

The PEACE CHRONICLE

The Newsletter of the Peace and Justice Studies Association



THE WORLD WE WANT

BUILDING A CONSTRUCTIVE FUTURE TOGETHER

INSIDE THIS ISSUE:

News, views, analyses, and reflections on where we've been and what's next

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CONFERENCE PREVIEW
A BEVY OF NEW BOOKS
EXPANDED RESOURCES!**

Plus...

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Studies Association*

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Cover image credit: Street art mural outside of a yarn store in Otavalo, northern Ecuador. (Photographer: Michael Loadenthal, 2013 — flickr.com/photos/michaelimage.)



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 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

The 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**

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Editors
Randall Amster
Michael Loadenthal
Template Design
Shannon Wills

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. On the web: www.peacejusticestudies.org. To submit an article or announcement, or to inquire about advertising or networking opportunities, email: info@peacejusticestudies.org.

Twitter: @pjsatweets | Facebook: www.facebook.com/peacestudies

LETTER FROM THE CO-CHAIR



Dear Friends and Colleagues,

Greetings on behalf of the PJSA and the PJSA Board! Whether you are enjoying the hazy-lazy days of mid-summer warmth, or whether you are gearing up for the end-of-summer onslaught of another school year, you cannot escape that other global reality: the quotidian sounds and images of conflict paired with cries for peace, justice and hope. This means our work as scholars, practitioners, educators and activists never ends. But we too need the collaborative community of like-minded persons with similar passion and convictions, from which to draw energy, develop ideas and learn. That is why we gather every year—this year at Selkirk College in Nelson and Castlegar, British Columbia, Canada from September 22 to 24. Our theme: “Embracing the Tension to Build the World We Want.” While it would be difficult to find a more beautiful location than the Kootenay Rockies region with its incomparable mountains, valleys and lakes, we will use this as our backdrop as we confer with each other and listen to inspirational speakers and music – and eating very good food. Perhaps some of us will find time to check out the surrounding countryside before or after the conference also. Please check out the schedule and details of the conference on our website: www.peacejusticestudies.org.

And, if you are so inclined, consider coming to the conference via bicycle (from Spokane, WA to Nelson, BC)—as a fundraiser. More information on the ride is available from board member Daryn Cambridge (daryncambridge@gmail.com). More information on the fundraising aspect is available from board members Swasti Bhattacharyya (Bhattacharyya@bvu.edu) and Ellen Lindeen (elindeen@waubonsee.edu). Tentative details about the ride are as follows:

Monday, September 19th

- Fly into Spokane, WA on Monday, September 19th.
- Rent a road bike from [The Bike Hub](#) in downtown, Spokane.

Tuesday, September 20th

- Ride from Spokane, WA to Ione, WA (86 miles)
- Spend the night at the [Riverview Motel](#).

Wednesday, September 21st (International Peace Day)

- Ride from Ione, WA to Nelson, BC (65 miles)
- Arrive in Nelson, BC by 1:00pm

Changes have come upon the PJSA as well. Our Executive Director, Randall Amster, announced his decision not to renew his term when it expired at the end of this month (July 31, 2016). For the PJSA and its Board, this means we need to say thank you. Randall has served us with generosity and skill for eight years. His effective leadership, vigour and dedication brought new organizational strength and stability to the PJSA. Please remember to thank Randall for his work when you see him at our annual conference. A public acknowledgement of his work on behalf of the PJSA is planned for Selkirk also. Please plan to attend.

We are also very pleased to welcome Michael Loadenthal as the new Executive Director for the PJSA. Michael has been working in his new role since July 1 – working the past four weeks with Randall to effect a smooth transition. Michael comes with much skill and enthusiasm for the PJSA and its vision. We will look to him for leadership as we also seek to bring new members and a new generation of scholars and activists into the organization. The full announcement and a welcome message from Michael are on the PJSA website.

Board personnel changes are an annual occurrence. Less frequently, however, is the change of the co-chair. I want to extend my special thanks to Cris Toffolo, who is stepping down from her tenure as co-chair of the PJSA Board at this year’s conference. Her wisdom, insight and leadership have been critical in the guidance of our Board through all the changes of the past six years. Her plans are to remain on the Board in another capacity and we are grateful for that generous gift.

And in case you missed it, other changes have taken place as well. Our website has been rebuilt and updated. It is faster and more versatile. Some parts are still under construction, but these will be uploaded soon. If you have not yet done so, please check it out, and feel free to provide any feedback and ideas to Michael via email: michael@peacejusticestudies.org.

I look forward to seeing you all in Nelson, British Columbia in September. It promises to be a truly great conference and provide an opportunity for learning, collaboration—and friendship, all while considering our vision for peace and justice in the world.

Best wishes to you all,

Edmund Pries

Co-Chair PJSA Board

A DIRECT PLEA FOR YOUR ONGOING SUPPORT

Like many nonprofits, the PJSA has been challenged to maintain the resources necessary for the business of providing professional opportunities and support for our members. Make no mistake: we are committed to you and the work that you do in the world, and have no plans of going anywhere any time soon! Still, in recent years we have seen an uptick in costs, and we are in the midst of developing new initiatives that will enhance our work yet also require resources.

Our members are the lifeblood and *raison d’être* for the PJSA. Please help with a gift today, or recruit a new member tomorrow! Consider leaving a legacy to support the work of peace. And continue participating in this effort, in these ways:

MAKE A DONATION TODAY (securely online, tax-deductible): <https://www.peacejusticestudies.org/donate>

KEEP YOUR MEMBERSHIP CURRENT: <https://www.peacejusticestudies.org/membership>

RECRUIT NEW MEMBERS; HOST AN UPCOMING CONFERENCE; SERVE ON THE BOARD; AND MUCH MORE!

The PJSA is an important component in our mutual work as educators, activists, and peacebuilders. If it didn’t exist, we would surely have to invent it! We ask for your renewed support to maintain this collegial space that we call the PJSA...



Announcing our 2016 conference...

OBSTRUCTING THE OLD or CONSTRUCTING THE NEW?

EMBRACING THE TENSION TO CREATE THE WORLD WE WANT

The Peace and Justice Studies Association

invites you to our annual conference

September 22-24, 2016

at

SELKIRK COLLEGE

NELSON and CASTLEGAR, BC, CANADA

*Open to all academics, activists, students, artists,
educators, practitioners, and peace professionals*

As peace scholars, educators and activists, we are often torn between opposing, challenging and resisting what we *don't* want, and visioning, creating and constructing what we *do* want. But knowing when and where to do one or the other, or how much emphasis to put on one, at the expense of the other, can be tricky, for individuals, organizations, and social movements alike. How much, or when, do we try to work *with* intransigent governments, police, and abusive or exploitative corporations? How much, or when, do we abandon cooperation, dialogue and engagement in favor of protest, civil disobedience, and peaceful coercion? Are contrasting approaches within a movement more complementary than not? Is a hybrid approach possible—and at what scale? What considerations animate our decisions to choose one approach over the other or to combine them as we do?



At this year's conference, we will explore methods and strategies that not only address the challenging attributes of our relationships and our world, but also showcase the success of visionary projects and movements that have built new ways of being and doing (that is, building the world we want) from the interpersonal to the global.

Keynote speakers include: Wab Kinew (legislator & performer) and Sandra Moran (activist & artist)!

For more info, and to register, please visit:

www.peacejusticestudies.org

WE LOOK FORWARD TO SEEING YOU AT THE CONFERENCE!

REFLECTIONS FROM THE OUTGOING DIRECTOR

Coming to the conclusion of eight years serving as PJSA’s Executive Director, I wanted to take a moment to reflect on my time in this role—and to offer some observations for the future. Most importantly as to the latter, let me say straight away that I have



no doubt that the organization is in very capable hands with the hiring of Michael Loadenthal as the new ED. Working on the transition process over these past weeks has confirmed what I already knew about Michael’s intelligence, energy, and dedication to the core values of the PJSA.

When I first came on as ED in mid-2008, the organization was in a transition phase—not merely between directors, but academic host institutions as well. Additionally, we were seeking to stabilize a number of baseline organizational functions, including our financial situation, online systems, and corporate compliance filings. None of these items was especially exciting to engage, but they helped set a solid base for the more interesting substantive work that we would undertake as a dynamic community.

And this is where the efforts behind the scenes bear fruit. Our annual conferences have been successful and robust, yielding important dialogues and creative tensions at every stop—even as our model of moving from place to place every year is a labor-intensive experience for those coordinating. As part of this mobility, this period saw us become a truly North American organization (as per our IPRA mandate), with the evolution of a significant Canadian

membership and our commitment to hold our conference in Canada every third year (thus far in Winnipeg and Waterloo, and coming up in Nelson, BC). This has brought an important trans-border perspective to our work, and has likewise generated many dedicated allies and colleagues who have served in various Board roles and in other critical capacities for the association.



I could go on in this vein, reflecting on other institutional accomplishments and evolutions (such as our Speakers Bureau, Book Series, brand new website, etc.)—but that’s not where I want this final word to end up. In the role of ED, I have been blessed to have the opportunity to interact and work with some of the finest and most dedicated peace scholars, advocates, and activists I have known in my half century on this earth. While I forebear to list people individually, for obvious reasons of space and impracticability, some have become lifelong friends and all have been part of the incredible experience of what our pursuit of the proverbial “beloved community” looks like in actual practice: equal parts peace and conflict, a dialectic of foundations and transitions, new people and places in a framework of continuity, grounded experiences in the pursuit of hopefulness.

In all of this, it has been a genuine pleasure to serve as your ED. I pass the torch humbly, and happily...

Yours in service and solidarity,
Randall Amster, J.D., Ph.D.

CONTRIBUTE TO THE PJSA BOOK SERIES

Peace Studies: Edges and Innovations

Cambridge Scholars Publishing (www.cambridgescholars.com)

The series will focus in particular on: reconceptualizing and expanding peace education, looking to and drawing from communities that have been marginalized, overlooked, or forgotten; gender, multiculturalism, and diversity; positive peace/justice; innovative peacebuilding strategies and movements; the relationship between peace studies and contemporary problematics (e.g., climate change, indigenous peoples' rights); the relationship among disciplines within peace studies, looking at the overlap, interpenetration, and symbiosis that enriches our work, pushes it forward, and builds peace; issues in criminal justice, focusing on restorative justice.

This new book series will seek to fill gaps in the conflict, peace, justice, and reconciliation literature and simultaneously present texts on the cutting edge of our discipline. It will combine academic rigor and accessible prose, rendering the books appropriate for scholars, classrooms, practitioners, activists, policymakers, and even a general educated readership.



Proposals should include: (1) a three to five page abstract; (2) a statement as to the text's need and its targeted audience; (3) a Table of Contents with subchapter headings and estimated chapter lengths; (4) a timeframe for completion; (5) a short statement about the author's expertise at it relates to this project, biodata, and a CV from each author. Inquiries about proposals should be sent to: Dr. Michael Minch at mminch@uvu.edu; Dr. Laura Finley at lfinley@barry.edu.



THE DIRECTOR'S CUT

WELCOME FROM THE NEW ED!

by Michael Loadenthal, *PJSA Executive Director*



Hello members, friends and supporters of PJSA,

I wanted to take this opportunity to introduce myself, as I begin in the role of Executive Director of PJSA. I am honored that the Search Committee selected me for this position, and I am excited to begin helping to grow the association, serve our constituency, and continue to build towards the future.

For the last few years I have been jumping around as a multi-site adjunct professor of sociology, terrorism studies, and conflict analysis, teaching more than 20 classes in six years. I have taught at Georgetown University, George Mason University, the University of Cincinnati, the University of Malta, and Jessup Correctional Institution while living between Ohio, DC and elsewhere. During this time, my partner and I had three beautiful children—Emory Sheindal, Simon Bella and Tevye Yosef—and relocated from Washington, DC to Cincinnati, Ohio. After battling the challenges of precarious adjuncting for several years, in Summer 2016 I was hired as a Visiting Professor of Sociology and Social Justice at Miami University of Oxford, known as a 'public Ivy', and on the cutting edge of developing its Social Justice Studies program.

I have been involved in a wide range of social movements around the world since I began organizing in high school. While I began with the stalwarts of progressive politics—running a chapter of Amnesty International and finding employment with Planned Parenthood—I quickly found a lifelong home in the upswell of anti-authoritarian, horizontal (i.e. anarchist) social movements that began to bubble up around that time. Following the passage of the North American Free Trade Agreement in 1994, and spurred on by the 'Battle in Seattle' in 1999, I cut my teeth organizing mass street demonstrations and riding the wave of the so-called anti-globalization movement. I helped to organize disruptions of the Republican National Convention in



2000, and oppose gatherings of white supremacists in Pennsylvania, and was rapidly thrust into a world of counter-summit organizing that lasted nearly a decade. In that time, I traveled to help block the construction of strip mines in Scotland, oppose military occupation in Palestine, build networks of solidarity and mutual aid in Chiapas, Mexico, and organized more marches and direct actions than I care to remember.

Eventually, I diversified my strategies and over the last couple years, I have spent a lot of time organizing public talks to discuss police infiltration, and explain how the rhetoric of terrorism is rapidly being exploited to silence domestic protest. Throughout these projects, I have made it a point to write as much as I can, and to distribute my work freely. I invite those who are interested to check out my 'formal' publications, syllabi, book chapters, and conference presentations which are hosted at <https://gmu.academia.edu/MichaelLoadenthal>. During this time I have also helped to support scholarship focused around social movements and political violence through serving in editorial roles for academic journals and conference organizing committees. I have a passion for promoting student publishing, empowering us 'early career scholars', and helping to break down barriers between the contingently-employed and those with more security.

My current research interests include using Critical Terrorism Studies to understand non-state political violence, the role of the communiqué in the discourse of protest, methods for resting the criminalization of dissent inside and outside of the academy, promoting an engaged and anti-securitization research methodology, and the role of trauma in researching violence. I am always interested in co-authoring, traveling for guest speaking engagements, and collaborating towards the creation of a better world.

While I have met many of you recently, known some of you for years, and have yet to meet everyone else, I want to make myself available to the association at large. I am available via email (michael@peacejusticestudies.org), Skype, phone, or good old-fashioned coffee and conversation. While Cincinnati is my home for the time, I travel frequently and would love to meet PJSA folks along the way. I hope to see many of you at our conference in September, and welcome folks to reach out with any questions, collaborations, or comments as they arise.

I will strive to be responsive and to best serve PJSA as we continue to build towards a more peaceful, justice-based world; or as the Industrial Workers of the World proposed, 'to build a new world in the shell of the old.'

In solidarity & support,

Michael Loadenthal

TRUTH TO POWER: The Wars Come Home to US Soil

The tragic night of July 7, 2016 was the most visible manifestation of U.S. wars reaching our own soil. To be clear, I am not talking about the absurd and insulting notion that there is a war between the #BlackLivesMatter Movement and the police. This racist intellectual nonsense has been spewed by commentators like Rush Limbaugh labeling #BlackLivesMatter a terrorist group, former Rep. Joe Walsh (R-Ill.) tweeting “This is now war. Watch out Obama. Watch out black lives matter punks. Real America is coming after you,” or in the New York Post’s headline of “Civil War”. These reactions are not only despicable in their tone and message, they are entirely missing the point.

#BlackLivesMatter is a call by black activists to end violence, not escalate it. The movement aims to “fight anti-Black racism, to spark dialog among Black people, and to facilitate the types of connections necessary to encourage social action and engagement”.

#BlackLivesMatter understands that the most effective form of social protest is creative nonviolence, in fact in adverse conditions like the U.S status quo it is the only path toward success. It is a very necessary form of participating in democracy to challenge unjust status quo, not some sort of war on the police.

The war that has come home is that of unchallenged U.S. militarism. While easily identifiable in wars abroad, the sometimes subtler forms of militarism played out in six ways over the last days.

First, there are too many weapons in the hands of too many people. These weapons killed Philando Castile in a very minor traffic stop (broken tail-light, not even a complaint about his driving), they killed Alton Sterling for selling CDs outside of a convenience store (neither of these men had a gun in their hands), and they killed officers Brent Thompson, Patrick Zamarripa, Michael Krol, Michael Smith, and Lorne Ahrens at the hands of a sniper identified as Micah Johnson. Johnson was killed by robot armed with explosives. The entire US is “gun country” and every effort to create meaningful change is undermined by the NRA and their anti-factual propaganda and the virtually sanctified Second Amendment.

Second, there is an ongoing glorification of violence. Hollywood Blockbusters glorify snipers, the top grossing computer games and cell phone apps are war games, sports events nationwide and TV ads promote the military, and the U.S. Army Marketing and Research Group National Assets Branch maintains a fleet of semi-trailer trucks whose highly sophisticated, attractive, interactive exhibits glorify warfare, are designed to recruit impressionable youth.

Third, media often valorizes violence, nearly worships warriors, is often seduced by war-fighting gear, and ignores analysts who offer cogent transformative paths to peace. Fourth, the 2.7 million Iraq and Afghanistan combat veterans have unprecedented rates of physical, mental, and abuse disorders, as well as high rates of suicide, homeless-

ness and unemployment. The studies are abundant and they are worrisome. Veterans don’t receive the necessary support in any of the areas in a severely under-resourced veteran care system. The suspected sniper was a Veteran who served in Afghanistan.

Fifth, there is a troublesome militarization of police with regard to equipment and tactics visible in armored carriers, grenade launchers, and sniper rifles to name a few. In the Dallas shootings, police used a robot armed with explosives to kill the suspect while he was hiding out in a parking garage. This move was criticized heavily by legal experts as a dangerous precedent in the wrong direction and contradicts the entire notion of policing and law enforcement. The influx of combat veterans into society in general in the past 15 years, plus the police hiring preference for veterans, plus DoD distribution of military armaments to domestic US police guarantees further police militarization.

Sixth, the social injustices and inequalities cannot be addressed sufficiently due to missing resources. Public debates on entitlements and minimum wage neglect the elephant in the room – a bloated military budget where almost half of the taxpayers’ money in federal taxes goes to the military. #BlackLivesMatter certainly has a focus on injustice against black people in the U.S., but that takes place within a broader narrative of inequality, “security” spending, and war profiteering.

To be sure, this is not a specific analysis of these specific incidences over the last days. At this point little is known about the victims and perpetrators. It is clear, however, that the events took place under certain social conditions which were conducive to those and many more to unfold.

If we start focusing on fixing the factors outlined here, we might actually change the future course of events. We need to get rid of too many weapons in too many hands. Gun control, and gun control now. Stop glorifying violence in TV and in the media and be inspired by movies like “Selma,” not “American Sniper.” Move away from the violent media bias and instead toward truth, people, and solution-oriented journalism. Give our veterans all the support needed – ideally beginning with not waging wars. Insist that policing is a necessity in our society where citizens are protected and the police are respected out of admiration, not fear. See, respect, and support #BlackLivesMatter for what it is – a movement that advocates dignity, justice, and freedom for all in the face of oppression against black people. We can do this.

Patrick T. Hiller, Ph.D., Hood River, syndicated by PeaceVoice, is a Conflict Transformation scholar, professor, on the Governing Council of the International Peace Research Association, member of the Peace and Security Funders Group, and Director of the War Prevention Initiative of the Jubitz Family Foundation. This article was distributed by PeaceVoice: www.peacevoice.info.



PJSA STATEMENT ON GENDER and SEXUAL VIOLENCE

Position Paper: Gender-Based and Sexual Violence on College Campuses

As an organization devoted to the creation of a more peaceful world, the Peace and Justice Studies Association (PJSA) views Gender-based and Sexual Violence (GBSV) as a key social justice issue. We therefore implore academic and activist communities to take the issue seriously and to enact policies and procedures designed to support survivors and to hold perpetrators accountable. A new wave of survivor-led organizing across campuses in the United States has heightened awareness to this problems and the urgency to address its root causes. This position is designed to provide campus officials and faculty members with basic information and recommended guidelines to respond to GBSV by implementing effective prevention and intervention policies and programs.

Scope of the Problem

GBSV on college campuses is not a new phenomenon. Research on the problem reveals that rates of sexual harassment, rape, and sexual assault in higher education have not changed over the past three decades. Research suggests that 30% of graduate students surveyed stated that they experienced some form of sexual harassment in the course of their study.[1] This problem is especially acute for graduate students and junior faculty across the academy. Studies suggest that approximately one in five women and one in 16 college men are targets of attempted or completed sexual assault while they are college students.[2] Other sources indicate that college-aged women are four times more likely than any other age group to face sexual assault.[3] Additional research suggests that freshman and sophomores were at greater risk than juniors and seniors.[4] Mohler-Kuo et al. (2004) found that women in sororities were three times as likely to be raped as were non-sorority members[5]. Research also indicates that women living in dormitories or residence halls were 1.4 times likely to be raped than women living off campus. Studies have shown that four percent of men perpetrate 90 percent of campus rapes.[6] Athletes and fraternity members are overrepresented in campus accusations of rape, and many have asserted that this is because these organizations often denigrate women and bond around sexually misogynistic and hypermasculine ideologies.[7]

It is possible that the statistics are higher than studies suggest because incidents of GBSV rape and sexual assault on college campuses are under-reported with less than 10 percent of the students choosing to report the crime to campus authorities or law enforcement (Koss et. al 2014). Victims have identified many barriers to reporting, including fear, stigma, lack of trust that anything will happen, and inadequate university policies.[8] Two-thirds of victims do tell someone about the assault, typically a friend.[9] Following friends, the next most frequent group to which victims confide is faculty. Systematic implementation of campus climate surveys, now federally required of universities and colleges, will yield even more comprehensive and up-to-date data.

Federal Requirements for Campuses

Title IX of the Education Amendments of 1972 requires campuses to take action to respond to sexual assault and to implement prevention programs. The Clery Act is federal statute that requires all colleges and universities who receive federal funding to share information about crime on campus and their efforts to improve campus safety.

In April 2013, the Department of Ed. issued guidelines for campuses regarding adherence to the Title IX requirements. This directive reiterated that campuses must:

- Define sexual discrimination, including sexual violence, and publish a policy stating that the college or university does not discriminate on the basis of sex;
- Create and distribute procedures for students to file complaints about sexual harassment, discrimination, or violence;
- Appoint a Title IX Coordinator to oversee these activities and review complaints.[10]
- In 2013, the Department of Education issued guidance to campuses on retaliation, noting that federal civil rights laws, including Title IX, prohibit colleges and universities from retaliating against students who file complaints about possible civil rights problems on campus, including sexual assault.

Guidelines issued by the White House in 2014 in its “Not Alone” report elaborated on the legal requirements for handling sexual assault cases as well as best practices for initiating or expanding prevention programs. The report noted that a Title IX Coordinator must initiate the investigation of sexual assault complaints and develop comprehensive policies that both hold perpetrators accountable and protect victim’s rights. Campuses must also provide interim resources to victims while investigations are under way. These can be on campus or at local rape service centers. Further, the report called on campuses to provide trauma-informed training for school officials and to conduct a campus climate survey by 2016. The White House Task Force provided a sample survey for campuses to use or adapt. Finally, the White House directed all campuses to engage in prevention programs that raise awareness, engage men as allies, and promote positive bystander intervention.

(continued on next page)



PJSA STATEMENT ON GENDER and SEXUAL VIOLENCE

In the past three years, students have filed formal complaints against their universities and colleges, accusing them of violating one or both requirements. Student protest and subsequent investigations by the Office of Civil Rights in the Department of Education have exposed the failure of college administrators to offer services to survivors and an even greater failure to hold perpetrators accountable. The Office of Civil Rights is now investigating 200 violations of Title IX and the Clery Act at 161 institutions colleges.[11] Additionally, lawmakers, both at the national and state level, have introduced new legislation on affirmative consent, support for survivors, and the establishment of clear guidelines for reporting, investigating, and adjudicating GBSV on college campuses.

Concerns About Campus Responses

Student activism heightened public awareness to GBSV on college campuses and along with legal action and federal investigations have forced college administrators to revisit their policies and programs. Still, many campuses continue to use the guidelines superficially to demonstrate compliance, without addressing the root-causes of the problem.[12] Research has shown that campuses often lack clear policies, fail to create appropriate services for survivors, and provide scanty, if any, specific curricula or programming related to understanding, responding to, healing from, or preventing abuse.[13] While the topic may come up in some coursework (for instance, social work, criminology, or psychology courses), many students do not take these courses and are thus not typically exposed to the information. Ironically, faculty with scholarly expertise on GBSV have been excluded from campus efforts to address the problem. This is especially true for faculty who expressed support for student activism on the issue.

Many survivors of GBSV have reported that they felt unsupported. This is especially true for survivors who are Lesbian, Gay, Bisexual or Transgender (LGBT) as well as a range of gender non-conforming students. Sis-gender men and survivors from under-represented racial and ethnic minorities have also indicated that they don't find existing resources helpful. Many have also suffered retaliation from students and administrators when they have reported sexual assault. Survivors report being asked questions that blame them for the incidents, being forced to remain in classes with assailants, being discouraged from pursuing campus actions or police investigations, and more. Faculty who have supported survivors have sometimes faced retaliation, including changes in job assignment, denial of tenure, and even termination.

Too often, campuses, like the U.S. in a broader sense, do not challenge rape culture. According to Faculty Against Rape (FAR), in a rape culture, GBSV is "common and normalized by societal attitudes and practices." [14] GBSV is tacitly condoned when societies or institutions deny the frequency with which it occurs, deny the harm it creates, and blame victims. Rape culture reflects systemic inequalities and differences in power and privilege, including male and heteronormative privilege and white and class privilege. [15]

Best Practices for Campus Response and Prevention

Faculty members have an important role to play in transforming their college's response to GBSV. They can offer scholarly expertise in conducting research on relevant topic as well as exploring creative ways to integrate it into the curriculum. Faculty can also get involved in policy reform and support student activism on the issue.

FAR has compiled a detailed description of best practices in terms of supporting survivors for faculty and for campus officials. Most important for faculty is to listen and not judge survivors when they disclose a sexual assault and to express empathy, as many survivors feel scared and alone. Faculty should begin from a place of believing the survivor and avoid asking probing questions that may appear as though they do not accept the story as truthful. Faculty on all campuses should be knowledgeable about campus resources so that appropriate referrals can be made, and should follow up with the survivor to see how they were treated and if they have other unmet needs. FAR also recommends a disclosure statement on sexual assault be included in all syllabi. Such a statement tells students where to report sexual assault and where they can receive services. FAR provides a sample on their website. Faculty are encouraged to host events, invite guest speakers, get involved in campus task forces, and to publish articles or op-eds in student newspapers or other relevant sources.

Campuses must establish and enforce clear definitions of consent. California provides a model of "affirmative consent," or "yes means yes" consent. This legislation establishes that consent must be ongoing and that lack of protest or resistance do not entail consent. Students must also be educated regarding what is considered to be sexual violence by state and federal law. FAR recommends that this occur through mandatory orientations and ongoing trainings. Further, campus officials must send a clear message that sexual violence of any kind will not be tolerated, and must enact strong sanctions when someone is found, through an appropriate judicial process, to have perpetrated it. Currently, only one-third of students found to be responsible for sexual assault are expelled, a rate lower than that of expulsions for cheating.[16]

Numerous studies have confirmed that the most effective prevention programs are ongoing and that they inform bystanders how they can intervene positively to prevent sexual assault.[17] The White House has provided recommendations for campus prevention programs, which are available at www.notalone.gov/assets/evidence-based-strategies-for-the-prevention-of-sv-perpetration.pdf. Broad alliances between student activists, faculty, parents, alumni and legislative bodies are needed in order to keep GBSV on the public agenda and to ensure a comprehensive solution to this deep-rooted problem. PJSA and FAR call on our peacemakers, peacebuilders, and peace educators to make this issue a priority. By working to address GBSV on our college campuses we contribute to making the world a better, more just place.

(references and notes on next page)



NOTES and SOURCES from STATEMENT on VIOLENCE

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<https://www.peacejusticestudies.org/position-paper-gender-based-and-sexual-violence-college-campuses.>]

MORE GREAT BOOKS FROM PJSA MEMBERS AND FRIENDS!

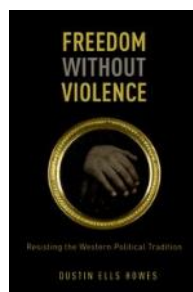
Freedom Without Violence:

Resisting the Western Political Tradition

by Dustin Ells Howes

Oxford University Press, 2016

- Traces the history of the idea that violence is necessary to obtain, defend and exercise freedom in Western political thought
- Critically examines the use of violence in the name of freedom by republicans, liberals, conservatives and leftists
- Recovers the story of nonviolence and civil resistance within the Western tradition
- Highlights the importance and effectiveness of nonviolence in achieving political freedom in the early Roman republic, the abolitionist movement, the women's rights movement, anti-colonial struggles, the Velvet Revolutions and the Arab Spring
- Develops a theory of nonviolent political freedom



VIKING ECONOMICS: How the Nordics got it right and how we can, too, by George Lakey (Melville House, 2016) Iceland, Norway, Sweden, and Denmark share a common Viking ancestry and, ironically, consistently rate high on the international ratings for peace (Global Peace Index), equality, and freedom. Lakey spent time in the Nordic countries while teaching at Swarthmore College, interviewing leading economists and others to learn how the economic model has supported a half century track record in shared prosperity and low violence. He brought to the project his own experience of having lived in Norway and worked in Sweden and Denmark, and his perspective as PJSA's Peace Educator of 2010. The book includes the story of the nonviolent struggles that overcame the Nordic economic elites' resistance to a new democratic order.

Plus! A NEW NORTH AMERICAN EDITION OF GEORGE LAKEY'S CLASSIC 1973 BOOK, NOW ENTITLED *Toward a Living Revolution* (Wipf & Stock, 2016). About this book, Stephen Zunes, Professor of Politics at University of San Francisco says, "While many revolutionary ideologies from the past century have fallen into disrepute, George Lakey's *Living Revolution* has stood the test of time. As movements worldwide are increasingly recognizing the need for radical change through nonviolent means and inclusive organization, his far-sighted analysis, vision, and strategy is more relevant than ever."

NEW MEDIA SPOTLIGHT

PEACE EDUCATION: INTERNATIONAL PERSPECTIVES

Bringing together the voices of scholars and practitioners on the challenges and possibilities of implementing peace education in diverse global sites, this book addresses key questions for students and scholars seeking to deepen their understanding of the field. The book not only highlights ground-breaking and rich qualitative studies from around the globe, but also analyses the limits and possibilities of peace education in diverse contexts of conflict and post-conflict societies. Contributing authors address how educators and learners can make meaning of international peace education efforts, how various forms of peace and violence interact in and around schools, and how the field of peace education has evolved and grown over the past four decades.

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Introduction: Theory, Research and Praxis of Peace Education, Monisha Bajaj (University of San Francisco, USA) and Maria Hantzopoulos (Vassar College, USA) (**volume editors**)

Part I: Educating for Peace in Conflict & Post-Traumatic Contexts

Chapter 1. Emotion, Trauma and Critical Pedagogy: Implications for Critical Peace Education, Michalinos Zembylas (Open University of Cyprus, Cyprus)

Chapter 2. Building Peace: The Opportunities and Limitations of Educational Interventions in Countries with Identity-Based Conflicts, Karen Murphy (Facing History and Ourselves, USA), Sean Pettis (Corrymeela Community, Northern Ireland) and Dylan Wray (Shikaya, South Africa)

Chapter 3. Experimenting with Integrated Peace Education: Critical Perspectives in the Israeli Context, Zvi Bekerman (Hebrew University of Jerusalem, Israel)

Part II: National Landscapes for Peacebuilding and Education

Chapter 4. Peace Education and Peacebuilding Across the Conflict Continuum: Insights from Lebanon, Zeena Zakharia (University of Massachusetts)

Chapter 5. Peace Education in Crisis Settings: Insights and Lessons Learned from Kenya, Mary Mendenhall and Nivedita

Chopra (Columbia University)

Chapter 6. In the Gaze of Gandhi: Peace Education in Contemporary India, Monisha Bajaj (University of San Francisco, USA)

Part III: Navigating Structures of Violence

Chapter 7. Uncertainty, fluidity and occupying spaces in-between: Peace education practices in Mindanao, the Philippines, Lindsey Horner (Univ. of Sussex, UK)

Chapter 8. Lingering Colonialities as Blockades to Peace Education: School Violence in Trinidad, Hakim Williams (Gettysburg College, USA)

Chapter 9. Teachers as Agents of Peace: The Role of Educators in Interrupting Youth Involvement in Urban Violence in Guayaquil, Ecuador, Maria Jose Bermeo (Columbia Univ.)

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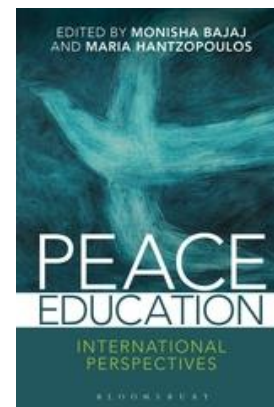
Chapter 10. Beyond American Exceptionalism: Centering Critical Peace Education in US School Reform, Maria Hantzopoulos (Vassar College, USA)

Chapter 11. Nurturing and Growing the 'Ceeds' of Peace: A Peacebuilding Model for Educators, Maya Soetoro-Ng (University of Hawai'i, USA) and Kerrie Urosevich (University of Hawai'i, USA)

Chapter 12. Promoting Peace through Children's Media: The Case of Sesame Workshop, Mathangi Subramanian (Mahatma Gandhi Institute of Education for Peace and Sustainable Development, India), June Lee (Sesame Workshop) Lilith Dollard (Sesame Workshop) and Z ainab Kabba (Oxford Univ. UK)

Conclusion: Critical Directions for Peace Education, Maria Hantzopoulos (Vassar College, USA) and Monisha Bajaj (University of San Francisco, USA)

www.bloomsbury.com/us/peace-education-9781474233699



PEACE JOBS: A Student's Guide to Starting a Career Working for Peace

by David J. Smith (2016, Information Age Publishing)

This book is a guide for college students exploring career options who are interested in working to promote peacebuilding and the resolution of conflict. High school students, particularly those starting to consider college and careers, can also benefited from this book. A major feature of the book is 30 stories from young professionals, most recently graduated from college, who are working in the field. These profiles provide readers with insight as to strategies they might use to advance their peacebuilding careers. The book speaks directly to the Millennial generation, recognizing that launching a career is a major focus, and that careers in the peace field have not always been easy to identify. As such, the book takes the approach that most any career can be a peacebuilding career provided one is willing to apply creativity and passion to their work. More info: <http://www.infoagepub.com/products/Peace-Jobs>.





FEATURE: MILITARISM, DOMESTIC and ABROAD

CHALLENGING AMERICAN VALUES

by David Ragland, Ph.D.

In these times, mainstream media and news reports are not enough to guide thought or action in our society, particularly in matters of justice, war, and peace. Specifically, the massacre at Orlando nightclub, Muhammad Ali's death and reflections on his life, Obama's foreign policy, and this year's election cycle require us to challenge both structural and direct violence at its roots.

To begin, President Obama made a historic visit to Hiroshima, one of two cities where the only atomic bombs were used against a civilian population. His critics were afraid he might apologize. True to the president's pragmatic form, he did not. What he did instead was remind Japan of its wartime atrocities. He did so this without a word of American inspired and supported dictatorships, or structurally violent trade policies that have led to the war on drugs at home and abroad. While not completely this administration's fault, there is little willingness to acknowledge and learn from this country's past mistakes and change course. The importance of discussing this visit to Japan has historic and current implications.

The NY Times described Obama's Hiroshima speech as a call to a 'moral revolution'. This headline should be questioned when American policy abroad orients our government to practices that

are all but moral. Before Japan, Obama visited Vietnam, where he lifted a weapons sales embargo, which undermines the goodwill behind his speech advocating reduction in nuclear arsenals. Is the opening of markets, as being pushed on Cuba and the TPP trade agreement, more important than authentic development relationships with those in the international community? Many studies point out that by focusing on trade policies that create preferable conditions for the free market and not human development, conditions of inequality are exacerbated.

The words 'moral revolution' in the title of the NY Times article should jog our collective memory. MLK's 1967 speech against the war in Vietnam called for a shift in values away from the triple evils of militarism, materialism and racism. Obama, while praising the life and anti-war stance and activism of Mohammed Ali, does not get close – in rhetoric or action. The essence and action of American policy goes in the opposite direction, toward what some might argue is an approach rooted in the triple evils.

After World War II, the U.S. in its post war drafting-oversight of Japan's constitution, required provisions changing its warrior culture, to those that instituted education for human dignity and peace to build more just and peaceful societies.

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IN MEMORIAM: HELEN RAISZ

We were saddened to learn of the recent passing of longtime PJSA member Helen Raisz. This news set off a flurry of fond remembrances of Helen's generous spirit and lifelong dedication to the cause of peace. As her son posted on her Facebook page:

"She was 89 and dealing with multiple health issues that had set in after my father's death 6 years earlier. I've been staying with her the last two months, and yesterday was like most other days, slow but steady in her daily routines. When we last spoke about an hour before her passing, there was no sign of imminent death. But a short while later, she had just returned to bed from the bathroom, lay down and that was it. By this time, I had gone out and got a call from my brother to come back. Then, minute to minute, hour to hour we went through the sad, painful letting go, the conclusion of her last chapter in a long and beautiful life. Her passion was to advocate for others. As a teacher of sociology (she kept

teaching even to this last year) she emphasized the need for people of diverse cultures to understand each other, see their unity in diversity, and work for peace. She specialized in the sociology of aging, and was an exemplar of aging with dignity, grace, vitality and generosity." A 2014 video of her speaking about racial justice can be found at: <https://vimeo.com/99553629>.



Helen will be missed by all of us at the PJSA. Memories of her life and work will no doubt be recalled at the upcoming conference in September. Other ways of honoring her efforts will likely be noted as well. Rest in peace, dear friend...

FEATURE: MILITARISM, DOMESTIC and ABROAD

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Would such a provision in the American constitution reduce the amount of violence (both physical and structural) we presently experience in our society? Germany has fewer cases of mass shootings and Japan has very little gun violence. Both societies have more effective health care systems, costing Japanese less, while NPR reports, German citizens are happier with their healthcare infrastructure. Might these examples be connected education infused with values focused on rights dignity and peace? A UNICEF report suggest that education for values focused on rights, dignity and peace is necessary for a decent quality of life.

While Germany and Japan are insular and smaller societies, they have provisions in their laws that focus on education for human dignity and peace. To some extent, this provides a mandate to deal with racism, sexism and violence for their citizens at early ages. By comparison, in the U.S., relatively little money is spent on education and health care, whereas vast amounts are continuously spent on military and policing.

Obama in his Hiroshima speech said: “For this, too, is what makes our species unique. We’re not bound by genetic code to repeat the mistakes of the past. We can learn. We can choose. We can tell our children a different story, one that describes a common humanity, one that makes war less likely and cruelty less easily accepted.”

But words are not enough; education on such matters is necessary for citizens to grapple with weighty issues. Instead, many in our society turn to violent ideologies that suggests gun violence among individuals and threats of war with increased military expenditures is an appropriate response answer to our national concerns.”

We are at a unique time in history, where movements for justice have reinvigorated conversations exposing racism, racist police killings and their connections between militarism abroad and at home and the politics of separation. Yet the value of education as a way to rebuild our society is stuck in neoliberal institutions and projects that incarcerate black and brown minds and bodies or prepare the elite and those who fare well on culturally biased tests and schools that propel our youth to work, not think. Education is not a business; the same logic of operation should not be applied. Learning about social problems and possibilities can help us create a democracy with institutions and infrastructures that can put America to work.

When considering how we might improve American

infrastructure providing long-term employment, as opposed to directing money in the military industry, conflict studies scholars describe the focus on military spending as one of the factors in escalating violent aggression.

While mainstream media tells us that this election cycle only give us choices of the lesser of two evils, we have to consider candidates who have real critiques and plans to end war, disrupt violence, and build learning systems and green infrastructures to remove us from these cycles of injustice. While Bernie seems poised to support Hillary against Trump, we can’t give into candidates who focus on war and divisiveness.

But we are not without hope. Candidates like Dr. Jill Stein, Cori Bush, Bruce Franks, and Maria Chappelle-Nadal present a set of principled politics that challenge the status quo. Bush, Franks and Chappelle-Nadal were part of the Ferguson movement for Black lives that challenged police violence and the structurally violent system that allows racist policies to exist. These candidates show us the importance of merging social movements with the political system to challenge for instance an American economic system largely based on profits from human misery of prisons, gentrification, weapon’s manufacturing, and overproduction of military grade equipment that increases the spiral and likelihood of war.

When I spoke to Missouri candidate for US senate Cori Bush, she offered the following: “We could be spending money used on tanks, and fighter jets to build public education, a green infrastructure, a healthcare system for the people that includes a focus on mental health. Instead our system rewards insurance and drug companies. We need development that doesn’t involve weapons. This is an issue of morality and people. We can all profit together if we develop our society through public education for all – that focuses on learning the truth about our society so we can improve it.”

While voting is just one, but important approach, Ali taught us to challenge our society dependence on violence, Orlando should show us how those with the most vulnerable identities (gay people of color) are targeted. We have to consider how education can teach us to move beyond status quo toward thoughtful ways to deal with our concerns and respect our human dignity.

David Ragland, Ph.D., is a PJSA Board member and coordinator of the Truth Telling Project. This article originally appeared in *CounterPunch*.



POSITION PAPER: Migration, Refugee Intervention

Issued by the Peace and Justice Studies Association; authored by Jeremy Rinker, Ph.D. and Laura Finley, Ph.D.

The Peace and Justice Studies Association (PJSA), in keeping with its longstanding concern for just and peaceable responses to on-going issues of structural and cultural violence, strongly applauds the dedicated work and efforts of local, national, and multinational refugee service providers in bringing humanitarian care and support to those caught up in the largest refugee crisis the world has seen since World War II. The gaps in providing international refugees safe passage and support as they flee both environmental and man-made catastrophe worldwide represent a major challenge for state governments and localities in more 'developed' countries and more stable neighbor states. Despite this daunting international challenge, we at PJSA believe that given the historic legacies of colonialism, systematic oppression, and modern neo-liberal economic policies, those in more developed countries must squarely face this challenge while not shying away from the economic costs and human impacts associated with the effective and safe migration of vulnerable refugees. Many of these refugees, having been internally displaced persons (IDPs)[1] for some time, have, with little hope for change in their home country, decided to take refuge internationally. Providing safe passage and a humane process to achieve resettlement is part and parcel of what it means to be a global citizen.

Developed countries, not only have a collective moral responsibility to enact a comprehensive and coordinated refugee and migration response, but also a social and humanitarian responsibility to work to lessen, where possible, the suffering that results from the violence, instability, and trauma that international refugee populations are involuntarily experiencing worldwide. Beyond the social and moral responsibility to ensure the safe passage and social integration of refugees from the contexts of war, human rights abuse, environmental degradation, and ethnic and political persecution, a coordinated international policy that supports social inclusion benefits the strategic interests of the more "developed" countries where refugees aspire to re-settle.[2] The safety and citizenship needs of a growing international refugee population must be systematically addressed by joint-collaborative action of state and non-

state actors working off a set of international best practices for supporting, protecting, and resettling refugee communities. While the world argues over quotas and dollars to deal with the looming refugee crisis, we at the PJSA call for a robust and variegated public discussion of best practices in refugee advocacy and services provision at the local level as well as coordinated response to safety and flow of migrants on the international level. Given recent terrorist attacks around the world, we at the PJSA see the important need to discuss refugee immigration systems and policies on the international level, as well as, the need to discuss resettlement issues at the local level. In too many communities this discussion is dominated by under-informed and reactionary discourse that fails to open spaces for further discussion and effective response to the on-going crisis. This is not the time to close borders, but to open dialogue about fair and just international refugee migration and support services.

According to the UNHCR, the United Nation's Refugee Agency, there are an estimated 59.5 million forcibly displaced persons in the world today. At the end of 2014, an estimated 19.5 million people were classified as refugees, an increase of 2.9 million over the previous year. As a result of primarily violent conflict, human rights abuses, and persecution, an average of 42,500 people each day were forced to leave their homes and seek protection elsewhere in their country or outside of its borders in 2014. While these statistics are startling, what is more concerning is a lack of coordinated intervention in response to the recent Syrian refugee crisis. By the end of 2014, Syria had replaced Afghanistan as the largest source of refugees, with approximately one-quarter of the world's refugees.[3] World Vision noted in November 2014 that of the twelve million Syrians who have fled their homes, half are children. [4] More than 700,000 Syrian refugees and other migrants have faced additional violence and challenges as they have sought refuge in European countries and more than 3,200 have died during their travels.[5] While the scale of this tragedy is hard to put into words, the lasting effects of antiquated refugee policies in an age of porous borders, global integration, and increasing environmental degradation will only become a compounded problem over the coming years. Without coordinated dialogue

about best practices of international migration systems and local refugee services, this problem will only grow and become more protracted. As Craig Bennett, CEO of Friends of the Earth, recently wrote in *The Guardian* in analyzing the Syrian refugee crisis: "To be clear; there will always be a multitude of drivers behind of social unrest and armed conflict. It would be wrong to say climate change "caused" these conflicts, but equally the evidence suggests it would be wrong to say it didn't play a contributing role." [6]

To overcome the myriad of contributing factors to current social unrest and, therefore, large scale refugee migration, coordinated international refugee migration strategies much be discussed, debated, and enacted. We at the PJSA propose developing theory to practice dialogues at the international level that outline the ways and means to address the root causes of conflict and the best practices for handling international migration and refugee resettlement services. It is our belief that the complex humanitarian and security imperatives of international migration and refugee resettlement services cannot be achieved separately, but only through cooperation. Concerns that refugees compromise the safety and security of developed country nationals represents a foil against the strong record of collaboration between international security professionals and refugee service provision in the United States and Europe. Such fear also closes opportunities to actively address the root causes of migration and, therefore, work together to mitigate them.

Some 86 percent of the world's refugees reside in developing countries and over half (51 percent) are under the age of 18—the highest percentage in a decade. The social, political, and economic ramifications of these massive flows of young and largely able-bodied refugees requires well-reasoned response, sustained international dialogue, and reflective local interventions. Not only is there danger in the actual migration for refugees, but once resettled in their new homes, the challenges these populations face are immense.

The PJSA calls for governments, non-governmental organizations, and the international community to work in tandem to identify the complex root causes of human migration and thereby work to develop best practices for inter-

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POSITION PAPER: Migration, Refugee Intervention

national refugee migration and, thereby, have a discernable impact on local refugee service provision. This means first acknowledging and working to address the following global realities and associated best practices for managing effective international refugee migration. Realizing the contingent nature of the relationship between international migration and local resettlement, we believe that attention to these global dynamics are critical to success:

• *Poverty, economic inequality, and economic migrants* – The Organization for Economic Cooperation and Development (OECD) recently reported: “In its 34 member states, the richest 10% of the population earn 9.6 times the income of the poorest 10%.”[7] OECD member states include most of Europe, the United States, Australia, Canada and Japan. In the ‘developing’ world this growing gap between rich and poor is even worse and, indeed, drives migration to these OECD member states. Poverty and inequity does not help anyone — indeed, it breeds uncertainty, fear, and grievance. The gap between rich and poor worldwide must be addressed in order to control the flows of refugees migrating out of dire economic circumstances.

• *Environmental refugees and climate change* – The World Economic Forum warned in 2014 that “growing income inequality is the biggest risk the world may face within the next 10 years.”[8] Extreme weather as a result of climate change was seen as the second biggest threat.[9] The realities of climate change pose a larger threat to our internal security in the United States and Europe than the arrival of refugee displaced from conflict in Syria or elsewhere. The international community must have sustained dialogue on the impacts of global warming on international migration and refugee resettlement. Though this dialogue, agreements related to mitigating the climate problem can be discussed, but just as importantly coordination in dealing with the human flows due to environmental migration must be developed and enacted.

• *Migration services and cross-border humanity* – With each state determining its own internal immigration policies and procedures, lack of coordination in these policies leads to an increased risk to migrants and refugees traveling over vast areas to achieve

refuge. The PJSA calls on the international community to develop political agreements and coordination among border enforcement agencies. This trans-border coordination would not only increase human security for international migrants, but also assist the resettlement work of local refugee service providers. The lack of humanity in dealing with refugees crossing state borders must be systematically addressed with an international convention on migration services best practices.[10]

• *Provide stop-gap minimum guidelines for migrant health and psycho-social service provision* – Adult refugees and IDPs likely suffer from anger, anxiety, and depression. Those living in refugee camps are often subjected to abuses. Many have been injured and find it difficult to work. They worry about keeping their children safe, healthy, and educated. Many have little hope. [11] While the physical and psychological impacts of trauma on these vulnerable bodies has been well-documented worldwide, our understanding of the social impacts of trauma’s legacy on displaced communities is rudimentary at best. Coordinated effort must be made to catalogue and document best practices for providing migrants and refugees psycho-social health resources.

• *Focus on ensuring refugee child education and development* – Children who are displaced are at risk of illness, malnutrition, and abuse. Most are unable to attend school regularly; some, not at all. Between two and three million Syrian children of school-age are not currently attending school. Many have had to work to support their families while others have been recruited as soldiers or to serve as human shields for warring parties. The trauma they have endured can have long-lasting effects that must be addressed through appropriate and holistic educational techniques and practices.[12] The international community should commit money and resources to ensuring that a generation of children does not get left behind due to human migration.

PJSA members realize these global realities and associated best practices require much from the countries of the developed world. The social, political, and economic challenges are real, but we believe that failure to act now to mitigate the causes and impacts of human migration will pose even greater

challenges in the future. Even disregarding the clear moral responsibilities to act, the developed countries of the world must realize the benefit of collaborative intervention now. When natural disasters such as the 2005 tsunami occurred the international community acted in unison in responding to the worldwide suffering. We call on the international community to act with similar urgency in the face of a growing refugee migration and resettlement crisis worldwide.

Notes

1 Those who are forced to leave their homes for protection inside their country are known as internally displaced persons (IDPs). Syria, Columbia, Mali, Afghanistan, Iraq, South Sudan, the Democratic Republic of Congo, and the Central African Republic are home to most of the world’s IDPs (Facts and figures about refugees. (n.d.). UNHCR. www.unhcr.org/uk/about-us/key-facts-and-figures.html).

2 See the International Organization on Migration’s (IOM’s) migrants contribute campaign for more evidence of this fact - migrantscontribute.com.

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REVIEW: Peace in World History

Peace in World History, by Peter N. Stearns, Routledge, 2014; 204 pp., \$33.95, paper.

Professor Peter Stearns has written scores of “big picture” histories during his remarkable career. He initially became well-known for a history survey text, *World Civilizations: The Global Experience*, now in its 7th edition. He then added thematic works such as *Human Rights in World History*, *Gender in World History*, and *Sexuality in World History*. However, his latest effort, *Peace in World History*, may well be the most relevant of all of his contributions. It is relevant because it is so sorely needed. War has dominated the writing of history, and peace has been under-estimated, under-researched, and under-taught. Professor Stearns contends, “World historians have not treated peace kindly; in fact, it is a rare index in a major textbook that lists peace as a topic at all.” It is entirely fitting a historian of Professor Stearns’ stature would tackle such an ambitious project.

Carefully researched and exquisitely written, *Peace in World History* impresses upon readers the extent to which peace has been a central pursuit of history and one of humanity’s most cherished dreams. The author asserts “The past offers abundant lessons of aggressive folly, but also a diverse array of precedents for organizing for peace.”

Ten chapters, arranged in chronological order, detail peace among primates, peace in hunter/gatherer bands, agricultural societies, early civilizations, the classical era (which includes the world’s religions), and, finally, peace in modern times. In each era, contexts and cultures changed, and approaches to peace (and security) varied depending on leadership, social structure, and technologies. But despite varying beliefs, ethical and legal codes and mores, what showed unmistakable continuity across time and cultures was human sociability and interdependence, collective learning, and trade. This meant people have always needed strategies to get their relationships on solid footing.

There are stories about Utku Inuit and Semai children whose angry outbursts were ignored. Lakota Indians’ peace goddess Wohpe smoked a peace pipe. And modern-day peace efforts by William Ladd, Fredrick Passy, Victor Hugo, Leo Tolstoy, Elihu Burritt, Henry Ford, Jane Addams, Dorothy Day, Emma Goldman, and Eleanor Roosevelt underscore human agency. Readers whose knowledge of history is informed by mainstream textbooks or the History Channel will be astonished.

Stearns delves into the meanings of the Greek peace goddess Irene, explores Homer’s regret over “the pity” of war, and explains how warring Greek city-states created truces and peace treaties. A revealing comparison takes the measure of *Pax Romana* and *Pax Sinica*. Under Emperor Augustus, the goddess Pax had a massive following with festivals, temples, and poetry. And as Chinese Han leaders idealistically named their capital Chang’An (Perpetual Peace), Han diplomats were offering gifts of silk to conciliate enemies in Central Asia. In the Chinese language harmony is a rich concept. It means balance, diversity, peaceful co-existence, justice, good government, and truthful communication. These fundamentally Confucian and Taoist ideals are a shared heritage in Asia.

Stearns does not ignore “peace through strength” and “negative peace.” It is true that authoritarian rulers imposed peace and order in Chinese imperial governments through the centuries. And Pax Mongolica, and later the Tokagawa Shogunate, also brought military rule, rigid hierarchies, and strict laws. However, these regimes did manage to establish order for relatively long periods of time.

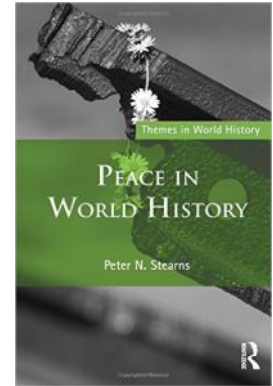
“Peace is challenging,” Professor Stearns asserts, “its advocacy can seem naïve. But we are better off having peace in our active political vocabulary.” This reviewer marveled at Stearns’ fair-minded, incisive characterizations of people, events, and factual information.

A major strength of the book is it offers readers actual historical contexts which provide opportunities to discern whether ethical reasoning was or was not applied. The reader becomes curious and asks himself how wars and violence could have been avoided, and how conflict could have been handled better. Indeed, exploring peace ideologies - pacifism, universal brotherhood, cosmopolitanism, benevolent governance, and healthy balance - leaves the reader inspired to rekindle these ideologies in our times. With actual contexts to build on, readers can identify possibilities for entirely new visions for peace in the present and future.

The topic is huge. Yet, because the information is so well-synthesized, and the book is so concise and readable, it would be ideal as a basic text for undergraduate courses. Each chapter contains an introduction, conclusion, and up-to-date bibliography. The book makes further research inevitable and exciting.

Studying peace visions and practices can, unfortunately, have a down side. It can be hard to confront the reality that peace was often undermined by aggressive territorial expansion, destructive new weaponry, and limiting ideologies such as territorialism, tribalism, nationalism, and “strong dominate the weak” thinking which often won out over peace.

Writing this book was a daunting task which Stearns made look easy. Along with other recent peace histories such as *Peace: A History of Movements and Ideas* (2008) by David Cortright; *Peace: a World History* (2009) by Antony Adolf; *Peacemaking: from Theory to Practice, Vol. I and II*, (2012) by Susan Allen Nan, Zachariah Cheria Mampilly, and Andera Bartoli (eds), and *Visions of Peace: Asia and the West* (2014) by Takashi Shogimen and Vicki A. Spencer (eds), it will assume a prominent place. The fields of world history and peace studies are immensely richer for Professor Stearns’ willingness to give peace a chance.



Hope Harmeling Benne
Adjunct Professor of World History
Salem State University

REVIEW: Invitation to Peace Studies

Wood, Houston. *Invitation to Peace Studies*. NY: Oxford, 2016. \$39.95. ISBN 978-0-19-021713-6.

Houston Wood's new textbook, *Invitation to Peace Studies*, makes significant progress with the mainstreaming of gender while capturing a very current picture of challenge and change by attending to the multidisciplinary currents that have been diverging and converging in the field over recent decades. A professor of English at Hawai'i Pacific University, Wood has credentials in both the humanities and the social sciences and a personal history as an activist and member of alternative communities. He has been teaching introductory peace studies to an international student body for the past decade. With *Invitation to Peace Studies*, Wood "aims to weaken the barriers between disciplines and to encourage a broad, integrated research approach" (252). The book also aims to present Peace Studies as a field that integrates research, pedagogy, and practice. Picking up on the work of scholars such as Kent D. Shifferd, Wood describes the field of practice as an historically novel, informally linked global peace network, a promising space of agency that includes perhaps millions of organized groups, large and small, and extends nearly everywhere. The text's multidisciplinary range makes room for a broad invitation to students to consider occupations that contribute to the global peace network. There are lots of roles to play.

Instructors will find *Invitation to Peace Studies* adaptable to varied pedagogies. The writing is accessible, concise, and straightforward—not the voice of an expert speaking to initiates but of a dedicated learner who has done the work of gathering the evidence that peace work is underway and anyone can join. Structured in 13 chapters, the text fits neatly into a semester with plenty of room for supplementation. The chapters are organized into three sections: 1. The Global Peace Network, 2. From Violence to Non-violence, and 3. Disciplinary Perspectives, including chapters on biological foundations, peace psychology, the sociology of violence, and inner and outer peace. Each chapter includes recommended readings, films, and internet sources, as well as review topics and critical thinking questions.

Invitation improves on commonly used introductory textbooks in a number of ways, including a richer approach to women and gender. A chapter is devoted to gender, but the result is not just "add women"; attention to women and gender occurs nearly throughout the text. The

crucial role of women in the global peace network receives attention, supported by a citation of research findings that "simply including women in decision-making groups tends to reduce levels of violence." Chapter 5, "Building Gender Security," opens with a discussion of the dangers of being female, gender nonconforming, or a sexual minority, then credits women and "LGBT-identified citizens" with strengthening elements of the global peace network, citing evidence that their growing influence in politics, peace work, and knowledge building increases both negative and positive peace (34-5).² The book is careful to represent women's strategic agency—not just victimhood—for example, with a box about Pussy Riot in a chapter on nonviolence and a photo showing members of Nepal's Dalit Feminist Uplift Organization illustrating a discussion of unarmed peacekeeping.

Wood helpfully breaks conflict down by levels: macro (national and international), meso (regional), and micro (individual and small group relationships). He points out that peace studies' male bias is reflected in a history of emphasizing male-based perspectives at the macro and meso levels and ignoring micro-level violence (including suicide), which accounts for far more death globally than war. He credits a new "critical mass of women in peace studies" with "bringing attention to the immense harm that war does to girls and women, as well as to the more frequent harms that gender- and sex-based violence inflicts on families and communities, even when no wars are being fought" (88).

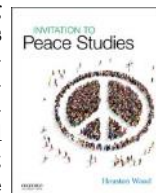
My enthusiasm for this textbook owes much to the circumstances of my entry into teaching in the field five years ago. Like many other peace teachers, I began with some movement experience, training in a traditional discipline, and a strong desire to share peace learning with students. The growing body of scholarship on women and gender and a visible impetus toward mainstreaming gender in peace education, policy, and practice had barely reached the available textbooks. *Invitation to Peace Studies* is the textbook I wish I had found then—although, given the exhaustive work that it takes to produce a textbook as comprehensive as *Invitation*, the kind of disciplinary integration that it represents has probably only begun to be possible.

The text will be of value to instructors who are newly incorporating gender analysis into their teaching as well as those who have a long-time commitment to feminist analysis. Instructors will

want to take advantage of the text's flexibility by supplementing it with current developments, such as the strategies and impacts of the Occupy and Black Lives Matter movements. There are also opportunities to build on its gender perspective. For example, references to militarized peacekeeping forces need to address the unintended consequences of their deployment, particularly instances of the sexual exploitation of women; discussion of the "movement of movements"—the global growth of civil society—could refer to the significant role of the four UN Conferences on Women and transnational feminist networking in articulating connections between equality, development, and peace; the tactical innovations of LGBTQ movements such as ACT-UP could be added to discussion of nonviolent movements; and discussion of the micro level opens space for addressing sexual and gender violence where our students encounter it, in homes, communities, and campuses.

Houston Wood told me in a personal communication that, while preparing this book, he became increasingly convinced of the centrality of gender to peace. He envisions a second edition in which boxes applying a gender perspective would appear in nearly all of the chapters. Such a strategy would go a long way toward breaking down the potential divide between a "neutral" (masculine) body of knowledge and a separate, feminized body of knowledge and practice. Whether or not *Invitation* sees future editions, textbook projects currently underway can build on Wood's work. But *Invitation* is also a useful snapshot of the state of research. Its integration of research from multiple disciplines offers glimpses of what is at stake in advancing peace knowledge. As feminist academics found in the early years of building Women's Studies curricula, the mainstreaming of gender into fields of knowledge proceeds in predictable stages. Wood takes peace studies beyond the "add women and stir" stage, making progress with both the "bifocal phase," which gives attention to how women are marginalized and excluded, and the "new questions and methods" phase, which generates new critical paradigms for the whole body of knowledge, such as a systemic approach to gender and its intersections with other categories of privilege and oppression.

(continued on bottom of next page)





PJSA 2016 Annual Conference Preview

Building the World We Want...

The annual PJSA conference will be held this year on the beautiful campus of Selkirk College in Nelson, British Columbia. It's a bit of a journey for most of us to get there, but it will be well worth the effort! Our local hosts—including PJSA Board member Randy Janzen—have worked diligently to put together a great program, including some new additions to the PJSA pantheon such as morning yoga/massage sessions, a series of “**peace cafe**” events in downtown, and a dance party. The weekend will include three incredible pre-conference sessions on Thursday Sept. 22, as well as our organizational awards ceremony (this year as a luncheon rather than evening event), our annual members' business meeting, and caucus sessions of working groups—capped off with a special “**Doukhobor dinner**” and entertainment event.

Keynote speakers this year include WAB KINEW on Thursday evening—a one-of-a-kind talent, named by the National Post as “an aboriginal leader seeking to engage with Canadians at large.” He is the Associate Vice-President for Indigenous Relations at The University of Winnipeg and the author of the Number 1 national bestseller “The Reason You Walk: A Memoir.” He has a BA in Economics, is completing a Mas-

ter's degree in Indigenous Governance and is an Honorary Witness for the Truth and Reconciliation Commission of Canada. In April 2016, Kinew was elected to the Legislative Assembly of Manitoba.

The closing plenary session on Saturday evening will be with SANDRA MORAN, a Guatemalan activist, feminist and artist. In Guatemala's 2015 general election, she was elected as Guatemala's first openly gay member of congress. She brings her agenda of social justice, particularly for Guatemala's women, indigenous and LGBTQ communities, as a lawmaker. Born in Guatemala City in 1960, she grew up during the oppression of Guatemala's 36 year civil war that targeted social and economic activists, particularly among the country's majority indigenous population. Due to threats, she was forced to flee Guatemala in 1981, and spent time in exile in both Mexico and Canada. After continuing her activism from abroad, Moran returned to Guatemala in 1995, a year before the country signed its peace accords which eventually led to a truth process that acknowledged the genocide of at least 200,000 people. Moran participated in the peace negotiations on behalf of Guatemalan women and also co-founded the first collective of lesbian women in Guatemala called *Mujeres Somos*.

We look forward to seeing you there in September!

(BOOK REVIEW CONTINUED FROM PREVIOUS PAGE)

Going forward from Wood's overview, it will be important to work against the potential boxing off of the micro level as feminized space. Researchers can tell empirical stories that articulate the systemic linkages among macro, meso, and micro violence and the ways they are mutually productive. The concept of gender as it applies to peace studies needs continual maintenance and renovation not only because gender is so frequently conflated with women, but also because masculinity and femininity are readily essentialized along the lines of the central concerns of our field—violent men, peaceful women—sometimes to strategic effect. This critical work will include intersectional methodologies and findings, as well as theoretically informed empirical research on how fuzziness about the concept becomes problematic in practice.³ Peace research on masculinity has tended to emphasize militarized masculinities; there is need for more advanced work on alternate masculinities engaged with peace. There is much more to do to integrate LGBTQ issues and activism into the field and to raise the visibility of the work already underway.

In peace studies as in other disciplines, the historic split between teaching and research has been gendered, and pedagogy and practice have also been stratified by gender. What will peace studies look like with further transformation of the field? In her TEDx talk, Peggy McIntosh describes the defensiveness expressed by male participants in her groundbreaking seminars on gendering the liberal arts when the question of foundational concepts came up: “When you're trying to lay

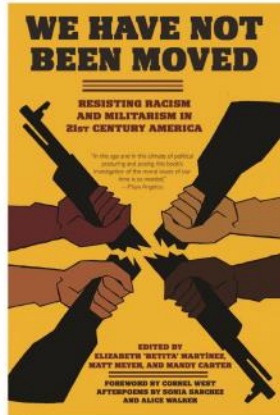
down the foundation,” they said, “you can't include the soft stuff.” How to revisit the story of the founding gestures of the discipline to make gender visible? How might the foundational concepts of peace studies be transformed? What would Chapter One look like?

Notes

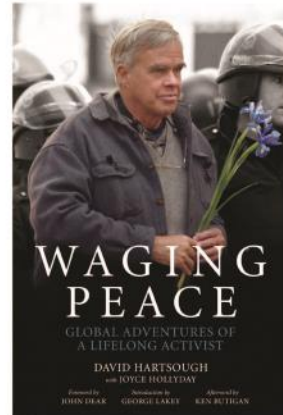
1. See Sarah M. Pritchard, “Women's Studies Scholarship: Its Impact on the Information World,” The Feminist Task Force of the American Library Association's Social Responsibilities Round Table. <http://libr.org/ftf/wsscholar.htm> And Gray, “Begin Everywhere: gender and peace studies,” Gender Eyes, Metta Center. <http://mettacenter.org/gender-eyes/begin-everywhere-gender-peace-studies/>
2. Valerie M. Hudson, Bonnie Ballif-Spanvill, Mary Caprioli, and Chad F. Emmett, *Sex and World Peace* (Columbia UP, 2012).
3. See for example Sanaam Anderlini, *Women Building Peace: What They Do, Why It Matters* (Lynne Rienner, 2007).

Janet Gray teaches peace studies and women's and gender studies at The College of New Jersey. She holds a PhD in English from Princeton and has published two books on nineteenth-century American women poets. She is a member of PJSA's Gender and Sexuality Committee.

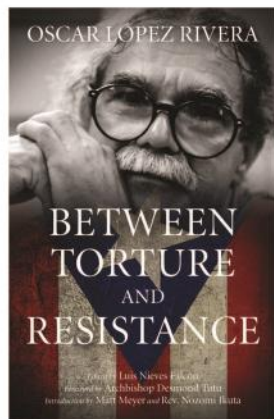
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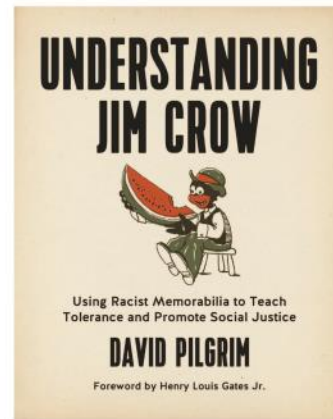
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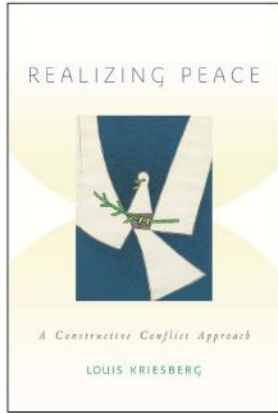
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Early work in conflict resolution and peace research focused on why wars broke out, why they persisted, and why peace agreements failed to endure. Later research has focused on what actions and circumstances have actually averted destructive escalations, stopped the perpetuation of destructive conduct, produced a relatively good conflict transformation, and resulted in an enduring and relatively equitable relationship among former adversaries. This later research, which began in the 1950s, recognizes that conflict is inevitable and is often waged in the name of rectifying injustice. Additionally, it reveals that damages can be minimized and gains maximized for various stakeholders in waging and settling conflicts. These findings and related experience are central to the constructive conflict approach, which demonstrates how conflicts can be waged and resolved so that they are broadly beneficial rather than mutually destructive.

In this book, Louis Kriesberg, one of the major figures in the school of constructive conflict, looks at major foreign conflict episodes in which the United States has been involved since the onset of the Cold War to analyze when American involvement in foreign conflicts has been relatively effective and beneficial and when it has not. In doing so he analyzes whether the US took constructive approaches to conflict and whether the approach yielded better consequences than more traditional coercive approaches. *Realizing Peace* helps readers interested in engaging or learning about foreign policy to better understand what has happened in past American involvement in foreign conflicts, to think freshly about better alternatives, and to act in support of more constructive strategies in the future.

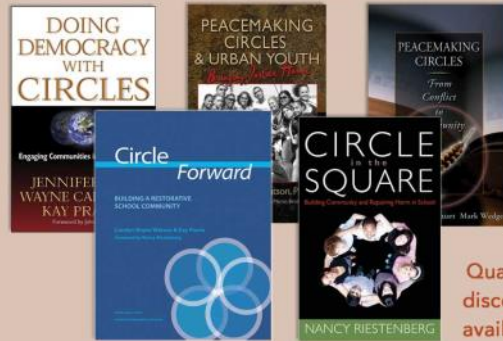
Louis Kriesberg is Maxwell Professor Emeritus of Social Conflict Studies and Professor Emeritus of Sociology at Syracuse University. **OXFORD UNIVERSITY PRESS**

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Notices and Resources

PJSA Notes: New website and new ED!

As noted in the preceding pages, the PJSA is undergoing some important transitions. We've hired a new ED and launched a brand new website this summer—to which new resources are being added regularly. On tap soon is a Syllabus Exchange, among other new initiatives. With our new website, data system, and ED in place, we are excited about the prospects for the future of our organization!



Call for Papers: gender, global health, violence

We are seeking proposals for chapters in an edited volume, tentatively entitled *Gender, Global Health, and Violence: Feminist Perspectives on Peace and Disease*, to be proposed to the series *Routledge Studies on Global Health and Politics* (edited by Sophie Harman and Adam Kamradt-Scott). The volume seeks to address the complex relationships between health and social care and different forms of violence, as questions that require a variety of feminist approaches. Violence in this context should be understood widely as both direct (physical, mental, or threatened), and indirect (structural, cultural, slow), including instances of what may be termed injustice. The volume primarily situates itself at the intersection of gender studies, feminist security studies, peace studies, political economy, and global health. We welcome both theoretical and empirical approaches from a variety of critical disciplinary and interdisciplinary perspectives and methodologies. Abstracts should be 300-500 words, exploring the interconnection between global health, peace, and violence, through a number of topics, including, but not limited to: age and disability issues; weapons and weapon technology; reproductive health; humanitarian interventions and human rights; sports and sports medicine; gender and sexuality; migration and mobility, including internal displacement; intimate violence; non-communicable and infectious diseases; war and armed conflict; feminist science and technology; the carceral state; ethics of care and care practices; militarism; environment and climate change; global health governance; commodification and marketisation of health and social care. Please send your abstract, title, and short CV (2-3 pp.) to Tiina Vaittinen (tiina.vaittinen@uta.fi) and Catia Confortini (cconfort@wellesley.edu) by Dec. 31, 2016.



Peace-Themed Journal Seeks Submissions

JustPeace: A Journal of Creativity and Multivocality is an online journal published by the Peace and Justice Studies program at Utah Valley University and the PJST student club. JustPeace is an interdisciplinary platform for media of many kinds: research articles, essays, short stories, poetry, photographs, short films, and musical compositions—all on themes relevant to the journal's purpose: conflict, peace, and justice studies. Submissions might concern sustainable development, democratization, transitional or restorative justice, environmental justice, human rights, conflict transformation, peacebuilding, reconciliation, peace education, other themes. Info: mminch@uvu.edu.

Peace and Change Seeks Articles

Peace and Change publishes scholarly and interpretive articles on the achievement of a peaceful, just and humane society. International and interdisciplinary in focus, the journal bridges the gaps among peace researchers, K-12 and post-secondary educators, and activists. P-C seeks articles that explore the expansion of frontiers through new and innovative ways to promote both the practice and the culture of peace in a divided world. P-C welcomes submissions on a wide range of topics, including: peace movements and activism, conflict resolution, nonviolence, peace education and pedagogy, internationalism, multiculturalism, human rights, religious and ideological conflict, race and class, LGBTQ, economic development, ecological sustainability, the legacy of imperialism, structural violence, and the post-Cold War upheaval. Info: [http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)1468-0130](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1468-0130).



New Database: Unarmed Civilian Peacekeeping

The Mir Centre for Peace at Selkirk College has created a global data base to collect and describe all Unarmed Civilian Peacekeeping operations since 1990. Link to the Mir Centre's database: <http://selkirk.ca/mir-centre-for-peace/unarmed-civilian-peacekeeping-database>. This database represents a starting point to try to capture a comprehensive picture into UCP activity. It is a living document so additions and suggestions are coming in frequently.



CfP: Activisms in Africa

The International Congress on Activisms in Africa seeks abstract proposals related to the subject of activism movements in the following areas: Human Rights Activism; Activism and Citizenship Exercise; Environmental Activism; Gender and LGBT Activism; Activism and Peasant Movement; Activism in Health. At this stage, authors interested in submitting an abstract proposal should include the following elements: Working Title; Author's name and institutional affiliation; Abstract with 1800 characters (with spaces) (in Portuguese or English); 3 to 5 keywords. The abstracts must be submitted by Sept. 30, 2016. Info: <http://cei.iscte-iul.pt/activismsinafrica/en/call-for-papers/>.



Peace Science Digest now available

The Peace Science Digest provides analysis and access to the top research in the field of Peace and Conflict Studies. Published monthly, it seeks "a mutually beneficial link between the field's academic community and its practitioners, the media, activists, public policy-makers, and other possible beneficiaries," and "is formulated to enhance awareness of literature addressing the key war prevention issues of our time by making available an organized, condensed and comprehensible analysis. We are creating a resource for the practical application of the field's academic knowledge. For more information and to view issues online, visit: communication.warpreventioninitiative.org.



Job Board

Assistant Professor, Department of Philosophy

University of Northern Colorado, Greeley, CO, USA

The Department of Philosophy at the University of Northern Colorado seeks a colleague who has a strong commitment to general undergraduate teaching and interests that complement those of our existing faculty. Collectively, our current faculty is broadly trained in Western philosophy with strengths in ethics, metaphysics and epistemology, and the history of ancient, modern and recent continental thought. We are committed to diversifying our philosophical curriculum and to exploring philosophical claims embedded in other disciplines and human pursuits. Enthusiasm for undergraduate teaching and bringing the benefits of philosophy to non-majors and general audiences is essential; the ability to offer upper-division courses suitable for cross-listing with other departments is desirable. This is a tenure track position with a 3/3 or 60% teaching load (with 20% of time dedicated to undergraduate advising and professional/community service, and 20% dedicated to scholarship). The successful applicant must have PhD in hand prior to the start date. Screening of applications will begin by September 15th and continue until the position is filled. For fullest consideration, applications must be received by November 1, 2016. Info: <http://philjobs.org/job/show/5326>

Peace Works Curriculum Specialist

Marquette University, Milwaukee, WI, USA

Marquette University Peace Works (MUPW) is a program operated by the Marquette University Center for Peacemaking. MUPW aims to reduce and even transform violence and other delinquent behaviors while encouraging the formation of peacemakers by a) training students in cognitive restructuring; b) reducing the number of disruptive behavioral incidents; c) transforming the individual student, and d) improving the qualitative climate of the community by skill-training youth and staff. MUPW is a modular training that teaches communication skills, active listening skills, critical observation skills, mediation techniques, anger management skills, self-reflection, self-centering and problem solving skills through games, exercises, group interaction, and reflection. This program helps youth learn practical skills for community building and peacemaking. We are recruiting a part-time (10-20 hours per week) temporary Curriculum Specialist. This individual will assist in the expansion of the Peace Works modules for middle school students and assist with development of Professional Development workshops for teachers and administrators. This is a grant funded, temporary position funded through December 19, 2016 with the possibility of extensions. The successful applicant will be familiar with the curriculum and methods to teach nonviolence and conflict resolution to youth. Info: <https://employment.marquette.edu/postings/6411>

Post-Doctoral Research Associate Posts (four available)

“Latin American Anti-Racism in a ‘Post-Racial’ Age”

Four researchers are needed to work on an ESRC-funded project, directed by Dr Monica Moreno Figueroa (University of Cambridge) and Professor Peter Wade (University of Manchester). The project starts on 1 January 2017 and is of 24 months duration. The project will hire four Research Associates, two based in the University of Manchester and two in the University of Cambridge. Each Research Associate (RA) will carry out 4 months of preparatory work in the UK, followed by 9-10 months of fieldwork research in one of Brazil, Colombia, Ecuador or Mexico. The RA will return to the UK for 10 months of analysis and writing in Manchester or Cambridge. The fieldwork will be led by the RA (working with the guidance of a local co-applicant and with support from a local research assistant) and will involve investigating organisations and individuals working in the field of anti-racism (including multiculturalism, racial-ethnic rights, affirmative action, etc.), using ethnographic and interview methods, as well as the analysis of legislation, texts, audio-visual material, etc. Info: <http://www.jobs.cam.ac.uk/job/10762/> and <https://www.jobs.manchester.ac.uk/displayjob.aspx?jobid=11861>

JOB AND INTERNSHIP RESOURCES (ONGOING)

The Kroc Institute for Int'l Peace Studies, University of Notre Dame Professional Development Resources. Comprehensive list of resources for openings in peace studies, and more. <http://kroc.nd.edu/professional-development-resources>

Center for Peacemaking/Conflict Studies, Fresno Pacific University. Up-to-date listing of jobs and opportunities in fields incl. peacebuilding, con.res. <http://peace.fresno.edu/rjjobs.php>

International Peace and Conflict Resolution, School of International Service, American University. Fellowships in peace and conflict resolution <https://www.american.edu/sis/ipcr/Jobs.cfm>

David J. Smith Consulting. Peace Jobs: A Student's Guide to Starting a Career Working for Peace (2016). <https://davidjsmithconsulting.com/peacejobs/>

United States Institute of Peace (USIP), Global Peacekeeping Center. Exploring Careers in Peacebuilding. <http://www.buildingpeace.org/exploring-careers-in-peacebuilding>

Heller School for Social Policy and Management, Brandeis University. Career resources, guides to fellowships, guides to academic jobs and more. <http://heller.brandeis.edu/coexistence/careers/career-resources/index.html>

Hampshire College. Careers. <https://www.hampshire.edu/pawss/career-and-internship-opportunities>

Peace & Collaborative Development Network (PCDN). Job, consulting, internship searches. <https://pcdnetwork.org/jobs/>

PJSA Job Board. www.peacejusticestudies.org/resources/jobs

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ThePeaceChronicle?

Distributed three times a year to members and friends of PJSA, this newsletter is a very cost effective way to reach a dedicated audience. Cost of advertising is \$100 for a quarter-page, \$200 for a half-page, and \$300 for a full page. Exchange offers will be considered as well.

To inquire about specs, or to place an ad, please contact us at:
info@peacejusticestudies.org

Events Calendar

<p>Peace and Justice Studies Association Annual Conference “Embracing Tensions to Create the World We Want” September 22-24, 2016 Selkirk College (BC); www.peacejusticestudies.org/conference</p>	<p>International Society for Language Studies 2017 Conference “Intersections of Peace and Language Studies” June 15-17, 2017 University of Hawai’i (Manoa, Honolulu, Hawai’i, USA) http://www.isls.co/conference.php</p>
<p>29th Annual Conference, Concerned Philosophers for Peace “Pacifism, Politics, and Feminism” St. Bonaventure University (Allegany, NY, USA) October 13-16, 2016 http://peacephilosophy.org/376/annual-conference</p>	<p>Remembering Muted Voices (World War I Symposium) “Conscience, Dissent, Resistance, and Civil Liberties” October 19-21, 2017 National World War I Museum (Kansas City, MO, USA) https://theworldwar.org/remembering-muted-voices</p>
<p>NOVA Institute for Public Service Seminar “Teaching About Global Conflict & Peacebuilding” Northern Virginia Community College (Alexandria, VA, USA) October 21-24, 2016 http://www.nvcc.edu/ips/peacebuilding/</p>	<p style="text-align: center;">NEW LISTS AND RESOURCES</p> <p>Following a robust discussion and exchange of suggestions on the PJSA listserv, Principle Pictures founder and GroundTruth Films Director Beth Murphy has aggregated a list of films (narratives and documentaries) focused on human rights, social justice, civil rights, nonviolent resistance, war and peace. Films can be sorted by subject/theme, country/event. Also included are links to watch/purchase the films and to educational materials to facilitate classroom and community discussion: https://docs.google.com/spreadsheets/d/10bpBO7Z-v4820MhVxtACVXw2JNrKAEBJcW53GE-v88s/edit#gid=0</p> <p>Additional resources such as this will appear on the PJSA website: www.peacejusticestudies.org/resources</p>
<p>Ahimsa Center Conference on Nonviolence “Giving and Forgiving” Cal Poly Pomona (Pomona, CA, USA) November 18-20, 2016 http://www.cpp.edu/~ahimsacenter/</p>	
<p>26th International Peace Research Association (IPRA) Conf. “Agenda for Peace and Development” November 27-December 1, 2016 University of Sierra Leone (Freetown, Sierra Leone) www.ipra2016.org/</p>	

Call for Essays: “Violent Extremism and Youth Recruitment” | Submissions Due: Jan. 15, 2017

Peace Review: A Journal of Social Justice announces its 29: 2 issue theme: Violent Extremism and Youth Recruitment. The issue will be co-edited by Jennifer Batton, Co-Chair, Global Partnership for the Prevention of Armed Conflict, Peace Education Working Group, and Juliette Shedd, Ph.D., Associate Dean for Administration and Assistant Professor of Conflict Analysis and Resolution at the School for Conflict Analysis and Resolution, George Mason University.

How are people, especially young people, influenced by hate groups to plan and initiate acts of terrorism? To understand the larger forces that motivate people to take such extreme measure, we need to closely examine the social structures that lead these youth to join these organizations and the ideological beliefs that motivate young people. What forms of recruitment efforts are most successful and what role can institutes of higher education play in helping address and prevent violent extremism?

This Special Issue of *Peace Review* will include a focus on prevention, intervention, and response, with an overarching emphasis on approaches such as community engagement, youth and community empowerment, and education. The Issue will review and highlight strategies that help build relationships in the community.

Some of the themes that will be considered include:

- How do groups radicalize members?
- What similarities are there between radicalization and gangs?
- Which youth are particularly vulnerable to violent extremism?
- What is the gendered component to radicalization?
- What are the root grievances among young people that fuel their participation in violent extremism? And what are the most effective approaches to address these grievances?
- What similarities are there between hate groups?
- What are the international responses to these issues?
- What are the domestic responses to these issues?
- What are the positive contributions of young people in peacebuilding processes (in different regions)?
- What kind of work are young people already doing to prevent violent extremism and promoting peace and nonviolence – especially through peace education?
- How can these PVE and CVE activities be strengthened/supported by higher education?

Both academics and practitioners are encouraged to submit essays that appeal to a wide readership. All submissions should be between 2,500-3,500 words together with a 1-2 line bio. For more information on submissions, visit: www.usfca.edu/arts-sciences/research/peace-review-journal/submission-guidelines



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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 will be held at Selkirk College in Nelson & Castlegar, British Columbia, from September 22-24, 2016 (see p. 4).

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!

PLEASE DONATE TODAY! (*secure, online, tax-deductible*): www.peacejusticestudies.org/donate



In 2005, PJSA entered into a partnership with BCA Abroad 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, visit the BCA Abroad 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. 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.hecu.org.



In November 2008, PJSA partnered with the Center for Global Education and Experience (CGEE) at Augsburg College to add another scholastic membership benefit. This new partnership will offer discounts to individual members 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 customized programs. Since 1979, the CGEE 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.



THE PEACE CHRONICLE IS NOW PAPERLESS! NO TREES WERE HARMED IN THE MAKING OF THIS DOCUMENT...