

Spring 2018-Summer 2018

# THE PEACE CHRONICLE

The Newsletter of the Peace and Justice Studies Association





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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 fields 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 peace-- building, social justice, and social change. PJSA serves as a professional association for scholars in fields including (but not limited to) peace, justice, and conflict studies, and is the North American affiliate of the International Peace Research Association (IPRA).

### 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.

Editor:  
Brendan Newman &  
Michael Loadenthal

Template Design:  
Brendan Newman

The Peace Chronicle is a regular publication of the PJSA, and is circulated to current and potential members. The Chronicle features new scholarship and literature, the latest developments in peace research and education, discussion of central issues in the peace and justice movement, book and film reviews, and other important resources for scholars, educators, and activists.



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## Letter From The Editors:

Dear Readers,

It is our pleasure to introduce you to the Spring/Summer 2018 issue of The Peace Chronicle. First let us say, 'thank you' for being a member of the Peace and Justice Studies Association and for continuing to support such important work in these tumultuous times.

At Peace and Justice Studies Association we are dedicated to bringing together academics, K-12 teachers, and grassroots activists to explore alternatives to violence and share visions and strategies for peace-building, social justice, and social change. We thank all of the members who contributed content to this edition of The Peace Chronicle.

Starting last year in our Spring/Summer edition, the editorial team at the Peace Chronicle started asking our members to submit contributions. This move is in response to a request from our membership to have more input on the newsletter, and a desire from our editorial team to have the Chronicle more a collective effort and a shared reflection of the amazing work our members are engaged in.

In order to gather submissions for the next issue, we are using a Google form to collect material. In order to contribute, visit <https://goo.gl/D27w1f> and complete the fields to contextualize your submission. At the end of the form you may either paste your contribution in as text or email the file as an attachment.

As far as content, we are looking for book reviews (500 word max), film reviews (500 word max), position papers (1,500 word max), essays (1,500 word max), letters, news, event report backs (e.g. conference, demonstration), short blurb reporting (500 word max), job postings (500 word max), advertisements, announcements for new publications (500 word max), programs and projects, opportunities for folks to publish and collaborate, or other forms of commentary on our work, our world, and our struggles.

We hope that this new form of association-wide publishing will make for a more dynamic, diverse and engaging newsletter that more closely reflects our network. In conjunction with this new method of gathering content, the Peace Chronicle will look more modern. This change started last year in our Spring/Summer edition and this revision is continuing on through this edition.

The deadline for the Fall-Winter issue is December 14, 2018.

If you have questions, please contact [Michael@peacejusticestudies.org](mailto:Michael@peacejusticestudies.org) or [thepeacechronicle@gmail.com](mailto:thepeacechronicle@gmail.com).

Sincerely,

Brendan Newman  
Editor In Chief



Michael Loadenthal  
Executive Director





# Co-Chair Letter

Although clearly there remains much for our collective concern as peacemakers and peace educators, we are excited to highlight some of the amazing, positive things at PJSA. There is so much to applaud, and so many people to thank for their hard work and devotion to creating a more just and peaceful world. First, as Co-Chairs of the Board of Directors, we remain immensely pleased with the hard work and devotion of our Executive Director, Michael Loadenthal. Not only has Michael helped move the organization into the 21st century (!) in terms of various issues, he has also again secured a grant from the Craigslist Charitable Fund that helps tremendously in offsetting our operational costs.

Second, we are so thankful for our Board colleagues, who, for no compensation, are very committed to their work and to our collective efforts to ensure PJSA remains a vibrant and important organization. Third, we are very pleased with the student interns Michael has brought on. All are unique, professional, and helping to advance our work. Perspectives from two who have worked on a new PJSA initiative are featured later in this entry.

Fourth, we are thrilled to say that this year's conference promises to be an amazing one! The Board took very seriously feedback we have received and is trying hard to provide members with a conference that is interesting, engaging, and timely. More on that to come!!

Finally, we are elated to announce the reimagination of PJSA's Speaker's Bureau. We are featuring members who agreed to be involved and marketing them to universities and others that might want amazing speakers on topics related to peace and justice. All involved agreed to contribute a portion of royalties from these engagements to PJSA, so we see it as a win-win-win!! Below is a short blurb from the two interns, Tara Verghis and Marc Papa, who have offered invaluable assistance on the project. We've also included a photo collage of some of our featured speakers! Stay tuned for more information about this initiative, and feel free to contact Laura Finley should you be interested in being added as a speaker or requesting one (lfinley@barry.edu).

With the help of Dr. Finley and Dr. Loadenthal, we have been working on updating the Speakers Bureau to make it more engaging by reaching out to listed speakers for pictures, videos of themselves speaking, and any changes they would like to see in their biographies. In order to accommodate these additions, we've borrowed ideas from other professional Speakers lists and come up with a new design for the page. We hope that these updates will make for a more interactive interface for those who are looking for experts to speak on topics related to peace and justice.



In Peace,  
Laura Finley and Steven Schroeder, Co-chairs



# 2018 PJSA CONFERENCE



## AT ARCADIA UNIVERSITY

**ARCADIA**  
UNIVERSITY

INTERNATIONAL PEACE  
AND CONFLICT RESOLUTION

**September 28-30**

**GREATER PHILADELPHIA**

Questions? Contact [info@peacejusticestudies.org](mailto:info@peacejusticestudies.org)

# Letter From The Conference Chair

Dear PJSa members and friends,

We are so excited to host this year's PJSa conference at Arcadia University in Glenside, PA (just outside of Philadelphia). We have worked hard to incorporate your reflections and feedback from past experiences to build a conference that brings people together to have meaningful conversations in every way: fewer competing sessions; more space between time slots so conversations can continue even after the session ends, plenty of coffee breaks, and a new World Cafe lunch, which gives first or second time conference attendees the opportunity to lunch with some of our regular PJSa members to learn more about who we are and our projects, and to make some new friends.

We are also taking full advantage of our location just outside the 5th largest city in the US with a pre-conference guided revolutionary walk through Independence Mall and the Liberty Bell, including a stop at the famous Reading Terminal for lunch, and a built-in night to explore the incredible culture, restaurants, theaters, beer gardens, and music venues that make up Philadelphia's vibrant night life.

Finally, we can't wait to be inspired by our fantastic and thought-provoking line up of speakers including Oscar Lopez Riveria, Joyce Ajlouny, Huwaida Arraf, Ward Churchill, George Lakey, Wende Elizabeth Marshall, Shon Meckfessel, Kempis "Ghani" Songster, Emily Welty and more.

We hope you can join us Sept 27-30 for what will undoubtedly be an incredible conference.

See you then!

Amy Cox  
Conference Chair  
Arcadia University





### The Director's Cut: "Taking Lessons from Harper Ferry: These Silos Won't Self-Destruct!"

In May 2017, a series of conversations began with representatives of some of the varied peace and justice networks working in our field. The series of conversations was organized by leading players from the Association for Conflict Resolution (ACR), the Global Partnership for the Prevention of Armed Conflict, the Alliance for Peacebuilding, the National Peace Academy, the National Association for Community Mediation, Forage Center for Peacebuilding and Humanitarian Education, and our host, the School for Conflict Analysis and Resolution at George Mason University. We gathered at Point of View International Retreat and Research Center, a rural property in Northern Virginia, and discussed how to better pursue the work we championed.

From this meeting, and the many exchanges that followed, directors from ACR and PJSA decided to better collaborate, with the aim of hosting their first joint conference in the Fall of 2020. This is the plan, and many wheels are turning to make it happen.

This partnership and the relationships that will result are aimed at helping educators, academics, students, practitioners and activists explore collaborative possibilities beyond the silos that come along with our various labels: Conflict Resolution, Peace Studies, Mediation....

In one sense, our memberships, missions, and aims are complementary, yet our differences draw out key divisions, points of critique, disagreement and distinction. These are important conversations to be had and we hope to help spark them.

Where do the work labeled as Conflict Resolution, Peace Studies, Conflict Analysis, Alternative Dispute Resolution, Restorative Justice, and Social Justice Studies converge and deviate? How can these fields, theories, methods, and strategies support one another while engaging their inherent contradictions?

To put it another way, how do we deal with the tension between engaging conflict for change and resolving conflict for peace?

We are likely all familiar with the 'classic' models of conflict styles—avoiding, competing, collaborating, accommodating and compromising—but as engaged scholars and practitioners we know that the reality is never this cut and dry. The gaps between avoiding and accommodating, or collaborating and

compromising are contextual, subtle and often dictated by the stakeholders, varied environments in which conflicts occur, and macro, mezzo, and micro situational, personal, cultural and socio-political factors.

I know I'm preaching to the choir. However, it is worth reflecting on what this means for the distinction between engaging and resolving.

Are these simply 'styles' of dealing with conflict or are they much more? I would offer that these positions are reflective of far more subterranean and influential logics and presumptions about the best means for creating the beloved community we seek to inhabit. To champion resolving over engaging (or the other way around) is to avoid the meaningful question entirely. For me, a conflict analyst barely out of school three years, it is a matter of proportions and sequencing, not either/or. Through this new partnership between PJSA and ACR, we seek to deepen this conversation, to find the ways engagers can lead towards resolution and resolvers towards active engagement.

For many of us, we're just on the edge of these borderlands to begin with. We stand at the precipice of precarious and challenging times, but with a spirit emboldened by the clambering of swords and sharpening of teeth seen in world leaders and their armies.

For many of us waiting for the silos of engagement versus resolution to come down, the first step is to really begin. As I sat at Point of View and reflected on the events which took place 150 years prior, barely 60 miles away, I was reminded of the final words of the famed abolitionist militant John Brown who said to the hangman, "I am ready anytime. Don't keep me waiting."

For those of us seeking to build relationships, communities and nations with an alternative view of violence, it seems that we've been pre-ready for far too long. The task at hand now is to nurture that spark, to deepen and expand its reach, while at the same time, doing our best to avoid the scolding heat of the flame that's sure to result.

In the spirit of resistance and engagement:



Michael Loadenthal  
(Michael@peacejusticestudies.org)



## ASK THE PEACE CAREERS COACH

By David J. Smith

### PLANNING A BIG MOVE: WHAT TO DO NOW

I just got off of Skype with a former student at the School for Conflict Analysis and Resolution at George Mason University. He graduated in 2017 with a master's degree, and has been working as a restaurant server since, while doing some volunteer research work for a professor.

He's planning on moving to Chicago in the fall and wanted my advice on what he should be doing now to make it a successful move career wise. Smart guy. Here is the advice I offered him.

#### 1. Though Your Physical Move Starts in a Few Months, You Career Move Starts NOW

Career exploration in a new city should start several weeks or even months before you physically move. When you get to the new city, it will take you a day or two to settle in. You may need to find another server job to pay your rent. But after a few days, you need to be out and about looking for work. And you can do much of your planning long before you arrive. If you wait until you get there it might be a bit overwhelming. It's better to have things in place before the move. So plan "now" for "then."

#### 2. Find Organizations and Networks that Reflect Your Interests and Start Connecting NOW

Your day to day career hunting needs to include a variety of activities: informational interviews, updating your resume and online profile, taking courses in areas you need beefing up in, and engaging in networks and at events that reflect your career interests. And you can make those connections long before you get to your new city or location. First, think about the networks you are part of now or want to join. If there is a chapter in the city you are moving too, join it now, and email the chapter president and let them know you are coming soon! For conflict resolution students, find a local chapter of the Association for Conflict Resolution. If you are interested in global issues, find the local World Affairs Council chapter (or similar group). Most have reduced membership rates for students or young professionals, but many groups don't charge at all to come to events! Which is the second thing to do: find events that are coming up that you should attend. Because an event might be scheduled only a few weeks before it is to be held, you might need to do this closer to the move date. But attending events will keep you busy right away. And get you networking and engaging with others right away!



### 3. Schedule Coffees and Informational Interviews NOW

Because professionals have busy schedules and making connections take time, pursuing when to have coffee and informational interviews with people in a new city should start right away. Since you might not know folks in the city you are moving to in your area of interest, you need to connect with former and current professors and employers to see whom they know in the new city. Ask them to make brief email introductions for you (this helps create the “strength of the weak tie” that is critical to finding work). Once the introduction is made, run with it! Ask the professional in your new city if you could have a brief coffee or interview with them. There is no problem in scheduling this several weeks or even a month in advance. (It demonstrates to them that you are a planner!).

### 4. Be Public About Your Move

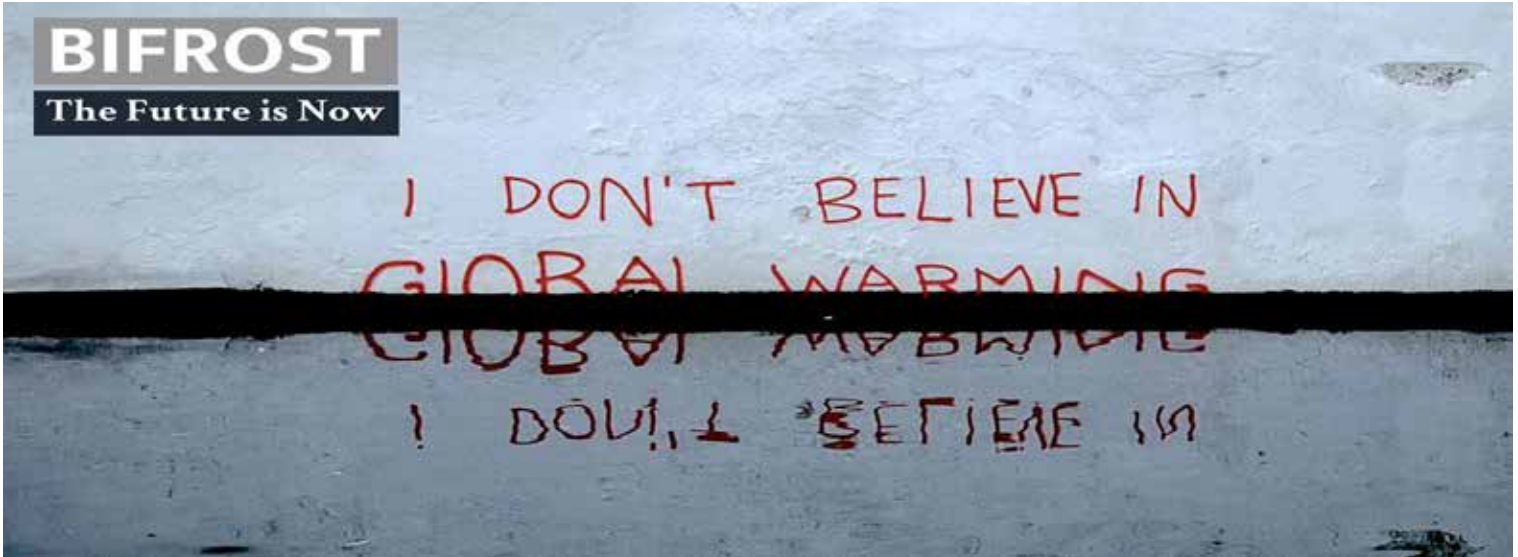
The sooner you publicize your move the better. Use LinkedIn and Facebook to let everyone know you are moving to the new city. Once you secure a residence (or a “couch surfing” spot), note that on your resume (you won’t get mail there, but it signals to folks that you have a fixed spot at the new location!). If you need to get mail and are not sure about where, consider a temporary post office box.

And good luck with your move! It can be an exciting new chapter to your professional life.

David J. Smith is the author of *Peace Jobs: A Student’s Guide to Starting a Career Working for Peace* (Information Age Publishing, 2016). He can be reached at <https://davidjsmithconsulting.com> or [davidjsmith@davidjsmithconsulting.com](mailto:davidjsmith@davidjsmithconsulting.com).

In conjunction with Lee Smithey and his Peace and Conflict Studies program at Swarthmore college, PJSa has created a blog! Lee has a blog that he has used for alumni of his program for years, so he suggested that PJSa also look in to creating a blog. The blog has been created as a resource for students of all ages who are interested in the field of peace studies. We asked people involved in the peace studies field to send us blog posts about their careers and how their degrees set them up for those careers. We hope to continue to get submissions so that we can grow the blog to be a well-known tool for students interested in this field. The goal is to eventually be so widely known that school counselors can recommend our blog to their high school students. It is sometimes hard to answer the “what are you going to do with that after school” question regarding a degree in the peace studies field, so this blog is the perfect place to find examples of how other students have found answers to that question. If you are interested about the blog, want to submit a blog post, or have any questions you can contact [gordonm5@miamioh.edu](mailto:gordonm5@miamioh.edu). Here is a link to the blog: <https://pjsablog.wordpress.com/author/pjsablog/>. Please don’t hesitate to let others know about our work on this blog, the more people that know the more useful this blog can become!

## ***Introducing a New Partnership : Bifrost***



*Three students successfully undertook the inaugural, semester-long PJSA/Bifrost internship at Miami University, receiving college credits for engaging in a range of assignments that reflect the concerted goals of both PJSA and the Bifrost project.*

BifrostOnline is an international, open-access website promoting education for sustainability and climate change awareness. A major focus of the site is to increase public understanding of the social and environmental challenges related to climate change. Another aim is to demonstrate the capacity for decisive individual, organizational and community engagement in climate-change mitigation and adaptation efforts. Bifrost is supported by the Nordic Network for Interdisciplinary Environmental Studies (NIES), whose members work closely to achieve these goals with numerous partners from civil society through the website, and through events, colloquia, seminars and public art interventions. Bifrost takes its name from the rainbow bridge in Norse mythology, which connects the Earth with the realm of the gods, symbolizing the link between the mundane material world and a more ideal existence. The Bifrost project aspires to a similar reconciliation, by bridging nature and culture, science and art, understanding and climate change action, challenges and solutions.

The recent partnership forged between PJSA and BifrostOnline has been an outstanding opportunity for both organizations to build a synergistic bridge to link to common goals, and to educate PJSA interns in issues surrounding climate change, while also providing them with practical, material skills that can help lay a foundation on which to build research protocol to organize and develop future projects they may become involved in. The Bifrost team look very much forward to continuing the PJSA/Bifrost internship program at Miami University. We are delighted to work with Miami university students and look very much forward to building new collaborative bridges with our outstanding partner PJSA.

[www.bifrostonline.org](http://www.bifrostonline.org)



## **The Unique Opportunity Education Has in a Post-Conflict Setting: Conceptualizing Education in the Inverse by Acknowledging Childhood Trauma Caused by Violent Conflicts**

Kodie James Willard

The effects that war and all forms of violent conflict have on a society are immense, and present the society with new and complicated problems that need to be addressed with the utmost haste. This is because the effects that are widespread and touch even the members that exist only on its periphery can seemingly be never ending. It is then even harder to suggest that there are any members in a society that are not affected by conflict, and none more affected than children. It is often championed that children are the biggest casualties of war, with more attention being spent displaying their plight and less time explaining as to why this is so. Children are in fact the largest casualties of war because they tend to be the most vulnerable members of society and as a direct result of war, they feel compounding pressures in all aspects of their life, subsequently damaging their wellbeing and hindering development. Furthermore, the ramifications of children's experiences during the time they lived in a wartime atmosphere are enormous and do not stop once the fighting has been suspended. The impact of war is damaging to almost all sectors of a society. It kills, maims and destroys infrastructure, but it also destroys a future generation's potential.

Far too often when conceptualizing the reconstruction of a state, which has experienced, or may still be experiencing widespread violent conflict, the needs that the educational sector can meet can be underemphasized and education may only viewed at the surface level. Persevering more on the quantitatively measurable macro level effects of war on the educational system, such as decreased domestic investment into the educational sector, declined enrollment, and damaged infrastructure, than focusing on restoring the aforementioned, while disregarding the more latent issues. But, due to the long lasting effects of war on a society, the educational sector must also be designed in a manner that can address these emerging challenges, ones that were borne out of conflict. In a sense, it needs to be just as dynamic as the war once was to effectively contribute to moving the society on from a catastrophic past. Therefore, this paper will attempt to thoroughly examine some of the experiences that are seemingly owned only by children during war. If these memories are ignored, the prospective long-lasting effects on the state are innumerable, contributing to it becoming static. Examining these experiences is unfortunately something that is necessary, as it serves as a prerequisite to create a functional educational system that will be capable of addressing the genuine needs of the children, and not simply the academic ones. By designing and implementing a system that takes into account the totality of conflict, it will aid in the long-term potential sustainability of the country, beginning by being proactive in acknowledging trauma. Likewise, it may be beneficial to move away from viewing an educational system as only a place that can provide intellectual growth, but one that can also provide emotional and psychological healing. By doing this, addressing the needs of the society's children, the needs of the state will too be met.

Although to successfully grasp and understand the new needs that arise as a result of armed violence it is essential to conceptualize the experiences into two separate time frames, during the conflict and after the conflict, with an understanding of how one affects the other. It is also crucial to have a brief understanding of what childhood traumatic stress is; what the variances of trauma are, what can cause the trauma and how they can affect a child's development. This then can then be applied to the specific contexts and forthcoming examples towards a more comprehensive understanding of the issues. Therefore, Childhood traumatic stress is briefly defined in such a manner, "...the physical and emotional responses of a child to events that threaten the life or physical integrity of the child or of someone critically important to the child (such as a parent or sibling). Traumatic events overwhelm a child's capacity to cope and elicit feelings of terror, powerlessness and out of control physiological arousal."

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chronic trauma. The effects that chronic trauma can have on a not fully developed brain varies based on age, The effects that chronic trauma can have on a not fully developed brain varies based on age, but nevertheless remains to be detrimental to a child, oftentimes resulting in decreased left brain development. Specifically, trauma affects the child's neuroendocrine system and a traumatic experience forces them into a state of survival, in which their body initiates the sympathetic nervous system, enabling the fight or flight instinctive response. This instinct releases higher levels of the hormone cortisol into the child's central nervous system, which when a developing brain becomes oversaturated with cortisol can obstruct brain cell development, or destroy them all together.

Considering the overall immensity and devastation that an armed conflict can envelop a child in, chronic trauma eventually transcends into becoming a complex trauma. Complex trauma refers to not only the accumulation of traumatic events over the course of a child's life, but also includes the continuing impact that the trauma has throughout their life. The effects that complex trauma has on not only the child, but correspondingly the society that they live can be immense. Children that are living with complex trauma have oftentimes have developed attachment issues that negatively affect their abilities to form healthy relationships with people in various sectors of a society, such as the educational sector. Interestingly, if a child has developed a secure attachment relationship, they are more equipped to cope with traumatic experiences. This, then, makes one consider how damaging then are the effects on a child that loses that secure attachment relationship as a consequence of war.

Complex trauma tends to result in a child living in a constant state of responding to the world via fight or flight when confronted with stressors, even if these stressors seem inconsequential to the rest of a population. Henceforth, there are many other ways that the effects of complex trauma can typically manifest in children, and then reveal themselves to a society. It is not uncommon for both physical and emotional responses to occur when one encounters stressors, and that they will display things such as: dissociation, lack of impulse control, self-regulation, a lack of rationality, poor reasoning, problem solving, and an overall inability to think past the short-term. These effects can be particularly damning to a child's ability to reach a high level of academic achievement, as they will encounter obstacles in that setting, but not possess the abilities to overcome them. And, as a result of the totality of their experiences they have developed a negative worldview and are tethered emotionally, as well as cognitively to the same time when they underwent the trauma. Congruently, the traumas that contribute to the inability to perform at the same level as their peers' lead many to give up on education in its entirety. Oftentimes this results in, or increases the preexisting mental health disorders such as: depression, anxiety, aggression, eating disorders, sexual deviancy and substance abuse. In sum, "A complexly traumatized child may view himself as powerless, "damaged," and may perceive the world as a meaningless place in which planning and positive action is futile. They have trouble feeling hopeful. Having learned to operate in "survival mode," the child lives from moment-to-moment without pausing to think about plan for, or even dream about a future." What then are the real life experiences that children encounter during a war that can facilitate the aforementioned problems, what are their effects on the state, the society and how can children and an educational system adapt to these challenges?

Throughout recorded history, humans have been recording almost every aspect of their lives, but also they have been recording the occurrence of all forms of violence within their society, which in many cases can stand to define that history. Therefore, violence can not only be a part of a cultures history, but also contribute to shaping an identity. Consequently, how are these histories of violence perceived to a child, and how do they affect their worldview. Without a doubt, the Holocaust was one of the worst series of events that stained human history. The events that transpired as a result of Nazi rule in Germany, including the many Nazi occupations throughout other parts of Europe had devastating effects on the children that were engulfed by the Nazi doctrine during the mid-20th century. Many times, children during the holocaust would experience a progression of self-adaptive features that would develop as a way to rationalize and corresponded to the events that were going on around them.



For instance, children that were forced to live in ghettos began to self-identify with the concept of victimhood, reflecting the actions of their parents. Moreover, the children were faced with having to survive and subsequently had their fight or flight instinct activated, but due to the extreme monopoly of violence that the Nazis had over the ghetto communities, blatant aggression was a non-possibility, forcing children to express aggression in a latent manner. Among children this often manifested in some fantastical play routine, like they were members of a resistance movement fighting against the Nazi occupation. In a sense, this was a way for children to retain their own humanity, by escaping into a land of fantasies and resisting the structural dehumanization that was being imposed on them.

This fantasy play would continue throughout their experiences often becoming a coping mechanism, as well as a defense mechanism in a means for them to rationalize their increasing exposure to danger. Children too, would bond and identify with the ghetto community that they lived in, attaching themselves to it even when their own nuclear family members ceased to exist, as it could still purvey a sense of security to them. If they were moved to a concentration camp this dynamic changed slightly and the children began to resent the adults they previously identified with, starting to attach to themselves to whom they perceived as stronger adults, the Nazis concentration camp guards. Being unable to form a bond with an adult they perceived could provide them with a sense of safety and security, children reverted into a state of being where their very state of survival depended on disconnecting their mind from the horrors that surrounded them. But, almost certainly the children would succumb to the life that they were now condemned to live, becoming semi-catatonic, and abandon their own desire for life.

Unfortunately, many of children that were subjected to the inhuman conditions that helped to define Nazi rule, did not survive those conditions. The ones who did survive though, have provided the rest of humanity with a lens in which, we can begin to understand how a child can psychologically adapt to the traumatic environment that they are living in. Although, important this very may well reflect the extreme effects that violence can have on children. It cannot be discounted in any way shape or form, as it has started to display how children make sense of the world around them during a time of violence. This is something that is essential to have a grasp of when undertaking the task of designing an effective educational system post-conflict. How else then do children, that are faced with these innumerable catastrophic experiences adapt measures to survive and make sense of the world around them?

The Sandinista Revolution and Contra War in Nicaragua helped to mold a society that became characterized by rampant depression and anxiety, which was passed down to children helping to conceptualize the idea of the “suffering child” These wars caused massive damage to familial structures and forced many children to be raised by their extended family members, or to become street children. It is often noted that these children displayed a high level of ingenuity as a response to their ability to survive in adverse conditions that resulted from the wars, but it also overlooks the effects that conditions had on the children’s emotional well-being. These children had their decent social support systems robbed from them, and in turn faced a plethora of mental health problems that resulted in a longer personal process of reconciliation, if they are able to at all.

As was with the children that were forced to live in the ghettos throughout Europe, the children of Nicaragua were also forced to adjust to the displacement that was caused by war, and to alter their identity to fit the apparent social constructs needed for survival. One child’s statement at this time reflects not only how he felt about his new role in the family, but the sense of pervasive hopelessness that engulfed him denoting this, “I’m too small and I’ve stopped growing and I am another mouth to feed. My mother can’t keep taking care of my brother and me, and I can’t keep taking care of her. I can’t do anything. So it would be better if I just died since that would help everyone.” Perhaps viewing death as a practicality based on the specific context of his life as a necessity for the preservation of his loved ones depicts a high level of understanding, but also implicates a level of emotional distress and depression. Whether or not this child lived through these feelings remains to be resolved, but it further illustrates the trauma that is inflicted upon children during a war and consequently the emotions a

# THE PEACE CHRONICLE

post-conflict educational system needs to address first.

As previously described, children can go to extraordinary lengths whether willingly, or unwillingly in a means to survive the tumultuous environment surrounding them, attempting to find a sanctuaries in various aspects of life. During the Lebanese Civil War many children too displayed a strong familial bond, as the children seemed to be more concerned with their family's wellbeing than their own. The possibility of symbolic play as a coping mechanism arises again, as many of the boys would partake in imaginary war games that specifically reflected the events, geography and politics that were going on around them, and in due consequence served to restore the boy's own sense of mastery. Girls on the other hand, appeared to use general play more so than boys, as a way to separate themselves from the ongoing civil war. As one young girl stated during this time that, "I told my mother later I was playing as much as I could because I had the feeling that if something happened and the fighting and shelling came back, I may die and I will never get another chance to play." Clearly exhibiting that the girl was aware of the possibility of danger and how important play can be, as it can provide a means of escape.

Likewise, school remains to be something that can both serve as a coping mechanism, a sanctuary, and a means to escape the harsh realities of Civil War life, it also can serve these purposes in a reconstruction phase. The possibility of attending school was not always something that was practical for two primary reasons, the first being that the war negatively affected the family's income, which oftentimes forced the young girls to take a more vital role in the domestic sphere. The second being, that schools were typically located in areas that would require children to travel further than normal, putting themselves in harm's way, which resulted in most parents electing that their children remain at home where it was safer. The public educational sector in itself underwent drastic changes that greatly affected not only the children attending them, but also the school's employees. The Civil War forced much of the population to adapt to a lifestyle that forced them into a state of constant movement throughout the country, which increased the truancy rate within the student populations. This corresponded with the dubious effects caused by the politicization of the many public schools, by parties and militias who courted students, all the while coercing the school's staff into allowing their presence. At times this added to the further collapse of the student-teacher relationship, where students were empowered to use violent means to obtain passing grades from the school. The students continued to be familiarized with violence and the use of violence as a means of obtainment of their core needs, as well as their wants as many were now part of a pipeline to participate in it. This evolution could be rightfully characterized in a manner such as this, "They attend school; they play soccer, they train with guns." Therefore, an educational system that is being established must accept that there are more pressing needs that need addressed i.e. the prevalence of trauma prior to focusing on academics.

Youth being involved and implicated into conflict is not something that is extraordinary, in fact the potential for children to become actively engaged in warfare has increased with the decreased cost of small arms. Consequently, children that have partaken in the application of violence generate extremely unique and multifaceted challenges that need to be overcome for a society to move forward. Child soldiers may present one of the most difficult challenges, as they have not only experienced the traumas of war as a bystander, but also as a participant. The act of reintegrating these children becomes almost impossible in some cases based on the contemporary perceptions that the society has of them post-conflict. Quite often, after the fighting has ceased and the children begin to work their way back into society, they are overwhelmingly rejected by that society. The society tends to have developed a sense of contempt and residual fear towards the children due to their combative history, and oftentimes bare the blame for many post-conflict problems.

Furthermore, in many societies child soldiers have thusly shed their claims to a childhood, simply by the proxy of adopting the role of a soldier during a conflict. Whether or not this was by self-fulfillment or not is inconsequential to the society, which is now struggling to find a role for them within it. Even though most of the children display remorse and even shame for their actions during the conflicts, the children are held accountable for their

actions. This too ignores that the children's choices were often ones of self-preservation, fortified over time by the new group's actions and forming a new social identity. This tends to lead to mass stigmatization about the former combatants, in which even the term "ex-combatant" denotes a social class in its own, one that operates on the periphery of the rest of society. This stigmatization and rash marginalization by their society further damages an already fragile psyche, where many wrestle with committing suicide. Moreover, this treatment doubly affects the society, whereas it is undermining its own ability to reconcile from its past transgressions, as well as potentially decreasing the availability of an effective stable labor force. This necessitates an opportunity for schools to intervene and counteract the prospective marginalization of ex-combatants, which in turn can decrease the aggregate societal costs of managing the ripple effects perpetuated by mental illness, as well as suicide. Emerging from a violent conflict is undoubtedly a long process, one in which the problems will not dissipate over the course of a night, and it too, is a journey that a society must embark on together to ensure that it has a future. The trauma inflicted on the society extends to all members of it and thusly cannot be disregarded. The complex trauma that specifically affects children in all walks of life, during, and after needs to be addressed, becoming a focal point of the reconstruction process. Instituting and developing an educational system that focuses more on the healing of emotional wounds by actively addressing the trauma, is far more crucial to a society that has had the utter breakdown of protective societal structures. Therefore, the school system that is being established has a very unique opportunity to alter the direction of the state for the betterment of all its citizens.

It then begins by providing children with the sense of security that they so long for and then a space where they are allowed to regain their identity as a child and of a child. All the while being a place where they are allowed to mourn their losses while working through the trauma that they have endured, with minimal adherence to the usual academic rigors. Where eventually the emphasis on healing can be titrated and more academics interrogated into the curriculum helping to rebuild the base, and restore the future generation's potential.

Brian Lai & Clayton Thyne, "The Effect of Civil War on Education, 1980-97\*" *Journal of Peace Research*, vol. 44, no 3, (2007), 277, 289-290.

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# THE PEACE CHRONICLE

## **School Violence is Youth Violence**

Douglas A. Wain

The best way to stop school violence is to stop all youth violence. That was school violence is, youth violence. It part of the youth vs. youth war that exists thought out the world in, or out-of-school. It makes no difference where a youth loses their life. And it makes no difference who that youth is. It cannot happen.

For some reason, many youths have gotten the false idea that they are supposed to do violence to other youth. Whether it is in the homes, streets, playgrounds, schools, or the battlefields. This is also true when it comes to terrorism. As adults, we have to work together with youth to correct this erroneous belief some youth have.

Research has also shown that all inter-personal violence is intertwined. Just singling out “school violence” seems like non-starter to the problem of school violence. Most youth who are victims of violence, experience this violence out-of-school. And self-harm is the center of all violence. We believe any violence, bullying, and abuse, education must have reducing self-harm at its core. The sad truth is that most kids hurt themselves

And what much more important than gun legislation is gun education. Youth need to know ALL the information on weapons. Only then can youth make a true voluntary choice on them. There no law that say you have to have a gun. I trust youth 100 percent to make the right decisions once they have all the information. This is not only true with weapons but everything in a youth’s life. What kids don’t know can, and does, hurt them.

My biggest worry about peace is that although most people are already peaceful just one or two people can screw the whole peace thing up for everyone. That’s why we have to reach every individual without exception. Most people can be reached and if we have not figured out how now, I’m sure we will in the future which means we have to keep on trying.

The way I look at it, the kids I meet are absolutely perfect just the way they are. Unless their behavior includes violence bullying, or abuse, why change? But when I talk to kids about violence, bullying, and abuse, they often say “its worst then you know”. I believe kids totally when they say that and that’s what keep me up at night, that we don’t fully understand the scope and depths of youth and child problems.

Research, and law officials themselves, have consistently said that enforcement cannot do it alone. In some cases, a law enforcement only approach can have some unwanted and unintended consequences like a school to prison pipeline for some youth. And the programming or training given to law enforcement is different the what you give teachers or school administrators, which is different from what kind of programming and training students and youth of different ages should receive.

We adults should not presume that we have the skills or moral authority to fix youth violence. We can’t even fix adult violence which represent fifty percent of all violence. All the adults in the world on our best days can only get us half way to youth peace, or world peace for that matter. Youth empowerment is not the answer, youth equality is. Youth equality better represents reality since half of the world’s population is under thirty years old. Adults actions regarding school safety that mostly focuses on adults is sort of talking to the wrong end of the horse. Some of the pending national legislation on school safety have only six percent of its funds allocated for direct student services.

Nations are indebted to youth. Nations wouldn’t exist today if youth did not believe in them. I am not sure any nation, or political campaign, could even operate without youth. And how many nations were created, and are sustained, by youth.

Nations too need to step up and play their part, everything matters, and every little bit does help. But let’s not be afraid to talk directly, honest and equally to kids. They don’t bite.

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Conrad Grebel  
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## Why Social Equity is Essential in 2018

Sarah Daren

Almost everyone likes the idea of equality, but it is not often enough that most people inventory the status of society to determine just how often equity actually manifests itself in our reality.

Social equity is very important, and while we have certainly gone a long way towards achieving it in the past hundred years or so, there are still undoubtedly opportunities for improvement.

Today we will look at five reasons why social equity is crucial in 2018.

### Social Equity Gives Voice To the Disenfranchised:

- Social equity means that everyone in a given society is given equal access to certain crucial rights. Social equity can be as complicated as ensuring everyone has equal opportunities, or as simple as giving all groups of people the same opportunity for free and open speech.
- The prominence of social media has gone a long way towards improving the exposure of otherwise underrepresented segments of the population.
- For example, because of social media, the Black Lives Matter movement has been able to share their experiences all across the country and even the world.
- Through sites like Facebook and Twitter, members of the African American population have been able to connect with one another all around the world and share their experiences with people who otherwise would have known nothing about them.
- Of course, it isn't only the Black Lives Matter movement that benefits from social media. These prominent sites give people everywhere the chance to receive quick and easy access to ideas and information pertaining to legislation and world events.

For more information on how social media has managed to promote social equity click [here](#).

### Social Equity in The Classroom:

- Social equity in the classroom is another area of importance that could benefit from expansion in 2018. Ideally, the classroom is already a place in which all are equal, but as we know the "one size fits all" method of teaching that teachers have had to appropriate in the past does not work for everyone.
- Technology is changing this to a certain extent, by allowing instructors to provide their students with more individualized material.
- Students with disabilities, in particular, are benefiting from this technological renaissance.
- Now, there are plenty of software and other technology-based services that are designed to help children with disabilities work within their skill sets to improve their learning.
- Assistive technology has been able to help students with reading, writing and math, and even assist children in physical pursuits by use of pool lifts, adaptive playground equipment, and other athletic resources.

For more information on technology improves social equity in the classroom click [here](#).

### Increasing Access:

- A philosophical interest in the concept of social equity has also led to an emphasis on providing equal access to social institutions such as parks and schools
- All communities, regardless of financial stability deserve access to robust social programs, including parks and other social programs that can serve to reinvigorate a locality.
- Organizations like the NRPA work with economically disadvantaged communities to give everyone access to the resources that they deserve.

For more information on how an emphasis on equity can reinvigorate social pillars, click [here](#).



### Administrative Equity:

- Social equity is perhaps most crucial at the administrative level. While public awareness is great, it is in a legislative capacity that the biggest changes are often enacted.
- In many ways, administrative equity is on the rise. The United States does well to at least always try and give equal opportunity to all segments of the population, and on the administrative level, we as a nation are able to accomplish this by supporting administrators that promote well funded schools and social programs.
- Administrative equity can manifest itself in any number of ways, be it by striving to identify qualified minorities for the work force, or by supplying schools (particularly in impoverished communities) with the resources that they need to give their students the most opportunities possible.

For more information on how administrators can contribute to social equity click [here](#).

### Social Equity Improves The Way People Interact With One Another:

Social equity also means recognizing that some people do not already have the opportunities most people feel they are entitled to. By embracing a philosophy of social equity members of a society can grow in empathy and strive towards treating one another with more respect.

PEACE AND JUSTICE STUDIES ASSOCIATION

# Directory of Peace Studies and Conflict Resolution



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Check it out and make sure your school's information is up to date!

For more information, to get added to the directory, or to make changes to your school's entry, email [pjsa.directory@gmail.com](mailto:pjsa.directory@gmail.com)

# THE PEACE CHRONICLE

## **A Year of Unapologetic Blackness**

G. Michelle Collins-Sibley, University of Mount Union

April 4, 2017 to April 4, 2018: Martin Luther King Jr. + 50: An American Jubilee Year of Truth and Transformation. Last month marked the fiftieth anniversary of Martin Luther King Jr. Last year, April 4 marked the fiftieth anniversary of his speech to Clergy and Laity Concerned about Vietnam, at Riverside Church in New York city, in which he warned the assembly about the “deadly triplets” of racism, militarism and materialism that menaced the United States of America. And menace it still. This jubilee year has been much on my mind for obvious reasons -- as I’ve been working with the PJSJA Conference committee to plan our annual meeting, “Revolutionary Nonviolence in Violent Times: 50 Years since 1968.” Perhaps it has been weighing on your hearts and minds as well.

I spent the last quarter of 2017 writing (and revising and re-revising) a book chapter on #BlackLivesMatter as a teachable moment, one that creates a space in which obedience to truth is practiced to paraphrase Parker Palmer. Which truth? Whose truth? Alicia Garza, Patrisse Cullors, and Opal Tometi, the founders of the movement, describe it as “an intervention in a world where Black lives are systematically and intentionally targeted for demise . . . an affirmation of Black folks’ humanity, our contributions to this society, and our resilience in the face of deadly oppression (“Herstory”). That truth. One of my students, Daniel Kirk a very recent graduate of the University of Mount Union and a Peacebuilding and Social Justice minor, provided a way into one such teachable moment. One day in seminar last fall he raised a question about whether fruitful discussions about race relations in the United States were possible, mentioning that in a residence hall discussion one of his peers opined that in order to make such conversations possible, “Black people would have to humble themselves.” He wanted to know what I thought. I asked what he and his seminar mates thought. A long and fruitful discussion ensued, involving black, white and international students and their black professor. Nobody humbled themselves. Nobody apologized.

Daniel Kirk’s question echoed W.E.B. Dubois’ early twentieth century introduction of double-consciousness saying, “[b]etween me and the other world there is ever an unasked question . . . the real question, How does it feel to be a problem? I answer seldom a word.” (7) Each question suggests that black folk needs must always be on our best behavior, always ready to apologize: strangers in a strange land, (un)welcome guests in a country that is not our own. To do or to speak otherwise is to court disaster, at best to risk being labelled as troublemakers, or accused of “playing the race card”; at worst to risk confrontation with the police, arrest, or death. Remember to cooperate, to humble yourself, to apologize or else. This idea nagged through the variety of ways in which we -- as a society -- commemorated the assassination of Martin Luther King Jr., from the holiday in January, through Black History Month in February, and, the weeks and days of March leading up to the anniversary itself.

This year, even more than ever, I’ve felt compelled – to borrow from Dubois -- to tear away the veil with which we have swathed Martin Luther King Jr., our now adored savior of the Civil Rights Movement. I introduce my students to King’s Sermon to Clergy and Laity Concerned with the Vietnam war along with “Letter from Birmingham Jail,” and his final address on the eve of his death, pointing out that back in the sixties, King was not universally adored; in some places his death was celebrated. Yes, we commemorate the dream, some of us still share it, but too often we forget that Martin Luther King Jr. was a radical. Were he alive today, “his words would threaten most of those who now sing his praises.” The truth of Cornel West’s assessment is something I have known for as long as I can Remember, revealed through a conversation I overheard at school the day after King’s assassination; my teacher and another were talking, they didn’t know I was in earshot; one expressed some form of shock and sorrow, I don’t remember she said but I will never forget my teacher’s response, “Good riddance! He was just a damned troublemaking nigger!” Her words were a shockingly painful but paradoxically important lesson: Martin Luther King Jr was a troublemaker, unapologetically Black. So was W. E. B. Dubois.

Just about a week after the anniversary of King's assassination, on April 12 of this year two men -- Rashon Nelson and Donte Robinson -- walked into a Philadelphia Starbucks where they were arrested, #SittingWhileBlack. Two days later, April 14, Queen Bey blew audiences away as the first Black headliner at Coachella, she did not "tone down" her performance for her predominantly white audience although she did thank the crowd for the opportunity. Two days later, April 16, Kendrick Lamar won the Pulitzer Prize for Music for *Damn!* What do these people and moments have in common? All faithful to themselves, all unapologetically black.

Martin Luther King Jr's jubilee year calls us to truth and transformation. If, as Eliot assures us "April is the cruelest month, breeding/Lilacs out of the dead land, mixing/Memory and desire, stirring/Dull roots with spring rain," then here is an opportunity for remembrance, recovery, living, and acting unapologetically. As we gather in September to ask and answer the question of what revolutionary nonviolence looks like fifty years after 1968, could we do better than to look to these, among many other, examples? Let's seize the moment and the opportunity to "create a space in which the community of truth is practiced" (Palmer 95). September is coming . . . see you at Arcadia.

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PJSA members in good standing (i.e. those individuals with current paid memberships) can access the "Job Postings" page under the RESOURCES tab ([www.peacejusticestudies.org/resources/jobs](http://www.peacejusticestudies.org/resources/jobs)) as well as the "Calls for Papers & Publications" page. These new resources, begun in September 2016, have already featured +100 CFP and +90 job postings carefully selected for the PJSA community.

Please send postings to [info@peacejusticestudies.org](mailto:info@peacejusticestudies.org).





[HTTP://DEFENDJ20RESISTANCE.ORG](http://DEFENDJ20RESISTANCE.ORG)

# #DROPT20

## END THE REPRESSION

We are demanding that the US Attorney's Office drop the Inauguration Day mass arrest charges and end the persecution of anti-Trump protestors. We are disrupting these trials, and building the political pressure we need to force the prosecution to dismiss these cases.

It is unacceptable for this repression to continue. The prosecution is attempting to establish a legal precedent for the mass arrest of protestors under the truncheon of the Trump regime and in the era of never-ending crises. If the case is permitted to continue, it could define the limits and consequences for "resistance," at a time when new social movements, civil disobedience and dissent are desperately needed to oppose this administration and the state. It is time to organize! Visit our website to learn how!

### 230 PEOPLE ARRESTED

On January 20th, over 230 people were mass arrested by the DC Metropolitan Police Department during protests against the inauguration of Donald Trump. The mass arrest, or "kettle," cut off an entire street corner and swept up every person within proximity to an anti-capitalist/anti-fascist march.

A critical report released from the Office of Police Complaints details how the arrest was in violation of the District's First Amendment Rights and Policy Standards Act (Title I), in addition to their own Standard Operating Procedures. The OPC report states that without issuing the mandated warning/dispersal orders, and without provocation, the MPD unleashed chemical weapons and concussion grenades ("stingers") as a method of crowd control. Detainees were kept standing for over eight hours without access to food, water, or medical attention; some were forced to urinate on themselves or in the street.

### 8 FELONY CHARGES, 75 YEARS IN PRISON

A boilerplate indictment was used to charge every person arrested with one count of felony rioting. The charge was not only unprecedented in DC, but a fatal misreading of D.C. Code §22-1322(b). In April, the repression escalated when a superseding indictment charged over two hundred people with eight felony counts: inciting to riot, riot, conspiracy to riot, and five counts of property destruction.

The total maximum sentence for Inauguration Day defendants, if convicted, amounts to over 75 years in federal prison. This number of charges and the specter of decades in prison is an explicit threat from the prosecution, and a means of coercing defendants into accepting plea deals through the trauma of incarceration.

### MINIMUM COST OF MILLIONS FOR TRIALS

The trials alone will cost the federal government millions of dollars at least, with court dates running from November 2017 through to October 2018. On top of that, the DC Mayor's Office of Complaints has allocated \$150,000 towards an investigation into police misconduct and brutality. A campaign has been organized to demand that the funds be release immediately so that the investigation may begin now, rather than October when the new fiscal year begins. The last civil lawsuit against the MPD challenged the mass arrest of over 400 people at Pershing Park in 2002, and cost the city more than \$8 million. The ACLU has filed a similar lawsuit in June, which names DC Police Chief Peter Newsham for his role in the mass arrest.

<http://defendj20resistance.org>  
[defendj20resistance@protonmail.com](mailto:defendj20resistance@protonmail.com)

# Peace Studies: Edges & Innovations

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# Peace & Justice Studies Association

The Peace and Justice Studies Association (PJSA) is 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.

This broad membership helps to facilitate research that is highly relevant, and it allows us to quickly disseminate the latest findings to those who will be among the first to implement new policies. Our abilities to do this have been greatly enhanced in recent years with the formation of a speakers bureau, a syllabus collection project, and the creation of a very active publications committee.

PJSA serves as a professional association for scholars in the field of peace and conflict studies, and is the North American affiliate of the International Peace Research Association. In 2013, our offices moved to Georgetown

University in Washington D.C., greatly enhancing PJSA's national and international visibility.

We are a nonprofit organization that was originally 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 long-term leadership in the broadly defined fields of peace, conflict, and justice studies.

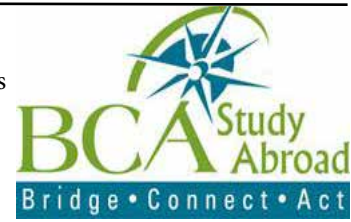
In 2010, PJSA became a bi-national organization with Canada, holding its first Canadian conference in Winnipeg, Manitoba. Since then, the PJSA has committed to holding its annual conference in Canada every third year; our 2013 conference was held in Waterloo, Ontario, and our 2016 conference was held at Selkirk College in Nelson & Castlegar, British Columbia

When was the last time you made a donation to the PJSA? We're guessing it's been a while, and we understand. In an increasingly complex world that places many demands on our time and resources, it's easy to have our attention diverted from the core of our work and the communities that support it. This is where the PJSA comes in: we're your peace and justice professional network, a community of trusted advisors, a place to share good news and seek assistance, a resource base to bolster what you do in the world. Can you help us continue to be all of this, and more, by making a donation in any amount today? We have an exciting array of new projects and initiatives already underway—and many more in store—all of which take resources to launch. Please help support the essential work of peace and justice!

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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 program, email [inquiry@BCAabroad.org](mailto:inquiry@BCAabroad.org) or visit the BCA website at [www.BCAabroad.org](http://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. Undergraduates enrolled at PJSA member institutions

receive special benefits when they enroll in HECUA programs: a discount of \$500 on the non-consortium fees for semester programs, and a discount of \$150 on the non-consortium fees for short programs. PJSA members also receive annual mailings of HECUA materials, and there is a PJSA liaison to the HECUA Board of Directors. Program sites include Bangladesh, Ecuador, Northern Ireland, Scandinavia, and the southern U.S. Complete program materials can be found at [www.hecua.org](http://www.hecua.org).

In November 2008, PJSA partnered with the Center for Global Education (CGE) at Augsburg College to add another scholastic membership benefit. This new partnership will offer discounts to individual member and member institutions alike, including \$500 off fees for undergraduate students going on the Center's Mexico or Central America semester programs, or \$100 off fees for faculty, staff, or students going on the Center's international travel seminars or professional development programs. Since 1979, the CGE has been a pioneer in peace and justice studies abroad, and working towards a just and sustainable world has been central to their mission. Program details can be found Online at [www.augsburg.edu/global](http://www.augsburg.edu/global).

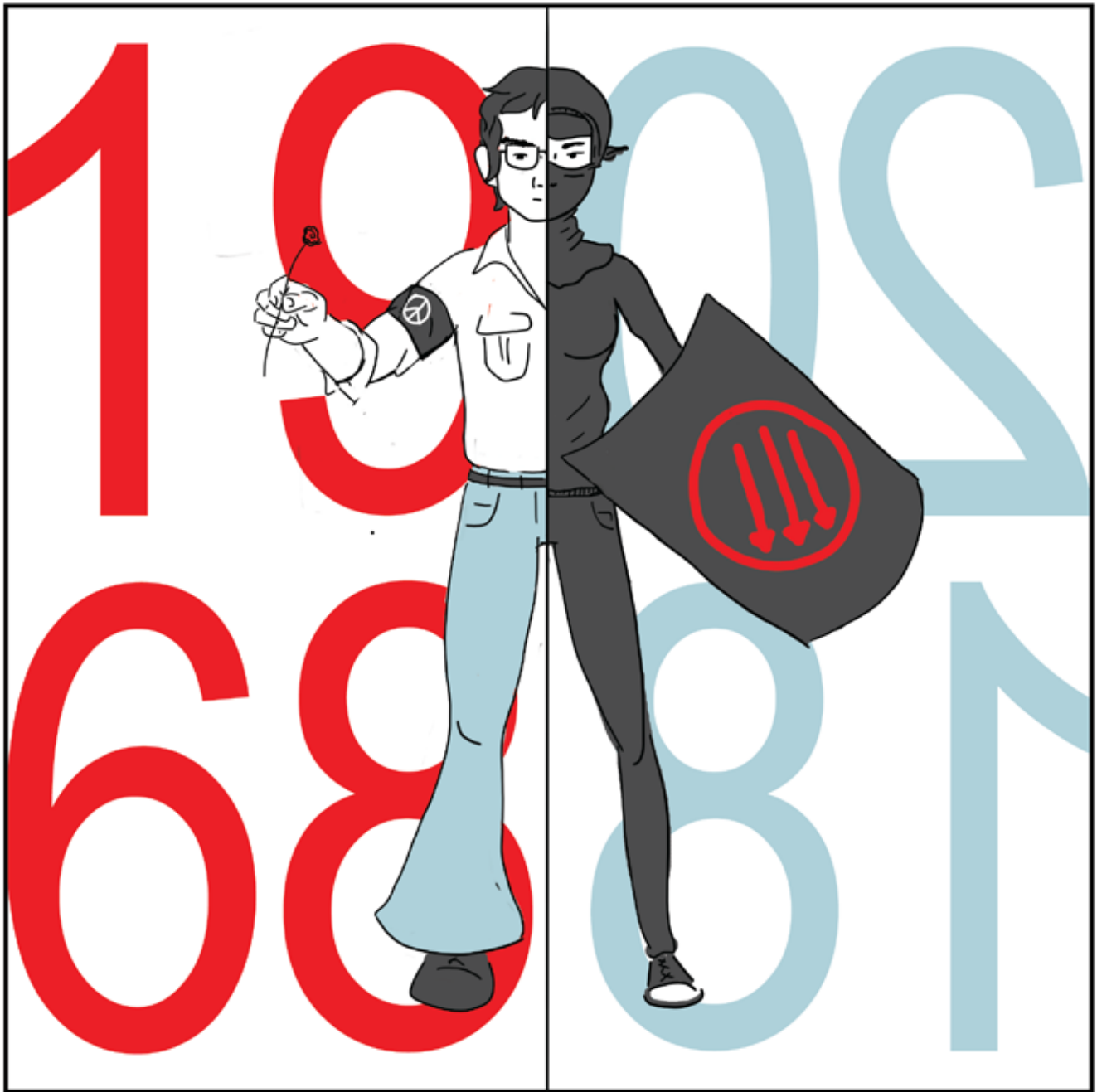


## PEACE SCIENCE DIGEST

A PROJECT BY THE WAR PREVENTION INITIATIVE

In 2017, PJSA partnered with the War Prevention Initiative's Peace Science Digest (PSD). PSD aims to provide analysis and awareness concerning the contributions peace research can make to prevent war and violence. They link

the work of academics to practitioners, educators, media, policy-makers, and others who can benefit from the research. PJSA and PSD will co-author a joint issue every year in conjunction with their annual conference. In addition, PJSA membership includes a free digital subscription to all PSD issues as well as discounted print copies.



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