlier columns on this topic covered the “great religions:” the Abrahamic faiths (Judaism, Christianity and Islam), those of South Asia (Hinduism and Buddhism), and the two primary traditions of East Asia (Taoism and Confucianism). There are literally hundreds of other religions remaining, not to mention the subgroups and divisions within the great traditions. We will limit ourselves to four which have significant numbers of followers spread around the globe, are highly influential in one or more regions or have their homes in international hot spots – and have one or more books they consider sacred.

Unlike the scriptures covered earlier, most of these don’t have numerous, readily available English editions. Consequently, in some cases I’ve only listed one version of the text. The traditions and their texts are arranged in chronological order of their founding, along with a (necessarily inadequate) two or three sentence introduction to the tradition.

Jain Scriptures:

The Jains are followers of the teachings of Mahavira (“Great Hero”), also known as Vardhamana (“Increasing”), a contemporary of the Buddha and reformer of a much older tradition, who lived and taught in 6th century (BCE) in northeastern India. Though it shares many basic beliefs with Hinduism and Buddhism, Jainism is a distinct faith. And though it holds the allegiance of only a small portion (3 to 4 million persons) of India’s modern population, Jainism has had a much greater impact than its size would predict. This is due to the direct influence of its teachings of nonviolence (“ahimsa”) on Gandhi’s development of satyagraha (nonviolent resistance) through his friendship with Raychandrabhai Mehta, a Jain layman. Jains have a vast collection (“agama”) of sacred texts and a recent world wide diaspora.

TEXT:

Jaina Sutras. Hermann Jacobi, trans. (New York: Dover Publications, 1968). A reprint of the 1884 Clarendon Press edition (Oxford), this or other editions (sometimes transliterated as *Giana Sutras*) are available in over 500 North American libraries.

Sikh Scriptures:

The Sikhs, whose home is in the Punjab of northwest India, were founded by the Guru Nanak in the late 1400s. With roots in both Hinduism and Islam but now a distinct religion, the Sikhs follow the teachings of their ten gurus as recorded in the Gura Granth Sahib (also known as the Adi Granth or “The First or Original Book”). It occupies the central spot of honor or veneration in every Sikh temple. The Dasam Granth (“Book of the Tenth Guru”) is probably a somewhat distant second in importance. While still concentrated in the Punjab, Sikh communities are scattered widely around the world.

TEXT:

Adi Granth or the Holy Scripture of the Sikhs. 2nd Ed. Ernest Trumpp (Munshirm Manoharlal Pub Pvt Ltd, 1997).

Scriptures of the Church of Jesus Christ of Latter Day Saints (Mormons):

While affirming the Bible as scripture, the Mormons also affirm the Book of Mormon. They believe it to be a translation by Joseph Smith, Jr. of golden plates discovered by him in the Hill of Cumorah in upstate New York (near Palmyra which is near Rochester), U.S.A. on September 2, 1827 CE. While now concentrated in Utah, Latter Day Saints are extremely mission oriented and have consequently spread throughout the world.

TEXTS:

The Book of Mormon: An Account Written by the Hand of Mormon upon Plates Taken from the Plates of Nephi. Joseph Smith Jr. (Salt Lake City, Utah: Church of Jesus Christ of Latter-Day Saints, 1981)

The Book of Mormon: A Reader's Edition. Grant Hardy, ed. (University of Illinois Press, 2005).

The Book of Mormon: Another Testament of Jesus Christ. Joseph Smith Jr. (Alfred A. Knopf Incorporated, 2006).

Baha'i Scriptures:

The Baha'i faith originated within Shia Islam. Originally known as Babism, it was founded in 1844 by the Bab ("Gateway"), born Mirza 'Ali Muhammad in Iran (1819-1850). His follower, Mirza Hoseyn 'Ali Nuri (Iran, 1817-1892), declared himself to be the messenger of God predicted by the Bab and was from then on referred to as Baha-Ullah ("Glory of God"). Having originated in Iran and developed within the Ottoman Empire, Baha'ism spread worldwide though it declined in Iran due to intense persecution. Baha'is affirm the basic teachings of all of the worlds scriptures but give special weight and attention to the writings and speeches of the Bab, Baha-Ullah and his grandson, 'Abd ol-Baha (1844-1921). There appears to be no one central official text but two collections of these writings edited by Shoghi Effendi Rabbani (Baha-Ullah's great grandson, 1897-1957) will give you a taste of his teachings.

TEXTS:

Baha'u'llah. *The Kitab-i-Iqan: The Book of Certitude.* Shoghi Effendi, trans. (Wilmette, IL: Baha'i Publishing Trusts, U.S., 2003)

Baha'u'llah. *The Kitab-i-Aqdas: The Most Holy Book.* Shoghi Effendi, trans. (Wilmette, IL: Baha'i Publishing Trust, U.S., 1993)

For other traditions, the best single volume reference source that I've found for identifying and sorting through scriptures is *Miriam-Webster's Encyclopedia of World Religions* (Springfield, MA: Miriam-Webster, Inc., 1999). Each entry on a given religion includes (toward its end) a brief section on its scriptures. Two other sources are Mary Ellen Snodgrass's *Encyclopedia of World Scriptures* (Jefferson, NC: McFarland & Company, Inc., 2001) and Rufus C. Camphausen's *The Divine Library: A Comprehensive Reference Guide to the Sacred Texts and Spiritual Literature of the World.* (Rochester, VT: Inner Traditions International, 1992).

Camphausen's book is great for identifying titles and is fairly well indexed though the author occasionally devotes more space than you'd expect to obscure and less influential works. Snodgrass's volume covers more texts and provides more detailed treatment of each title than Camphausen. However, it is a bit more difficult to use and not as up to date regarding modern translations as you might think from its date of publication.

Suggestions of topics for future columns or for resources to be shared in future columns are always appreciated – as are corrections or additions to any of my recommendations.

J. Douglas Archer, PJSA Research Liaison
Reference and Peace Studies Librarian
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For Immediate Release:

Journal of Religion, Conflict, and Peace

launches online scholarly discussion of the role of religion in peace.

The *Journal of Religion, Conflict, and Peace* has now debuted at www.religionconflictpeace.org. The online scholarly journal, published by a collaborative of Indiana's three historic peace colleges, is a forum for discussion of the role of religion in both conflict and peacebuilding.

The premier issue of the *Journal* features articles by nine major thinkers in theology, ethics, religious studies and conflict transformation. Readers may access the articles about religion as a source of conflict and as a resource for peace without subscription and distribute them (with attribution and unaltered) freely. A "letters to the editor" feature further encourages dialogue among readers and scholars.

Initial topics range from the role of religion in the global war on terrorism by Douglas Johnston, president of the International Center for Religion & Diplomacy, to an argument for re-canonicalizing scripture to exclude violent texts by secular humanist Hector Avalos of Iowa State University. Daniel Maguire of Marquette University brings his expertise on moral theological ethics and ordained Soto priest Brian Victoria at Antioch College identifies a "holy war" tradition in all major faiths and calls for its rejection universally.

The online journal is a project of the Plowshares peace studies collaborative of Earlham, Goshen and Manchester Colleges funded by Lilly Endowment Inc. Joseph Liechty, associate professor of Peace Studies at Goshen College, is editor. Contact him at 574-535-7802 or joecl@goshen.edu.



PEACE IN EDUCATION: STUDENT SPOTLIGHT

Amnesty International: Student Activism through Education

By Brandon Fryman

I have worked for Amnesty International (AI) as a Student Area Coordinator for Southern California for the past two years. My responsibility lies with helping AI student groups run smoothly, in both colleges and high schools. I am the student point liaison within AI; if a group has a request or an idea, I am the one who knows where to go to get them what they need. As an SAC and an active member of one of my student groups, I have seen first hand what AI has to offer students who want to become active, both within their communities and internationally. AI is a good catalyst for networking, volunteering, learning, *and* activism.

One example of AI as a catalyst for activity through learning is the practice of student Teach-Ins, through which college student groups conduct club meetings like graduate classes. Each student is responsible for a weekly discussion in which they research and present a theme to the club. These discussions, chosen by each individual per his or her own interests, take about an hour and are followed up by discussion, questions and brainstorming opportunities for activism. Because these teach-ins are hosted by students who choose their own topics, each student has enthusiasm for actively promoting his or her topic, which is passed onto the other participants.

At our meetings, AI student groups often show documentaries produced by various AI research teams. In each presentation, the researcher/producers of the film give a talk about their findings and then present the movie. If the producer is not available, AI students put together a study package that corresponds to the video. These programs offer insight into the problems that the documentaries address, and offer appendices for further research material. Each group then works to assess activities that the students can do to help combat the problem, such as letter-writing campaigns, vigils, concerts, protests, open forums, and other activist activities.

Students involved with AI have opportunities to learn directly from people involved in AI campaigns, their academic affiliations becoming catalysts for experiential learning opportunities with people from around the globe. For example, one school co-hosted an event that brought the entire team of the Azerbaijani Embassy to campus for an open forum focusing on Human Rights and their relationship with Armenia. Press from Azerbaijan came out and the students were featured in a local newspaper from Baku, the capital. With help from the History Department and various other active clubs on campus, this event brought together people who would normally not sit down and discuss the topic. With the success of this event, other departments and clubs have become interested in working further with AI's international campaigns.

Because of such activism on campuses and in the community, students and community members are becoming aware of and involved with their student or local AI chapters. New members often express that they have been looking for such an organization that will help direct them with different social causes, and thus it is evident that AI student groups are helping to inspire active participation in their communities.

My groups have met prisoners of conscience, most recently Jenny Latheef from Maldives. We were able to hear her talk first-hand of her experience in the prisons of Maldives, and learned how our letters and support helped her while she was in prison. Indeed, AI started out as a letter writing campaign, and still gives much energy to supporting prisoners of conscience. AI letter-writing campaigns are broken up into regions, and student groups each have our own region and prisoners in need of support. We are asked to write to prisoners, family members and government officials, urging a just resolution of each case. We send letters of encouragement, support, or demands for change, urging governments to put pressure on responsible parties or change their laws.

Students that are involved with AI have many opportunities to volunteer, for positions such as Student Area Coordinators, Legislative Coordinators and Country Specialists, as well as Coordinators for topic areas such as Refugees, Human Trafficking, Death Penalty, Genocide and Domestic Violence. Each volunteer also has the opportunity to attend The Leadership University that AI hosts once a year. This past year, we were flown to University of Denver, and participated in Leadership classes and learned about new campaigns. In addition, volunteers are able to attend the Annual General Meeting and the various local regional AI meetings, which are great places for social networking, and for sharing ideas and experiences with other groups.

Being an Area Student Coordinator and participating in a student group, I have met people from around the world and done things that I could not have done on my own. I am now applying to graduate schools, and have been accepted into a few programs where the selection committee stated that my activities with AI put my application in the lead. I definitely believe that my involvement with AI has helped me grow as both an academic and an activist. Before being involved with Amnesty, I would just go to a discussion, and maybe watch a documentary or two. I have now had the chance to travel, participate in academic discussions, become an active supporter of the causes I believe in, and focus my passion for Peace and Justice in a specific and practical way.

Brandon Fryman is the Student Area Coordinator for Amnesty International in Riverside, CA.

PEACE IN ACTION: Scholarship and Activism

By *Randy Schutt*

Some academic research is only of interest to other scholars. Few people are interested in the musings of obscure ancient Greek philosophers or the mating rituals of African tree frogs, and fewer still could find any way to usefully apply this information. But other academic research is very relevant to current problems right in our backyard. Practitioners can often use research on medical, engineering, environmental, and business issues to address immediate problems. New technologies and processes often go directly from labs to manufacturing plants, and produce amazing new devices.

Much of the scholarship on peace and justice issues and activism has the potential to be used in this way. How to best go about transforming society is difficult to ascertain and the answers change continuously as society evolves. Fresh academic research on immediate problems and possible solutions, research that systematically explores and rigorously tests various options, could be invaluable to academics and activists alike.

Unfortunately, some of the best research on social change never makes it to the activists who might use it. The worlds of academia and activism are sometimes so distant that the ideas molder in academic journals until they are no longer of use. Also, to have any validity, academic research on social change must be based on real activist efforts carried out by real activists in real situations. Otherwise, it risks being simply speculative daydreaming that is not helpful to anyone.

I am fortunate that early in my activist career I chanced on activist/scholars — primarily people who worked with Movement for a New Society (MNS) — who searched the academic literature for useful ideas and methods and then conveyed those ideas to activists like me. For example, at one of the first workshops I attended as a new activist, I was presented with the results of Gene Sharp's research exploring what made Gandhian nonviolent action effective.

Learning these revolutionary new ideas was very exciting to me and gave me a much greater understanding of how to design effective nonviolent actions. Since my many years of schooling inclined me in a scholarly direction, I followed in the footsteps of these scholar/activists over the ensuing years. To teach consensus decision-making and nonviolent direct action to new activists, I studied a variety of academic and popular articles based on academic research, then summarized this information in my workshop presentation notes.

In 1988, I was questioning whether it was really possible to create a good society or whether social change was just an endless struggle involving a stream of small victories followed by setbacks, like Sisyphus forever pushing a boulder up a hill only to have it roll back down again. Based on my experience as an activist, I believed it was possible, over the course of a century or so, to successfully transform society so that it would remain in a good state. However, I wanted to specify this possibility in enough detail to prove to myself that it could be done.

With that in mind, I began researching the academic literature and writing a book (which became *Inciting Democracy: A Practical Proposal for Creating a Good Society*, Spring-Forward Press, 2001). The product of my analysis was not rigorous enough to be published in a peer-reviewed journal (and I also do not have the necessary academic credentials

(Continued on page 28)

The START Course: Basic Education for New Activists

by *Randy Schutt*

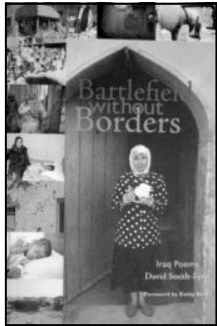
For new activists to be effective, they need to learn about a variety of major social problems and the viable solutions that progressives have suggested for addressing them. They also need a theoretical framework for putting this information in context, as well as specific practical skills, to work cooperatively with other activists and conduct a long-term struggle for change in a way consistent with progressive ideals. There is a lot to learn.

We developed the START (Study, Think, Act, Respond Together) Course to help new activists quickly learn essential ideas and skills. START is based on the Macro-Analysis Seminars, created in the 1970s by a Philadelphia-based Quaker group, Movement for a New Society. The free, non-commercial website provides a detailed syllabus and course outline for a 24-session self-conducted study course. The guide links to free readings on social, economic, political, and cultural problems. Participants are encouraged to read the materials, discuss them, then work together to devise effective ways to challenge decision-makers and implement positive solutions.

For more information about START, visit the website at <http://www.startguide.org>.



Reviews



David Smith-Ferri.
Battlefield without Borders: Iraq Poems. Haley's, 2007, 122 pp.

In the quivering face of grief, powerlessness, despair, there is a light. In the midst of the direct violence of milita-

rism and structural violence through sanctions, from the depth of the world's soul, surges art. "A poem," says David Smith-Ferri, is "conceived and born from deep within."

In his book *Battlefield without Borders: Iraq Poems*, Smith-Ferri proves that the simple rock of David aimed at Goliath need not be more than a pen in the hand of the righteous; or an unwavering stone-like faith in doing what is right. As he describes the raw courage of humanity standing before the war, hearing with both heart and mind the roar of this beast, we find his words "a constellation, a signpost pointing: this way and no other."

This signpost draws us from San Francisco to Fallujah; from Basra to Berkeley; from Baghdad to Washington, DC. The cry of Smith-Ferri's child, Rachael, as he leaves his home and heads to Iraq, resounds in his friend Sander's young cousin in Amman, who, in innocence, associates the sweetness of the candy handed to him by American soldiers with their guns. When corrected, "guns are not good because they kill people," the child acted surprised, stating, "then why do the American soldiers have them?"

Over and over again, Smith-Ferri paints the images of the children of Iraq, of the realities of shrapnel from missiles like thorns falling from the sky into the sides of the innocent, unarmed civilians: "in the face of this, who wouldn't break and weep?" When we feel our souls moved by the images of the people, we can be sure that we are also children before the horrors of this war. Smith-Ferri speaks with a divine gentleness for the strength of the individual to see and hear with passion what is right. Like him, we can note of the people of Iraq, "though a world apart and

born to different mothers and a different mother tongue, surely we are brothers."

There are those with whom Smith-Ferri is not quite as forgiving. He reminds us of corporate CEOs violating international sanctions laws while the United States government persecuted individuals, such as those with Kathy Kelly's *Voices in the Wilderness* seeking to bring medical supplies to the people of Iraq. He evokes images of Cheney, Rumsfeld, and Rove, "crocodiles with keratinous horns, rhinoceroses with carnivorous teeth and jaws." And Bush, "their blue-eyed Texas lupine, their fanged smile, poisoned goblet, whining wolf, an adolescent for an adolescent age." At the heart of these images, he points his finger, not at the people, but at history, "determined to do its worst."

For any student or teacher of Peace and Conflict Studies, Smith-Ferri's work is a beacon of creative nonviolence. It is not surprising, then, that he is a member of *Voices for Creative Nonviolence* (www.vcnv.org). Moreover, proceeds from the book (all but \$2 of the sale price) support Iraqi victims of war (www.battlefieldwithoutborders.org). He proposes poetry as a successful medium to hold the mind a willing captive to the images from Iraq, holding our hands through the hard parts, where one may be encouraged, as in other forms of media, to close one's eyes, to look elsewhere, anywhere.

"We think of children alive in Iraq today, and our heart stops," he pleads. They are "children born in a battlefield without borders, children of rubble, born in a time when time no longer matters." While the Iraqis are living out of the realm of time, his work is a plea to another culture entrenched in time-management. It is loud and urgent. His words are a call to the conscience, to humanize the Iraqi citizens, to humanize ourselves, allowing us to feel the depths of our emotions. These Iraq poems unlock our emotions, waking them out of their sleep, asking them to be active and purposeful; pleading with our feelings to inspire us to activism.

Stephanie Nichole Van Hook is an M.A. Candidate in Conflict Resolution at Portland State University.

First Day in Amman

Ahmed speaks
Amman, Jordan
December, 2006

*I want to show you something.
My left ear does not work
thanks to a car bomb,
and my right eye
thanks to a metal fragment
lodged in its cornea.
Day and night, an echo of that
bomb
rings in my ear --
not an ocean crashing or a river
carrying its musical load of
rock and stone,
not a wind sighing or shrieking,
not two-year-old Abdullah
calling from infested Baghdad,
but the voice of a bomb
in my ear,
and in my eye, one of its ten
thousand teeth.*

*But that is not what
I want to show you.
That is only the
surface, moving
downriver,
only a reflection of
Baghdad today.
I want to show
unchanging depths,
past, present, future
bundled in the
immutable body of
the river.*

*For that, you must look at my
hand*

*and take it
and come with us to dinner
and eat shawarma.*

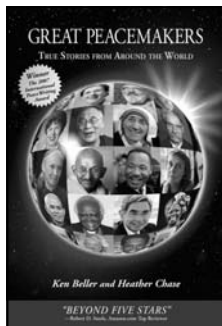
Laugh with us.

Talk with us.

*Think with us, habibi,
about how to extract the worm
eating the heart of my country.*

— from *Battlefield without
Borders: Iraq Poems*

Reviews



Beller, K. & Chase, H. *Great peacemakers: True stories from around the world*. Sedona, Arizona: LTS Press, 2008, 208 pp.

Great Peacemakers: True Stories from Around the World, by Ken Beller and Heather Chase, is a riveting, comprehensive and highly readable account of the lives of twenty peace heroes from various countries around the world, including the

United States, Brazil, India, Africa, Vietnam, Costa Rica, Israel, South Africa, Tibet, England, Sweden, Canada and Iran. It profiles the lives of not only several Nobel Peace prize winners such as Oscar Arias, Benjamin Tutu, and the Dalai Lama, and nominees such as Thich Nhat Hanh and Bruno Hassar, but also lesser-known peacemakers who likewise have dedicated their lives in diverse ways to advance the human condition.

Each peacemaker has a different focus, and because of this, the book underlines the idea that there are many paths to peace. In a subliminal way it also suggests that many of us who are less famous can also be peacemakers in different ways and degrees. The issue of having only one path to peace is poignantly addressed in the section on Mother Teresa, who was criticized for spending too much time with the sick and dying and too little on creating the kind of social change that would reduce the number of people she served. The book notes, "In Mother Teresa's opinion, everyone must follow their calling, and, while other people might feel called to serve on the societal level, she felt called to serve on the personal level" (p.41).

The different foci these peacemakers had include nonviolence, human and animal rights, housing, and brokering peace agreements between warring countries. Anderson Sa from Brazil rescued thousands of youth from a life of crime, drugs and early death by introducing them to music. Sa provided music lessons to scores of young people who went on to form bands and do concerts. He also created the AfroReggae movement that rescued large numbers of children from the streets. Nadir Khalili from Iran created Superadobe homes, the affordability of which enabled many who were homeless or who lived in weather-vulnerable structures to have safe and secure homes. Henry Salt of England helped to end a 700-year royal tradition on hunting tame deer. He, Astrid Lindgren and Jane Goodall also made the connection between animal and human rights – a connection that remains little understood. Wangari Maathai, the first African woman to receive the Nobel Peace Prize, led the Green Belt movement that planted more than thirty million trees and provided income for more than eight thousand households. These stories and the stories of other peacemakers in this book clearly indicate that seemingly insurmountable problems can be solved with a combination of commitment and action.

(Continued on page 30)



David Cortright and George A. Lopez, editors. *Uniting Against Terror: Cooperative Nonmilitary Responses to the Global Terrorist Threat*. Cambridge: The MIT Press, 2007, 334 pp.

Six years into the post-9/11 era, it has become obvious to many observers and analysts that the prevailing counter-terrorism responses of the Bush administration, grounded in military actions, are less than successful.

Uniting Against Terror brings together a set of essays from nearly a dozen authorities who present and assess a variety of nonmilitary strategies, including assessment of diplomatic, legal and economic policies, to counter the threat of global terrorism. Emphasizing the role of the United Nations and other multilateral institutions, such as the Financial Action Task Force and the European Union, this collection persuasively demonstrates the limitations of American reliance on military ventures.

The book's credibility is anchored in the reputation and achievements of its editors, David Cortright and George Lopez, who co-author three of the eight chapters. From their research and teaching base at Notre Dame's Kroc Institute and the Fourth Freedom Forum, they have since the early 1990s produced significant work on issues of sanctions, security, terrorism and alternatives to militarism.

The first chapter introduces the book's agenda through a survey of counter-terrorism strategies, briefly outlining the strengths and weaknesses of recent American, international and United Nations efforts. Although recognizing an appropriate role for military force, the editors, along with the other authors, clearly argue for the importance of the non-military options presented here, even as they claim to provide candid assessments of these alternative responses.

Chapter two presents an overview of five years of UN activity, beginning with Resolution 1373 of September 28, 2001, which created the Counter-Terrorism Committee as the centerpiece of "global efforts to fight terrorism," in the words of Secretary-General Kofi Annan. Chapter three provides a critical analysis of the complicated counter-terrorism efforts of the UN. The authors, Eric Rosand and Alistair Millar, suggest alternative long-term options for creating more effective institutional capacity for global counter-terrorism programs.

In chapter four, former ambassador Thomas McNamara offers a detailed account of more than two decades of evolving policies for dealing with Libya; and in chapter five, authors Alistair Millar and Jason Ipe underscore the difficulties for the international community in dealing with the threat of nonstate actors. Kathryn L. Gardner in chapter six assesses the successes and failures of the Financial Action Task Force, created in 1989 by the G7 nations to combat the money laundering activities of the international drug

(Continued on page 30)



PJSA Job Board

ASSISTANT DEAN OF MEDIATION

Institution: Woodbury College

Department: Mediation and Applied Conflict Studies Program

Start Date: Fall 2008

Website: www.woodbury-college.edu

Position Description: Woodbury College, a dynamic institution offering graduate degrees in mediation and legal studies, and undergraduate degrees in paralegal, pre-law and advocacy studies, seeks an Assistant Dean of Mediation with the capacity, credentials, energy, and wisdom to lead its Mediation and Applied Conflict Studies program to its next level of national prominence. Uniquely practice-based, Woodbury's Master of Science in Mediation and Applied Conflict Studies degree is a first-of-its-kind program that blends intensive on-campus residency sessions, online learning, and practical application in the student's home community to offer one of the most innovative mediation programs in the country. For over 30 years, Woodbury College, located in Montpelier, has served students and communities in Vermont and beyond with its distinctive brand of progressive, adult-oriented and career-based education.

Fields/Areas of Specialization: The ideal candidate will hold appropriate academic credentials and be an accomplished mediator, teacher, and established -- or emergent -- leader in the field. Strategic vision, organizational expertise, and process management skills are essential.

Application Deadline: 6/30/2008

Application Materials: Expressions of interest, including a cover letter and vita, and nominations.

Email: alisonu@woodbury-college.edu

DIRECTOR:

Institution: Eastern Mennonite University

Department: Summer Peacebuilding Institute

Salary: unspecified

Start Date: Summer 2008

Position Description: TERMS : 12-month, full-time position Remuneration and benefits commensurate with education and experience and in accordance with the administrative pay scale. RESPONSIBILITIES: Will be responsible for directing the planning, implementation, funding and evaluation of SPI as well as supervising SPI staff and coordinating SPI instructors and outside speakers during the Summer Peacebuilding Institute. Will facilitate relationship building and development (program and financial) with a variety of outside constituencies, both domestic and international. The Director leads the SPI program team and is a member of the CJP Academic Committee.

Fields/Areas of Specialization: Education: Master's degree in conflict transformation or related field. Coursework in management and leadership viewed positively. Experience: Strong theoretical and practical background working in communication and relational skills. Experience in articulating a vision and mission for a program within a broader organizational setting. Editing and writing skills required. Experience in cross-cultural and inter-religious settings. Experience with and/or familiarity with international NGOs, U.S.-based non-profit organizations, government and multinational organizations. Strong commitment to non-violent transformation of conflict. Experience in leadership in teambuilding. Ability to have respectful, affirming and discerning communication with prospective SPI applicants. Commitment to work within religious and civil society communities. Physical Requirements: Within the range of an office environment and ability to travel both domestically and internationally, including within difficult environments.

Application Deadline: 6/30/2008

To apply, Send letter of application/resume, and the names, addresses and phone numbers of three professional references to: Human Resources, Eastern Mennonite University, 1200 Park Road, Harrisonburg, VA 22802.

Contact: hr@emu.edu

ACADEMIC TEACHING STAFF:

Institution: The Scholar Ship

Website: www.thescholarship.com/staff/positions_ aboard_ship/

About the Institution: The Scholar Ship is an academic program for undergraduate and graduate students aboard a transformed passenger ship offering semester-long voyages around the world. Students and staff from diverse cultural backgrounds come together to create a transnational learning community that develops intercultural competence and global awareness.

Salary: unspecified

Start Date: September 2008

Position Description: Currently, The Scholar Ship is seeking applicants for Academic Teaching Staff positions for the September 2008, January 2009 and September 2009 semester programs to teach a range of undergraduate courses and standardized courses in the International Relations, International Communications, and International Business Master's programs.

Fields/Areas of Specialization: International Relations; Theory of International Relations; Evolution of the International System; Colonization and Decolonization in North Africa and the Middle East Diplomatic History since the Congress of Vienna Security Politics in the New International Political; International Communication; Communication & Social, Economic & Political Development; International Communications; Communication and Power Paradigms in International Intercultural Communication; International Public Relations and Advertising; International Business; International Business Strategy; International Marketing; Strategic Operations Management; International Trade Managing; Cultural Diversity in Business; Latin American Management.

Application Deadline: 6/30/2008

How to apply: Find requirements, application and additional position information on the TSS website: http://www.thescholarship.com/staff/positions_ aboard_ship/

("Scholarship and Activism," continued from page 25)

for that). But unlike many political books which simply tell stories and make bold assertions about how activists ought to do their work, my effort was grounded in a great deal of academic research that buttressed my thesis and gave critics something substantive to either embrace or critique.

For example, based on the research of Dennis Chong, who studied the civil rights movement, I argued that — because of natural forces that affect social movements — there was a tipping point in which a movement was likely to suddenly grow from a tiny, ineffectual effort to a gigantic, effective operation involving millions of people. Using the results of his research, I also outlined some of the ways for the nascent movement to survive before that tipping point was reached

and some cautions for how to deal with the challenges that would come in the aftermath.

I hope in the future that scholars in Peace and Justice Studies and related fields will rigorously study contemporary change efforts with a view towards learning how activists might better succeed. And I hope they will try to make their research available in ways that are accessible for activists. I also hope that activists will turn to scholarly research and analysis for ideas about how to improve their processes. Collaboration between scholars and activists has the potential to improve scholarship and make activists more effective, and ultimately, to help make the world a better place.

Randy Schutt is vice-president of Cleveland Peace Action, author of Inciting Democracy: A Practical Proposal for Creating a Good Society (<http://www.vernalproject.org/IcD/IcD.html>), and co-editor of the START study guide (<http://www.startguide.org>).

Announcements

Nonviolent Change

Nonviolent Change, Journal of the Research/Action Team on Nonviolent Large Systems Change, an interorganizational project of the Organization Development Institute, helps to network the peace community: providing dialoguing, exchanges of ideas, articles, reviews, reports and announcements of the activities of peace related groups and meetings, reviews of world developments relating to nonviolent change and resource information concerning the development of human relations on the basis of mutual respect. *NCJ* is on the web at: <http://mypage.iu.edu/~ssachs/>. To be notified by E-mail when new issues are posted, send a request to be added to the *NCJ* notification E-mail list to Steve Sachs at: ssachs@earthlink.net. Issues are usually posted: Fall, in late September or October; Winter, in January or early February; Spring in mid-March to end of April. *Nonviolent Change*, invites articles, commentaries, reviews, news and announcements relating to practical ways of getting to peace within and between communities. Articles can be very short, or can run up to 4000 words. Please send all submissions and requests for information to Coordinating Editor Steve Sachs at ssachs@earthlink.net.



Search for Peace with GoodSearch

How can you search the Internet with a fantastic search engine AND donate to peace? Use GoodSearch and PJSA will receive money each time you look for information online. Simply go to www.goodsearch.com, and in the bar that asks "Who do you GoodSearch for?" type in "PJSA" or "Peace and Justice Studies Association." We will receive funds for our

Peace Review

a Journal of Social Justice

Peace Review is a quarterly, multidisciplinary, transnational journal of research and analysis, focusing on the current issues and controversies that underlie the promotion of a more peaceful world. Social progress requires, among other things, sustained intellectual work, which should be pragmatic as well as analytical. The results of that work should be ingrained into everyday culture and political discourse. The editor defines peace research very broadly to include peace, human rights, development, ecology, culture and related issues. The task of the journal is to present the results of this research and thinking in short, accessible and substantive essays. We invite you to our website for upcoming issue themes, submission guidelines, and archived issues. Website: www.usfca.edu/peacereview/PRHome.html. Submissions can be sent to Rob Elias, Peace Review, University of San Francisco, San Francisco, CA 94117 USA, or peacereview@usfca.edu.

Want Peace Review delivered to you? Subscription rate for PJSA members is only US \$30!!

peace work each time you use this free service. (Bookmark the page and you will only need to type in your selection once; from then on, PJSA will be there each time you search.) Please share this information with your friends, students, and others interested in peacemaking. Let's raise \$5000 this year simply by "searching for peace!"



Guides to Scholarships, Careers and Jobs in Conflict Resolution and Related Fields

As part of the Peace and Collaborative Development Network, several free guides to careers, internships and scholarships have been developed. You're encouraged to review the guides and suggest additional resources.

The guides include:

- * Guide to Internships
- * Guide to Career and Scholarship Resources
- * Guide to Academic Jobs in Conflict Resolution and Related Fields
- * Guide to Scholarships and Fellowships in Conflict Resolution and Related Fields

The guides can be accessed at <http://internationalpeaceandconflict.org>.



Make TIAA-CREF Ethical Campaign

Would it upset you to know that TIAA-CREF — the nation's largest retirement fund, with over \$400 billion and three million participants — is a major investor in Wal-Mart, Nike, and Coca-Cola? Millions of TIAA-CREF investors are contributing their money to support these companies and their abusive human and labor rights practices. Yet TIAA-CREF says it provides financial services "for the greater good." Protests are mounting to make TIAA-CREF accountable for their actions. More information is available at MakeTIAA-CREFethical.org.



Graduation & First Year Pledges of Responsibility

The Graduation Pledge of Social and Environmental Responsibility states, "I pledge to explore and take into account the social and environmental consequences of any job I consider and will try to improve these aspects of any organizations for which I work." Students at over a hundred colleges and universities internationally have used the pledge in varying ways (Harvard, Carleton, Chinese Culture University, etc.). For more information, visit www.graduationpledge.org or contact GPA@Bentley.edu. Also consider instituting the complementary **FIRST YEAR PLEDGE OF SOCIAL JUSTICE, ECONOMIC STRENGTH AND ENVIRONMENTAL RESPONSIBILITY**. It is a project of the American College Personnel Association (ACPA): College Student Educators International. For further information regarding the First Year Pledge, See www.myacpa.org/task-force/sustainability, or contact Dr. Boyd Yarbrough at boyd.yarbrough@furman.edu.



National Index of Violence and Harm

The *National Index of Violence and Harm* (NIVAH) is con-



structed to measure levels of violence and harm to individuals in the United States in a given year compared to levels observed in 1995. It is a project of the Manchester College Peace Studies Institute and the Bentley College Alliance for Ethics and Social Responsibility. <http://www.manchester.edu/links/violenceindex/NWollman@Bentley.edu>



Global Marshall Plan Introduced in US Congress

The Global Marshall Plan is premised on the notion that generosity and solidarity with all peoples are better routes to homeland security than are domination and control. Under the Plan, the United States would lead the other G-8 nations in dedicating an amount equivalent to 1-2% of each country's gross domestic product each year for the next twenty years to eliminating poverty and to healing the environmental crisis. The Network of Spiritual Progressives has now succeeded in getting this revolutionary idea introduced in the US Congress as H. Res. 1078. For more information about the GMP, H. Res. 1078, or the NMP visit <http://www.spiritualprogressives.org/gmp>.



Book Proposals Wanted: Peace Education Series

The Information Age Publishing Group has authorized Jing Lin, Edward J. Brantmeier, and Ian Harris to be the editors of a Book Series on Peace Education. We welcome you to submit your book proposal. Please contact jinglin@umd.edu or imh@uwm.edu for more information.

Journal of **Peace Education** (JPE)

Sponsored by the Peace Education Commission (PEC) of the International Peace Research Association and published by Routledge/Taylor and Francis, the *Journal of Peace Education* is committed to furthering original research on peace education, theory, curriculum and pedagogy. It understands peace education as education for the achievement of a non-violent, ecologically sustainable, just and participatory society, and publishes articles related to the goals of the journal which explore the link between theories, research and practices in peace education in varied educational and cultural settings, and which aim to address the needs and interests of researchers, activists, policy-makers and practitioners in the field.

Submissions to the JPE should be sent to the editor Dr. Jeannie Lum at jlum@hawaii.edu. To view an online sample copy of the journal and for instructions to authors go to: www.informaworld.com/jpe.

You are also invited to subscribe to the JPE. For information about special subscription offers, visit www.informaworld.com/jpe

(“Great Peacemakers,” continued from page 27)

In an interesting way, the breadth of this book is its depth. This is because so many peacemakers are brought together in the same space that the reader is able to grasp the totality of their great works in a way that is validating, inspiring, and hopeful. The effect the book had on me was that it made me reflect on the graduate course I teach – Advanced Human Development – that covers theories and stages of development, but that does little to connect human development to vision and social activism. The next time I teach the course, I will use this book in order to provide models of peacemakers who have actually advanced human development. As such, it should provide inspiration for students to develop and act on a vision of a better world, and to realize how each of them can be not only a scholar of, but also an active promoter of human development. I sense that if this book were used in appropriate high school/college courses, it would have a strong impact on world peace and justice.

Leo R. Sandy, Ed.D., NCSP, is a Professor of Counselor Education and School Psychology at Plymouth State University.

(“Uniting Against Terror,” continued from page 27)

trade, which has become the major mechanism for capturing the finances of terrorist groups. Chapter seven, by Oldrich Bures and Stephanie Ahern, traces the development of counter-terrorism policy in the European Union, with its typical emphasis on formal legal procedures.

In the final chapter, editors Cortright and Lopez shift the discussion to analysis of the roots of terrorism and the long-term challenge of prevention. Stressing the need to distinguish “hard-core jihadists” from the much broader social base of sympathizers, the authors propose a range of non-military police and law enforcement strategies to counter the latter. They conclude by underscoring their original claim that the global struggle against terrorism is not a military battle, but a comprehensive political campaign, a contest for the hearts and minds of millions of ordinary Muslims around the world.

The foreword by Lee H. Hamilton, former Congressman and vice chair of the National Commission on Terrorist Attacks, appropriately frames the book with his succinct but insightful recommendation. The book's arguments are buttressed by copious documentation, including more than 40 pages of footnotes and a 36-page bibliography. The 20-page index facilitates access to hundreds of germane topics.

In sum, *Uniting Against Terror* very adequately fulfills its promise to outline and evaluate the foremost cooperative nonmilitary responses to the threat of global terrorism. The volume deserves consideration, both by the proponents of conventional military options, and by the many others who are eager for alternatives.

J.R. Burkholder is Professor Emeritus of Peace Studies at Goshen College, Goshen, Ind.

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PJSA Events Calendar

May 29-31, 2008 — CONFERENCE:

2008 Global Forum of Universities

The Power of Peace Network
Hosted by: UNESCO Associated Initiative
University of Waterloo, Ontario, CA
artsonline.uwaterloo.ca/ppn/node/27

The three-day conference is aimed to act as an ideas catalyst — sparking discussion and interest about the power of personal connection and experience.

June 1, 2008 — DEADLINE: CALL FOR PROPOSALS

Dialogue among Cultures: Peace, Justice and Harmony

ISUD Eighth World Congress
Hosted by: International Society for Universal Dialogue
The Congress will be held in Beijing, China, 2009
www.isud.org

Through this congress the Society hopes to stimulate philosophical reflection and discussion on topics related to the central theme of dialogue among cultures. Submit a 300-500 word abstract to marc.lucht@alvernia.edu.

June 15, 2008 — DEADLINE: Call for Papers *Iraq since 1990*

Hosted by: Canadian Journal of Peace and Conflict Studies
www.peaceresearch.ca/submissions.html

Peace Research invites submissions from disciplinary and interdisciplinary perspectives that address the case of Iraq since 1990. We are open to a wide variety of perspectives and themes for this issue.

June 18-20, 2008 — CONFERENCE:

Peace and Conflict in the Muslim World

Hosted by: Summer Institute for International Education
Madison Area Technical College, Madison, WI
matcmadison.edu/matc/offerings/internationalstudies/SummerInstitute2008.shtm

This three-day institute will focus on content and strategies for curriculum development.

June 19-21, 2008 — CONFERENCE:

The New Meanings of Peace after 9/11, 2001

Hosted by: Research Group on Culture and Globalization
Tetuan, Morocco
www.newmeaningsofpeaceconference2008.blogspot.com/

June 30, 2008-July 4, 2008 — CONFERENCE:

From the Middle East to Asia Pacific: Arc of Conflict or Dialogue of Cultures and Religions?

7th Annual International Conference on Globalization for the Common Good — An Interfaith Perspective
Hosted by: Trinity College, University of Melbourne, Australia
www.gcgmelbourne2008.info

Keynote Speaker: His Excellency Seyyed Mohammad Khatami (President of Iran 1997-2005). Follow the link above for details, including information on submissions, registration, costs, etc.

June 30, 2008-July 9, 2008

FFIPP Summer Educational Tour to Palestine/Israel

Hosted by Faculty for Israeli-Palestinian Peace, FFIPP
Palestine/Israel
For faculty, educators and peace activists.
www.ffipp.org

July 12-20, 2008 — CONFERENCE: *Globalizing Women's Studies: Pedagogy and Praxis*

Professional Development Seminar for Faculty, Staff and Students
Hosted by Center for Global Education at Augsburg College
Cuernavaca, Mexico
www.augsburg.edu/global/itsdocs/Facultydev.pdf

This 8-day immersion experience will explore the wide variety of issues that diverse Mexican women identify as issues of struggle within the current context of globalization.

July 18-19, 2008 — *Third Annual Teachers Conference*

Hosted by: Metta Center; California, USA
www.mettacenter.org

For teachers of any grade level, others. Keynote speakers and workshops on nonviolence as classroom culture. One CEU for teachers. Student scholarships avail./discounts for early enrollment.

July 28, 2008-August 4, 2008 — CONFERENCE:

Critical Pedagogy: Educating for Justice and Peace

International Institute on Peace Education 2008
www.tc.edu/PeaceEd/IIPE

This year's IIPE will try to examine the complexity of peace education issues in an unequal society.

August 3-9, 2008 — SUMMER INSTITUTE

2008 Summer Institute on International Peace, Security, and Conflict Management for Secondary School Social Studies Teachers

Hosted by The United States Institute of Peace, Washington, DC
www.usip.org

This week-long event is designed to assist teachers in attaining a greater understanding of peace and conflict issues, as well as to enhance their teaching skills and strategies in school settings where global understanding is critical.

September 17-19, 2008 — CONFERENCE:

International Conference on Media, War, and Conflict Resolution

Hosted by Bowling Green State University School of Communication Studies and Peace & Conflict Studies Program
Bowling Green, Ohio, USA
scs.bgsu.edu/mwcrConf/index.php

This conference explores the relationships among media, war, and conflict resolution. Featured speakers include Richard Rhodes, Chris Hedges, and Robert Parry.

October 2-5, 2008 — CONFERENCE:

NURTURING A CANADIAN CULTURE OF PEACE: A SYMPOSIUM

Hosted by the Canadian Culture of Peace Program
Hamilton, Ontario
www.cultureofpeace.ca

You are invited to attend a Symposium this coming October to share ideas and re-energize the Culture of Peace initiative wherever you live for at least another decade.

October 12-14, 2008 — CONFERENCE:

Re-Imagining Leadership for a Hope-Filled Future:

Partnering Religious and Civic Communities
Hosted by the Candler School of Theology, Atlanta, GA
ecorrie@emory.edu

Our keynote speakers include Mrs. Marian Wright Edelman, President, Children's Defense Fund; Dr. Eboo Patel, Executive Director, Interfaith Youth Core; and Rev. Richard Cizik, Vice President, National Association of Evangelicals.

November 21-23, 2008 — CONFERENCE:

Seventh Annual Conference on Peace Education: What Can I Do for Peace? Engaged Citizenship for the Sustainable Future

Hosted by Canadian Centres for Teaching Peace with the McMaster Centre for Peace Studies, Ontario, Canada
<http://www.peace-education.ca/pec/>

The conference seeks to highlight those who have integrated the values, skills, and knowledges of nonviolent social change into their lives and to inspire and engage with those who have the desire to bring peace education into their work, interests, and personal lives.

Peace and Justice Studies Association: Our Partnerships



In 2005, BCA entered into a partnership with PJSA to promote peace and justice through education, research and action and to engage students, faculty, and college and university staff members in international programs focused on peace, justice and other issues of mutual concern.

Through this partnership, PJSA Institutional members' students and PJSA student members will receive special consideration for BCA's distinctive educational programs all over the world. BCA will waive application fees for peace studies students from PJSA member institutions who want to attend BCA peace and justice studies programs abroad.

For more information about BCA or applying to a BCA study abroad program, e-mail BCA at inquiry@BCAabroad.org or visit the BCA website at www.BCAabroad.org.



Since April 2005, PJSA and the Higher Education Consortium for Urban Affairs (HECUA) have been working together to provide opportunities for students to participate in academically rigorous, experiential learning programs focused on social justice and social change. Undergraduate students enrolled at PJSA member institutions receive special benefits when they enroll in HECUA study away programs: a discount of \$400 on the non-consortium

fees for semester programs, and a discount of \$100 on the non-consortium fees for short programs. Also, all PJSA members receive annual mailings of HECUA materials, and there is a PJSA liaison to the HECUA Board of Directors.

Created in 1971, HECUA is a consortium of seventeen colleges, universities and associations cooperating to provide interdisciplinary, community-based learning, and to foster and practice education for social justice and civic engagement. HECUA programs are available in US and international sites of activity that provide dynamic contexts for integrated learning and collaborative action, and where students can discover their roles in creating just, equitable and sustainable societies. Program sites include Ecuador, Northern Ireland, Bangladesh, Norway and Minnesota and the southern U.S. There is a strong internship component in all semester programs, and theory and practice are carefully integrated. Complete program descriptions, program documentation and application materials are available at <http://www.hecua.org>.



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San Francisco, CA 94117