

The PEACE CHRONICLE

The Newsletter of the Peace and Justice Studies Association



Onward!

Organizing, Educating, & Acting Through Uncertain Times

INSIDE THIS ISSUE:

News, views, visions, and analyses on the difficult work of making change...

Letters from our outgoing co-chair & incoming co-chair, reflections on the elections, 2016 Conference report...

Plus...

PJSA statements defending academic freedom, featured program highlights, & member-submitted articles, updates, news, job postings, events and more



Winter 2016 - Spring 2017

| | |
|--|----|
| Letter from the Outgoing Co-Chair | 3 |
| welcome from our New Board Co-Chair | 6 |
| The Director's Cut..... | 7 |
| Truth to Power..... | 7 |
| Reflecting on the 2016 Conference | 8 |
| Statements Supporting Academic Freedom | 9 |
| Member Submissions | 13 |
| Program Highlight..... | 22 |
| Events & Jobs | 26 |
| Jobs and Resources | 21 |



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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

Editor
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 OUTGOING CO-CHAIR

I write this from 33,000 feet above the Atlantic, on my way home from a truly wonderful International Peace Research Association (IPRA) conference in Sierra Leone – the first major conference this country has hosted since the Ebola epidemic. We were thanked by numerous people for being there, which they hope will contribute to reviving the country's tourism industry, which is an increasingly important part of the economy, given the decline in diamond mining and the currently low price of iron ore. Coming to this country at this time, was an appropriate move on the part of IPRA, which is the only worldwide professional association for peace scholars. The conference was rich simply from the cross fertilization of scholars from around the world, but it was made much deeper by the fact that panels on transitional justice, and reconciliation, etc. were being conducted in a post-conflict country, located in proximity to several other post-conflict countries. The huge presence of local practitioner-scholars deepened the conversations and focused all of our minds as to the importance and necessity of peace and justice scholarship.

PJSA is the North American affiliate of IPRA. At this meeting a new slate of North American representatives to IPRA's governing council was elected, and I am happy to report all are active PJSA members: Matt Meyer, Linda Groff, Wim Laven and myself. We are committed to working with Nurana Rajabova, PJSA's new board liaison to IPRA, and with the amazing five person IPRA team that works at the United Nations in New York city. In the coming year we plan to do more to inform PJSA members about IPRA's great work and the opportunities for publishing and global networking that its many commissions provide.

As I step out of the role of PJSA co-chair, let me take a moment to thank all PJSA members for allowing me to serve in this capacity for the last six years – it has been an amazing opportunity from which I have grown personally. More importantly I hope I have contributed, at least a little, to helping develop PJSA. As I think back on this time I am proudest of four things. First, in these six years, with the help first of

Joanie Connors, followed by the wonderful leadership of Laura Finely, aided by Michael Minch, PJSA now has an extremely active publishing committee, that edits a book series, publishes occasional policy papers, and oversees our contribution to Peace and Change.



Second I was privileged to step into the co-chair role just in time to help PJSA become a truly bi-national organization with Canada. This idea was already underway when I took over, but turning that dream into a reality required consistent intentionality and attention to detail. This work has paid off as we now have a sizable number of Canadian members and solid Canadian representation on the PJSA board, including of course my wonderful co-chairs, currently Edmund Pries, who followed Rick McCutcheon into that position. And we have a conference rotation schedule that brings us to Canada every third year. We thus have a strong relationship with our Canadian members who are now developing PACS-Can, the academic association for Canadian peace scholars which will allow them many new possibilities, even as we continue to work together across national boundaries – something that may become increasingly important in the years ahead as the political landscape in the US perhaps undergoes enormous changes.

Third, it was exciting to oversee the process that led PJSA to become only the 3rd professional association in North America to endorse the Boycott, Divestment and Sanctions (BDS) movement. We did this carefully and thoughtfully – designing a very deliberate and consultative process – so when we made that decision, we were the first organization to do so by consensus. Our process was examined by those who came after us for a model of how to do this well, thus allowing more mainstream associations to also take this risky step.

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>



LETTER FROM THE OUTGOING CO-CHAIR

Fourth, in the months directly following the police killing of Mike Brown, we gave our first mini-grant – to the Truth Telling Project for Ferguson and Beyond (TTP). Though PJSA is always strapped for funds, we took the important step to help provide critical funds and people power when this initiative was launched by PJSA board member David Ragland. In the months leading up to that decision the Diversity Committee of the board had been discussing what it means to be an anti-racist (as opposed to merely a non-racist) organization. Thus when the protests erupted we were poised to act. This timely act of solidarity was helpful to provide the support that enhanced the credibility and national awareness of the TTP. Now, two years later, TTP is poised to publish some amazing materials to help people better understand the structural, cultural and direct violence that has spawned the Black Lives Matter Movement. Check out their website at thetruthtellingproject.org and consider giving a donation to help with the final development of these wonderful new teaching materials.

In short, in these last six years we have begun to act on some of the core principles at the heart of peace studies scholarship.

Before closing let me also send a huge thank you to Randall Amster, whose tenure as ED overlapped with my own. His hard work, intelligence, and boundless energy made it very easy to serve as board co-chair. And it is with real joy that I was able to be part of the process that brought Michael Loadenthal to us as our new ED. Like Randall, he comes to the position with much practical experience, incredible energy, a keen mind and some wonderful ideas for developing the work of PJSA in new ways around youth and publishing. And another big thank you goes out to Randy Janzen, and all of the wonderful people at Selkirk College, and in the wider Castlegar-Nelson

communities for an amazing conference that highlighted the voice of indigenous people in Canada and Guatemala. From them we learned inspiring lessons about what the work of reconciliation looks like -- not only reconciliation between the dominant culture and the communities it has oppressed, but also amazing wisdom about how intra-community reconciliation must also be carried out to create just and whole communities moving forward. Those who were able to make the long trek to this tiny community came away truly inspired by the wisdom being exhibited by these leaders in their transformative justice work.



I now will move into a new board role, Liaison to Academic Programs, with the goal of making sure that all of the major peace and justice studies program in the US become institutional members of PJSA, so that we can continue to advance the field as only a professional association can do: we are stronger together and in this new political era we are going to need these connections and our collective strength and wisdom more than ever. Thus, I hope those of you who are in such programs will join me in this task. And all members, please do renew your membership if it has lapsed, and if you do have an end of year giving tradition please do remember PJSA.

With gratitude to all for your constant faith that together we can create the world we want.

- **Cris Toffolo**

Help PJSA Survey the Field of Peace & Conflict Studies: Participate Today!

PJSA is partnering with the Global Campaign for Peace Education & the International Institute on Peace Education (IIPE) to conduct a survey of peace & conflict studies programs. We strongly encourage PJSA members representing academic programs to complete this survey. The information you provide will help us to build an online program directory and provide analysis of enrollment trends useful for program development and assessment. You can complete the survey at: www.peace-ed-campaign.org/peace-studies-survey/.

The purpose of this survey is: 1) to contribute to the development of an online directory of programs being developed by PJSA, and 2) to gather enrollment data and other evidence demonstrating student demand for studying and pursuing degrees in the field. Our intention and hope is that this data will be useful in support and justification of the development of new programs and review of existing programs. This generalized survey is designed to gather data from a wide range of institutions (from large public universities to community colleges) and a diversity of academic degrees including graduate and undergraduate minors, concentrations, majors and certificates. **Contact: Jenkins@i-i-p-e.org**

Announcing our 2017 conference...

MOVING...

From Civil Rights to Human Rights

The Peace and Justice Studies Association

invites you to our annual conference

October 25-28, 2017

at

University of Alabama at Birmingham

Birmingham, Alabama

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

The Peace and Justice Studies Association Conference Committee invites you to its 2017 Annual Meeting. As peace scholars, educators and activists, we are challenged to rise up and present a new vision, a new strategy, a new engagement of our culture that will create new relationships and a Movement of Justice and Peace for the 21st Century. The New will not bypass the Old, but will build upon it, bringing wisdom, insight, passion and determination that will carry us forward.

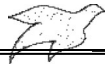
Come to Birmingham to discover the Movement that was.

Come to Birmingham and build the Movement of the Future

More information regarding proposal submissions in the coming months. Submissions may propose various formats, including papers and research presentations, roundtable discussions, teaching and/or skills-building workshops, poster sessions, panels, films, and creative works using a variety of means. Submissions from teachers, activists, youth, and first-time presenters as well as academics are welcome. If you have any questions, please contact us at: **info@peacejusticestudies.org**.

For more info, please visit: www.peacejusticestudies.org

WE LOOK FORWARD TO SEEING YOU AT THE CONFERENCE!



WELCOME FROM OUR NEW BOARD CO-CHAIR!

It is with great pleasure that I write to introduce myself as the incoming Co-Chair of the Board. Although I know many of you from previous years and PJSA roles, I am excited to have been elected to serve with my Co-Chair, Edmund Pries, and to work with our energetic new Executive Director Michael Loadenthal. I am also thankful to Cris Toffolo for her years of leadership, as well as to Randall Amster for his tireless devotion to PJSA for the past eight years. I had hoped to get into my new role at the fall conference but unfortunately, work obligations prohibited me from attending what was clearly a wonderful weekend in an amazing setting. Kudos to Randy Janzen & his team for their work!

By way of brief introduction, I started my career as a high school social studies teacher & am currently an Associate Professor of Sociology & Criminology at Barry University in Miami. I am actively involved with a number of local, state, national &, with PJSA, binational, organizations, all focused in some way on peace, justice, & human rights. A particular emphasis for me is the prevention of dating & domestic violence. Like so many in our organization, I like to write & have authored a number of academic books, chapters, & journal articles but am also a frequent contributor to *PeaceVoice* & other media outlets. I am the proud mother of an amazing activist daughter & an avid adventurer who loves to costume myself whenever possible!

More seriously, it is indeed a challenging time for us "peace people." The recent contentious election in the U.S. & the resulting election of Donald Trump, is indicative of some of the concerns we face in trying to create a world that is peaceful & just. The U.S., & perhaps to a lesser degree our neighbors to the north, continue to have problems with racial injustice, excessive use of force by police, oppressive criminal justice policies, inadequate educational systems, deprivation of those who are already marginalized by society, unresponsive governments & more. Many people I know feel angry, misunderstood, voiceless & even hopeless. But these challenges remind me of

precisely why PJSA is so important. I'd like to share my PJSA "birth story" as a reminder to all of us why we love this organization.

I used to attend & present at many academic conferences in my field, & while I always learned some things & met some interesting people, too often they were rather boring. The structure was always the same, & if one more person read his or her paper to me from a powerpoint I am sure I would have lost it. And then I found PJSA. Far different in its approach, PJSA was not only informative but inspirational. And, for me, always fun! It was PJSA that helped me connect to peers doing creative & important work in their communities, not just writing & speaking about it. I love that PJSA has introduced me to new friends from Canada & from many other countries & backgrounds, all of whom bring new & interesting perspectives. As a lifelong educator who (like many of you, I imagine) has taught in a variety of capacities & to groups of all ages & sizes, I appreciate that PJSA conferences & our vibrant listserv will always offer something that will enhance my teaching ability.

In these difficult times, PJSA & its members give me hope. This organization helps provide us with a powerful voice & an opportunity to stand in solidarity with those marginalized groups. PJSA helps us channel our dissatisfaction into informed, strategic, nonviolent action.

To conclude, I look forward to working with our Board, our ED, & our members. If your membership is not up-to-date, I implore you to renew it so that we can have all the possible resources that will help us advance our work at our disposal.

Please do not hesitate to reach out to me with ideas & concerns. And, if any our colder climate members ever find themselves in need of a warm up in South Florida, please look me up!

Peace: **Laura Finley** (lfinley@barry.edu)



PJSA BOOK SERIES

Peace Studies: Edges and Innovations - Cambridge Scholars Publishing

The series focuses 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. Inquiries about proposals should be sent to: **Dr. Michael Minch at mminch@uvu.edu**.



*THE DIRECTOR'S CUT***To Throw the Bath Water Out With the Baby**by **Michael Loadenthal**, *PJSA Executive Director*

It is with a heavy burden that I sit down to write my first of what I hope will be many 'letters from the Executive Director.'

Certainly I am elated, energized, and humbled to have been selected by those within PJSA to help herald the Association into the future, but as so much has changed in the five months since I began, one wonders where to even begin. As Director, I have some degree of influence as to how our Association allocates its energies, and it is in this task that we construct our own history.

I have struggled against the urge to use this space to catalog the challenges which certainly lie ahead; to speak of the startling incarceration statistics, the ever-expanding map of Western-led proxy wars fought in the name of 'counter-terrorism,' the growing stench of authoritarianism and the erosion of democratic values, rising economic inequality, declining food security, and rapidly changing climates. Certainly we have all read, written, and wrung our hands discussing the realities of living, learning, and organizing in an era marked by rising hate crimes, institutionalized nepotism, and the declining value seen in truth, facts, science, and measured debate.

This is the state of our world near the end of 2016.

Unlike many allies and colleagues, I was not surprised by the results of the recent election. Like many, I watched the polls come in with a nauseated sense of dread, not because 'my candidate' was not winning, but precisely because of what was being demonstrated for a global audience. For me it was a confirmation of what I had know was coming for some time: the electoral expression of disenfranchisement, the normalization of xenophobia, the fascination with celebritydom, and an electorate trying to vote in change through whatever means necessary.

While some may jump to call it simplistic, I read the vote that shocked a nation as an endorsement of systemic change—albeit a version of change predicated upon the reactionary politics of misogyny, Islamophobia, narcissism and a fetishization of extreme wealth and the security of a single nation-state at the expense a global community.

For so many, it seems as if all they really wanted was a change, and with pundits and talking heads surgically framing the contest as one between the status quo and a populist revival, the choice was not hard.

Like so many, my gut told me to demonize, blame, and mock the nearly 63 million citizens that cast their ballots for the President Elect, but in the echo chambers and reverberating silos we inhabit, this only leads to further divisions. The fact is, it is far easier to explain to our children, students, and colleagues that the election is the proof of the nation's racism, and its willingness to sacrifice liberty for security, but this is only scratching the surface.

The challenges that exist on our horizon are not new, though their may feel unprecedented. Our challenges are many. We must ensure we can build networks of sanctuary for those targeted with deportation, to ensure the continuation of safe and legal reproductive and sexual healthcare, to oppose newly invigorated threats to civil liberties and expanded militarism.

We must resist the urge to leap without looking, and instead, focus on unmasking the structural violence that helped to usher in change in whatever form it was offered. We must work to clarify that the new administration may be distasteful, but it is the *institutions*, not their figureheads that require real change. I am reminded of the words of Michel Foucault, who in a 1971 discussion with Noam Chomsky said:

"The real political task in a society...is to criticize the workings of institutions that appear to be both neutral and independent, to criticize and attack them in such a manner that the political violence that has always exercised itself obscurely through them will be unmasked, so that one can fight against them."

Our task is not to react, but to build. To build up our communities, to build up our homes, and to build real power, not just politics.

This is the work we have ahead of us. Not to build for the next election, nor for the next protest, but to quote the Zapatistas nearly twenty years ago, to build for a new world where many world can fit.

In defiant optimism:

Michael Loadenthal

Visiting Professor of Sociology & Social Justice, Miami University of Oxford
(Michael@peacejusticestudies.org)



Reflections on the 2016 PJSA Conference, Selkirk College (Nelson, BC)

Warm greetings to all from Selkirk College in British Columbia. It was a genuine privilege to host the 2016 PJSA conference. I know many people in our community were excited about this opportunity. Although it is now almost 2 months after the event, I still have people approach me on the street, send emails and even write letters to express their gratitude to be able to participate in a conference of this calibre in their own backyard. Firstly, the conference gave students and others in our community the opportunity to present their research and ideas to a formal audience. Secondly, many people were excited to learn from scholars and educators from every part of the continent and beyond. Finally, I know that connections were made and relationships were established. I spoke with one of our local Cree elders this past weekend who provided an opening for one of the evening peace cafes. She expressed her gratitude for the opportunity to be able to connect with such great like-minded people from beyond our region.

The theme for this year's conference was "Embracing the Tension to Build the World we Want". This was an invitation for scholars, activists and educators to engage in discussion on how we work for peace and justice within the system through dialog and cooperation, versus how we work for peace and justice against the system through methods like civil disobedience, protests and other forms of nonviolent action.

Our opening keynote speaker, Wab Kinew, spoke about building the world we want through reconciliation – an authentic and sometimes uncomfortable process that ultimately brings people closer together in relationships built on peace with justice. Wab's message was delivered with humor, poignant personal stories and critical analysis of historical and current events. One person from our community phoned me after the conference to say that she was so inspired by Wab's keynote that she is now investigating graduate programs in peace and justices studies.

On the second day of the conference, we listened to two Selkirk College students who participated in the concurrent youth conference. The youth conference theme was "Strengthening our Relations through

Indigenous Youth Leadership". It was very exciting for PJSA to partner with Indigenous youth in our region and to hear them report back to the main conference participants. The audience listened intently as we heard about the struggles of Indigenous youth in post-secondary education and also about the many successes that have occurred in recent years as a result of collaborations between institutional and student voices to achieve a culture where people are working hard to de-colonize curriculum and landscape.



Our final evening started with a terrific traditional Doukhobor dinner, which highlighted the simple lifestyle, pacifist principles and importance of community (not to mention choral music) for the Doukhobor community that constitutes an important component of the regional landscape. The evening ended with our final keynote – Sandra Moran. Sandra's grassroots activism during Guatemala's civil war necessitated her to flee her home country and seek refugee status abroad. Decades later, however, Sandra's work for peace and justice has transformed as she has recently been elected as a member of Guatemala's congress. Her dynamic speaking style inspired all as she recounted her journey from an "outsider" activist who agitated from the grassroots, to a member of government, who has managed to win over very influential groups to become partners for change.

For conference planners, it is sometimes inevitable that we get caught up in planning details, budget spread sheets and behind-the-scene crises that ultimately result in our inability to participate in many of the actual events and panels. At this point, it is great to be able to relax a bit, reminisce on great connections with old friends and new relationships, and anticipate next year's conference in Birmingham. I hope to see you all next year!

- Randy Janzen,

Chair of the Mir Center for Peace at Selkirk College & PJSA 2016 conference committee chair

PJSA Supports Academic Freedom & Opposes Harassment of Member

09/27/2016

Dear President Ettlting, Provost Liszka, and Dean Buckser (State University of New York, Plattsburgh):

We write on behalf of the Peace and Justice Studies Association (PJSA, www.peacejusticestudies.org) to express our grave concern about the campaign of harassment being waged against Simona Sharoni, professor of Gender and Women's Studies at SUNY Plattsburgh and a member of PJSA, which threatens her safety and well-being as well as her free speech and academic freedom rights. This campaign, which now includes a request under New York State's Freedom of Information Law (FOIL) that SUNY Plattsburgh make available records relating to Professor Sharoni's hiring, employment and academic activities, appears intended to intimidate and ultimately silence her because of her public support of the Boycott, Divestment and Sanctions (BDS) movement. We call upon the university to exercise its responsibility to protect Professor Sharoni's right of free speech and to defend her academic freedom.

Following an interview conducted on March 5, 2016, in which Professor Sharoni expressed her support of the BDS movement, an inflammatory campaign of tweets and email messages was launched against her, including threats to her physical safety. On April 28, 2016, Professor Sharoni contacted a number of university leaders, including SUNY Plattsburgh's president and provost, the dean of the Faculty of Arts and Sciences, the chair of the Faculty Senate and officers of the faculty union to inform them about these threats and to ask that the university publicly affirm its commitment to academic freedom and to the protection of the safety and well-being of all its students and employees. Dr. Sharoni has indicated to PJSA that these threats, and the university's failure to issue a statement in support of her academic freedom, have rendered it difficult for her to pursue scholarship on these contentious issues.

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. Like a growing number of academic associations, PJSA has officially endorsed the BDS movement. We wholeheartedly support Professor Sharoni in her work and scholarship. Unfortunately Professor Sharoni is not the only member of our association or other academic association who has been targeted for their work for Palestinian human rights. There is a climate of hostility in the U.S. academy today that

threatens many scholars working on Israel-Palestine. This only makes our commitments to academic freedom all the more critical

It appears to us that these FOIL requests are part of the continuing campaign to harass and intimidate Dr. Sharoni because she has expressed certain political views. We believe that everyone should be free to express their views on the Israeli-Palestinian conflict as on any other issue of public concern without fear of harassment, intimidation or sanction. We also believe that SUNY Plattsburgh has a clear responsibility to defend Professor Sharoni and all of its other employees from threat and intimidation, in keeping with the constitutionally protected right of free speech and with the principles of academic freedom.

We believe strongly that attacks on academic freedom in any country, including the United States, must not be allowed to stand. Dr. Sharoni's academic freedom has been compromised in this instance. We therefore urge you to support her by issuing a public statement condemning threats against her and stating her right to conduct research and public engagement on these issues in an environment free from fear. We also urge you to consider carefully which documents are exempt from FOIL requests and to weigh seriously the interests of academic freedom against the interests of the requesters, in particular in cases such as this, when the goal seems to be only intimidation. We call on SUNY Plattsburgh's leadership to publicly and vigorously affirm its commitment to the principles of free speech and academic freedom as well as its intention to defend Professor Sharoni and other faculty members against harassment and threats by politically motivated individuals and groups based outside the university community.

If you have any questions about this statement or PJSA's support of academic freedom, please do not hesitate to contact us.

Sincerely,

Dr. Laura Finley, Co-Chair, PJSA & Associate Professor, Barry University

Dr. Edmund Pries, Co-Chair, PJSA & Assistant Professor, Wilfrid Laurier University

Dr. Michael Loadenthal, Executive Director PJSA





Threats to Academic Freedom & Higher Education in Turkey

[PJSA Editorial Note: *After a formal vote of the Board of Directors of the Peace and Justice Studies Association, on 17 August 2016 the Association signed the letter issued by the Middle East Studies Association in response to a wave of repression in Turkey following the attempted coup of 15 July 2016.]*

Signed by: Academic Engagement Network, African Studies Association, American Academy of Religion, American Anthropological Association, American Association of Geographers, Executive Committee of the American Comparative Literature Association, American Council of Learned Societies, American Folklore Society, American Historical Association, American Library Association, American Philosophical Association, American Musicological Society, American Society for Environmental History, American Sociological Association, American Studies Association, Association for Middle East Women's Studies, Association for Slavic, East European, and Eurasian Studies, Association for the Study of Law, Culture and the Humanities, Association for the Study of the Arts of the Present, Association of College & Research Libraries, British International Studies Association, British Society for Middle Eastern Studies, Executive Committee of the California Scholars for Academic Freedom, College Art Association, Economic History Association, European Association for Middle Eastern Studies, European Association of Social Anthropologists, European Network for Cinema and Media Studies (NECS), Executive Board of the European Society for Translation Studies, German Middle East Studies Association (DAVO), German Studies Association, Gingko Library, International Center for Medieval Art, International Courtly Literature Society, International Society for Third-Sector Research, Italian American Studies Association, Italian Society for Middle Eastern Studies (SeSaMo), Latin American Studies Association, Law and Society Association, Linguistic Society of America, The Medieval Academy of America, Middle East Studies Association, Modern Language Association, National Communication Association, Organization of American Historians, Ottoman and Turkish Studies Association, Peace and Justice Studies Association, Political Studies Association, Société Française de Littérature Générale et Comparée, Society for Cinema and Media Studies, Society for Classical Studies, Society for Ethnomusicology, Society for Literature, Science, and the Arts, Society of Architectural Historians, Society of Biblical Literature, Southeastern Medieval

Association, TESOL International Association, West African Research Association, Western Society of Criminology, World History Association

The above listed organizations collectively note with profound concern the apparent moves to dismantle much of the structure of Turkish higher education through purges, restrictions, and assertions of central control, a process begun earlier this year and accelerating now with alarming speed.

As scholarly associations, we are committed to the principles of academic freedom and freedom of expression. The recent moves in Turkey herald a massive and virtually unprecedented assault on those principles. One of the Middle East region's leading systems of higher education is under severe threat as a result, as are the careers and livelihoods of many of its faculty members and academic administrators.

Our concern about the situation in Turkish universities has been mounting over the past year, as Turkish authorities have moved to retaliate against academics for expressing their political views—some merely signing an “Academics for Peace” petition criticizing human rights violations.

Yet the threat to academic freedom and higher education has recently worsened in a dramatic fashion. In the aftermath of the failed coup attempt of July 15-16, 2016, the Turkish government has moved to purge government officials in the Ministry of Education and has called for the resignation of all university deans across the country's public and private universities. As of this writing, it appears that more than 15,000 employees at the education ministry have been fired and nearly 1600 deans—1176 from public universities and 401 from private universities—have been asked to resign. In addition, 21,000 private school teachers have had their teaching licenses cancelled. Further, reports suggest that travel restrictions have been imposed on academics at public universities and that Turkish academics abroad were required to return to Turkey. The scale of the travel restrictions, suspensions and imposed resignations in the education sector seemingly go much farther than the targeting of individuals who might have had any connection to the attempted coup.

Threats to Academic Freedom & Higher Education in Turkey

The crackdown on the education sector creates the appearance of a purge of those deemed inadequately loyal to the current government. Moreover, the removal of all of the deans across the country represents a direct assault on the institutional autonomy of Turkey's universities. The replacement of every university's administration simultaneously by the executive-controlled Higher Education Council would give the government direct administrative control of all Turkish universities. Such concentration and centralization of power over all universities is clearly inimical to academic freedom. Moreover, the government's existing record of requiring university administrators' to undertake sweeping disciplinary actions against perceived opponents—as was the case against the Academics for Peace petition signatories—lends credence to fears that the change in university administrations will be the first step in an even broader purge against academics in Turkey.

Earlier this year, it was already clear that the Turkish government, in a matter of months, had amassed a staggering record of violations of academic freedom

and freedom of expression. The aftermath of the attempted coup may have accelerated those attacks on academic freedom in even more alarming ways.

As scholarly organizations, we collectively call for respect for academic freedom—including freedom of expression, opinion, association and travel—and the autonomy of universities in Turkey, offer our support to our Turkish colleagues, second the Middle East Studies Association's "call for action" of January 15, request that Turkey's diplomatic interlocutors (both states and international organizations) advocate vigorously for the rights of Turkish scholars and the autonomy of Turkish universities, suggest other scholarly organizations speak forcefully about the threat to the Turkish academy, and alert academic institutions throughout the world that Turkish colleagues are likely to need moral and substantive support in the days ahead.



Announcements from Members

During the week of June 19-23, 2017, the University of Notre Dame's Kroc Institute for International Peace Studies and the United States Institute of Peace will seek to assist faculty in launching and expanding Peace Studies programs.

The 9th Annual Summer Institute for Faculty in Peace Studies Program Development will carry the theme "Teaching Peace in the 21st Century."

More information is available on the Kroc Website at <http://kroc.nd.edu/>.

Heather Eaton and Lauren Michelle Levesque recently published an edited volume with Equinox Publishing titled: *Advancing Nonviolence and Social Transformation: New Perspectives on Nonviolent Theories*. The book brings new perspectives on nonviolence to specific social, political, ecological and spiritual issues.

Through expanding nonviolent theories in relation to social resistance, religion, ecology, gender, the arts and education, it allows specialists and nonspecialists to see the importance and growing relevance of nonviolence for social transformation. *Advancing Nonviolence and Social Transformation* will be useful to anyone working in the theories and practices of social change. Dr. Eaton is a Full Professor in Conflict Studies at Saint Paul University, Ottawa, Canada. Dr. Levesque teaches and publishes in the areas of music, nonviolence and social change.



NEW MEDIA SPOTLIGHT

Peace Science Digest

Imagine peace research made available in an accessible, understandable and useful manner. As with most scientific communities, the slow migration of academic knowledge into practical application becomes a limiting factor of a field's growth, impact and the overall effectiveness of its practitioners. Similarly, the expanding academic field of Peace Science produces high volumes of significant research that often goes unnoticed by the many possible beneficiaries.

To address this information gap, the War Prevention Initiative created the Peace Science Digest to provide access and useful analysis of the top research from the field of Peace and Conflict Studies. Published bi-monthly, the Peace Science Digest is formulated to enhance awareness of literature addressing key issues relating to war and peace by making available an organized, condensed and comprehensible analysis of the field's scientific research. In doing so, we aim to create a resource for the practical application of our field's valuable academic knowledge, and provide a mutually beneficial link between the field's academic community and its practitioners, the media, public policy-makers and other possible beneficiaries.

We recently completed the first volume of the Peace Science Digest which includes six standard issues and two "Special Issues" highlighting research on Peace Education and Resource Conflict. Each issue of the Digest includes five useful and accessible analyses of important

academic research, how the research relates to current events, key talking points, and ideas on practical implications.

We are constantly seeking feedback and suggestions on how best to spread this free resource to larger audiences. Please let us know if your organization, university, friends or family would be interested in receiving copies. For more information about the Peace Science Digest, as well as our free catalogue of past issues, please visit us at:

Communication.WarPreventionInitiative.org.



Canadian School of Peacebuilding 2017

We are gearing up for our 2017 Canadian School of Peacebuilding! Come and join us in Winnipeg, Manitoba, Canada this June for another year of relationship building and peacebuilding training. We offer 5-day intensive courses that are available for professional development, personal inspiration, or academic credit. CSOP is a learning community of diverse peacebuilders who come together to learn, network and engage in peacebuilding. It is a great opportunity for peacebuilders from all faiths, countries and identity groups. Everyone is welcome!

This year's courses take place over the following two weeks in June:

June 12 – 16, 2017: **1)** Journalism and Peacebuilding, with instructor David Balzer, **2)** Expressive Trauma Integration: Caregiving and Conflict Transformation, with instructor Odelya Gertel Kraybill, **3)** Exploring the Refugee Challenge, with instructor Stephanie Phetsamay Stobbe

June 19 – 23, 2017: **1)** Human Rights and Indigenous Legal Traditions, with instructor Val Napoleon, **2)** Gender and Violence: Theology and Peacebuilding, with instructor Carol Penner, **3)** Practices for Transforming the Peacebuilder, with instructor Ron Kraybill, **4)** Agroecological Peacebuilding: Becoming People of the Land, with instructors Cathy Campbell, Martin Entz, and Kenton Lobe, **5)** Peace Resources in Islam and Christianity, with instructors Mohammad Ali Shomali and Harry Huebner

Find more information about registration, course descriptions, and other peace resources at our website: csop.cmu.ca & feel free to contact us at csop@cmu.ca if you have any questions!

Member Submissions: Peace Language Activities in Teacher Education

Peace Language Activities in Teacher Education: A Transformational Study in an Argentine Setting

- **María M. Olivero**, Teacher Educator, National University of Río Cuarto, Argentina and Ph.D. Candidate, University of South Florida
- **Rebecca, L. Oxford**, Distinguished Scholar-Teacher and Professor Emerita, University of Maryland, and Peace Author

This article starts with extensive reflections by María M. Olivero, doctoral student at the University of South Florida and teacher educator in Argentina. It concludes with comments by Rebecca L. Oxford, her friend, mentor, and author of two books on peace.

Reflections of María Matilde

The idea of incorporating peace language activities into an Argentine educational setting arose after attending Dr. Oxford's 2015 conference presentation on using peace activities in language teacher education. It was the American Association for Applied Linguistics Conference in Toronto. On that cold, blustery day in Canada's early spring, I made a decision that changed my life and that will, over future years of effort, positively affect many pre-service language teachers and their students in Argentina.

I have always been committed to searching for ways to foster teacher development and to strengthen efforts that would help prospective teachers make a major difference in society. In addition, I have always wanted to promote peace. Inspired by Dr. Oxford's presentation, I expressed to her my deep interest in working to integrate peace activities into a teaching practicum for pre-service teachers of English as a Foreign Language

(EFL) at Argentina's National University of Río Cuarto, where I teach. (I am earning my doctorate in the United States but doing my dissertation research at my university in Río Cuarto. I will be going back to my long-standing position in Río Cuarto after graduating.) Dr. Oxford agreed to help me, and I was thrilled to know that a peace initiative would become the centerpiece of my doctoral dissertation. This brief article describes our effort.

My intervention in the EFL teaching practicum course was framed within *the language of peace*, a holistic teaching approach proposed by Oxford (2013, 2017). Oxford proposes teaching the language of peace explicitly in language teacher education courses (and other educational venues) with the intention of fostering peace in multiple dimensions. Her goal is to help people create harmony within themselves; with other individuals; across groups, nations, and cultures; and between themselves and the environment. This multidimensional approach is partly inspired by Boulding's (2000) concept of cultures of peace.

Given the powerful role that the English language plays internationally, such an approach becomes especially important in the field of teaching EFL. Following Kruger (2012), professionals in the field of teaching English to speakers of other languages (TESOL) "should be at the forefront of promoting peaceful interaction" (p. 17). In the Argentine EFL context of the study, this approach has very special relevance. The Ministry of Education has mandated that a key goal for teaching and learning foreign languages in primary schools and high schools in Argentina is the promotion of international peace. We think this should be the goal for language education in all countries.



Member Submissions: Peace Language Activities in Teacher Education

We have called the activities used during the intervention *multidimensional peace language activities (MPLAs)*, referring to activities involving verbal and nonverbal forms of language used to reflect, express and/or expand peace in any of six dimensions, including inner, interpersonal, intergroup, international, intercultural, and ecological. In the teaching practicum courses at the university, the MPLAs were carried out through experiential learning, involving cognition, physical movement, social interaction, emotional awareness, consciousness-raising discussions, and self-reflection. We adapted many of MPLAs from Oxford (2013, 2017), and we decided to design others specifically for this study. While some of the peace activities involve nonverbal forms of language, others can be used to practice English language skills in reading, writing, speaking, listening, and pragmatics. Most activities were designed for teacher education courses and meant to be used with adults, although many of the activities also have pre-planned adaptations for incorporating peace teaching into language classes for students of many ages in the schools.

Through a research design consisting of multiple case studies and narrative inquiry, the study has involved gathering in-depth data on four prospective teachers' beliefs and emotions about peace and about the peace language activities. Data were gathered in three phases throughout the semester: before, during, and after their practicum experience. Data sources included interviews, journal entries, lesson plans, field notes from classroom observations, and narrative frames. Thematic and content analysis were employed. Although we are still in the process of data analysis, the results to date show us that we should anticipate several potential benefits from the study.

It has already become clear that the activities have helped each pre-service teacher develop a

more peaceful professional self. The practicum course tends to be a highly emotional experience (Johnson & Golombek, 2016), and the activities designed to foster inner peace appear to have helped future teachers reduce negative emotions and enhance positive ones, leading to well-being and better decisions. The self-reflection that was so important in the practicum experience has emerged as a key component for transformation and teacher development. The peace-fostering practicum offered prospective teachers meaningful models of teaching to prepare future generations to be more peaceful, ethical citizens. The study has thus far revealed that language teacher educators can help pre-service teachers understand the role of the language of peace for the cultivation of harmony within the person, among acquaintances and groups, between different nations and cultures, cultures, and between humans and the environment. Moreover, we believe that through this study pre-service teachers will be encouraged to use activities to enhance peace in their own EFL classrooms. We expect that this study will be informative for any teacher educators who would like to transform their practices and embrace approaches that aim at fostering teacher development by focusing on the whole person.

A few words from Rebecca

Many more details (research questions, literature review, methods, results, and research-related and pedagogical implications) will be presented at upcoming international conferences and in journal articles.

If any readers want to receive such details directly, please contact mmolivero83@hotmail.com or rebeccaoxford@gmail.com.

Member Submissions: Peace Language Activities in Teacher Education

The principles, practices, and multidimensional peace language activities mentioned here are highly relevant to foreign language teacher education and foreign language teaching in all parts of the world. However, they are also germane to many other educational areas as well. Adaptations could be made for using the activities in teaching (or teacher preparation) in literature, language arts, drama, sociology, psychology, political science, music, art, and many other fields, possibly including science and technology. Of course, peace language activities would be natural for general courses in peace education and conflict resolution. Work would be needed for adaptations to various sites and situations, but it would be exciting and valuable.

Our set of multidimensional peace language activities has become an expanding treasure house of targeted, principled options for teaching peace. We do not have all the answers, but we have activities to share with others who would like to try them out or adapt them. Our greatest hope would be to form an international research group or team interested in teaching peace via teacher education (or other aspects of education) in holistic, experiential ways. To us, developing a deep understanding of peace and a passion to create peace is a transformational adventure of the whole self, working together with others.

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Member Submissions: Peaceful Teaching During the Most Challenging Times in Higher Education

Laura Finley, Ph.D.

It's not the easiest time to be a college professor. For one, we are watching as our campuses become increasingly militarized. Through the 1033 program that President Obama ended but that the President-elect has sworn to renew, campuses around the country have military-grade equipment, including M-16 rifles, flash-bang grenades, grenade launchers, and mine-resistant ambush-protected (MRAP) trucks. Outside of 1033, campuses can apply for Homeland Security grants to purchase rifles. Many colleges and universities also have or are considering allowing armed police officers, despite the fact that campuses remain among the safest locations in the U.S.

Beyond the actual equipment and paraphernalia is a military-like mindset that has "invaded" many campuses. Schools are encouraged to fight their rivals in sports and other competitions. They battle to win students over their competitors. We are also seeing budgets cut for programs and activities, as many campuses that are largely funded by tuitions are experiencing declines in enrollment. We are being asked to teach more, what is militarily referred to as being "fully deployed." At the same time, the administrative bloat at many campuses continues to run rampant. A 2010 study by Jay Greene, a professor of education at the University of Arkansas, found that spending on administration rose faster than did funds for instructors and for research at 198 of the leading U.S. research institutes. Simultaneously, our students struggle to pay the exorbitant costs of higher education as they also try to balance work and classes.

We are seeing narrowed spaces for academic freedom, with harsh repression of students and faculty who attempt to speak out. In his 2012 book *Unlearning liberty: Campus censorship and the end of American debate*, Greg Lukianoff documented the

many ways that campuses prohibit or discourage campus activism, including tiny and heavily monitored "free speech zones" and restrictive policies. A McCarthy-like watch is again out for many of us who also engage in activism, as exemplified by Turning Point USA's Professor Watchlist and the website Myliberalcampus, which vows to "fight back against a liberal campus." Students can even receive scholarships from the CIA to spy on their professors and classmates. As should be clear, such an atmosphere, at the campus level and in the broader socio-political realm promotes fear and silences dissent.

The next head of the Department of Education seems to be no friend to public education, either. It is not yet clear how she might lead that department, as she has said little about higher education in general. Activists have expressed concern, however, about her zeal for privatization and the possibility that she may reverse some of the progress made by the Obama administration in regards to campus sexual assault response and prevention.

These are indeed significant challenges, and we absolutely should be discussing, critiquing, and contesting them wherever and however possible. Even more, we must ensure that our students' voices are included and valued as we do so. Importantly, though, we must remember that difficult times also call for resolve, creativity, resilience, and yes, even hopefulness.

I just concluded perhaps one of my best semesters as a college professor, despite it being among the worst of times in higher education and at my institution, specifically. I worked with interested, motivated, and talented students who were eager to analyze the often difficult subjects I presented.

Peaceful Teaching During the Most Challenging Times in Higher Education

They greeted me pleasantly each class period and sent kind words during and at the end of the semester. They wished me well when I was ill. Several students, inspired by my and my colleagues' classes, planned and implemented activist and advocacy events on campus related to Black Lives Matter, domestic violence, Transgender Day of Remembrance, and more.

For the first time in my teaching career I mentored two entire classes as they wrote for publication, and not only did they meet my expectations, they far exceeded them. Further, many reached out to me to inquire about additional opportunities to publish, even after their official time with me was over.

Also for the first time in my teaching career, I was also able to work with a graduate teaching assistant, a former student of mine now earning a doctoral degree at a neighboring institution. She was excellent, always prepared and professional, and

her knowledge and new ideas enhanced both classes with which she worked.

After guest presenting in some colleagues' classes, students I just met made appointments to follow up about the topics we discussed and find out how to get involved. And, subsequent to an event at the university that was attended by some students from a nearby high school, my students helped arrange for them to return to our campus and listen in on a class so as to experience college life.

As hard as it may be at the time, this semester reminded me of how much I love teaching, and of the value of what we do for and with our students. I call on my colleagues to remain focused on teaching, inspiring, and mentoring our students, not only so that they can navigate the challenges they face today, but also so that they can become powerful agents of change for a more peaceful world

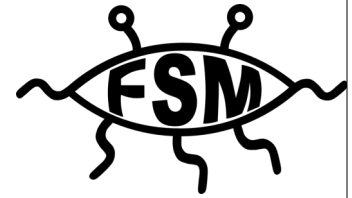


07/2015, Tarifa, Spain beach overlooking the Moroccan coast (Michael Loadenthal, flickr.com/photos/michaelimage)



Member Submissions:

Beyond the Flying Spaghetti Monster; finding a meta-ethic to save the human species



William A. McConechie, Ph.D.

A recent article in the Atlantic magazine (Nov. 2016, p.23) presents a brief review of a spoof religion based on a deity in the form of the "Flying Spaghetti Monster". This deity was presented first in response to legislation in Kansas in 2005. The Board of Education, arguing that one could not prove that intelligent design of the universe by the Christian God was not true, voted to let public schools teach the religious Biblical creationist theory of "intelligent design" alongside Darwinian evolution. A 24-year-old with a physics degree pointed out that neither could one prove that the universe was not created by a flying spaghetti monster, so why not teach that theory too? The Board reversed its decision.

This then evolved into a spoof religion that caught on, especially in Europe, with Friday as the holy day and colanders as religious headgear and pasta and beer replacing bread and wine in communion ceremonies. Marriages by leaders of this faith have even been approved by local governments in some European nations. This organization is referred to as FSM (Flying Spaghetti Monster) or "Pastafarianism", presumably after "Rastafarianism", a black Jamaican religious cult whose members worshipped Haile Selassie. While a spoof in some respects, the followers point out that nothing is *inherently* sacred and that sacredness is simply whatever a group of people choose to deem sacred.

Religion has traditionally been defined as involving beliefs held in common by a group of people centering on belief in a powerful supernatural being that can be used to answer or explain difficult-to-explain questions and issues. Perhaps because of the growing power of science to answer questions and explain complex issues in convincing ways, or perhaps for other reasons, church attendance and, implicitly, confidence in traditional religions, has been on the wane for decades in Europe and the United States.

Theologian John Shelby Spong has challenged Christians, in order to revive their faith, to redefine God in non-theistic terms, not as a human-like being but as, in effect, an abstract concept or concepts around which to focus one's life. He offers definitions of God in various ways, for example as the ultimate source of life and love and as "the reality underlying everything else that exists."

In my original research in political psychology over the past 15 years I have learned that religious beliefs are intimately

intertwined with political attitudes, and that they almost certainly evolved in the human species to serve two survival functions. Society cannot function well without one or the other of these two forms of religion, which tend to surface alternately depending on the level of threat to a community.

These two types of religious belief can be studied scientifically and are defined by the questionnaire statements that make up reliable and valid measures of them. One type has been studied for decades by other researchers and is termed "fundamentalism". The other has also been hinted at by researchers who have described it in various ways. I found this other type in my statistical studies of belief clusters and labeled this cluster as "kindly religious beliefs". Fundamentalism is endorsed by as few as 6 percent of adults, while Kindly Religious Beliefs is endorsed by closer to 90 percent. Fundamentalism is associated with authoritarianism, endorsement of warmongering and political conservatism. Kindly religious beliefs are associated with the Golden Rule, forgiveness, endorsing human rights and with liberalism.

Research also suggests that religion evolved with the human species because it served important functions, either to provide courage, determination and self-sacrifice in war when survival was threatened, or to promote cooperative, reassuring activity within the in-group and with out-groups in times of low threat.

There is reason to believe that these two religion modes will continue to be manifested in human behavior in decades to come for several reasons. One is that humanity is under increasing threat. Population is growing relentlessly, having tripled in the last 77 years. This puts increasing pressure on humans to provide food, shelter, clothing, etc. and thus increases competition and war.

A second reason is that eroding human intelligence will in turn erode human capacity to mentally solve problems related to survival, such as stemming population increases and handling conflicts. My international research between 2006 and 2015 in human intelligence shows that I.Q. appears to be waning. This conclusion is based on comparing the scores for 163,000 children with scores for an earlier sample of 113,000 children. The rate of drop is .81 I.Q. points per year.

Member Submissions: Beyond the Flying Spaghetti Monster; finding a meta-ethic to save the human species



While this may not seem like much, in only 37 years the average I.Q. score for humans could drop from 100 to 70, which is the top of the mental retardation range. At that point, human society could no longer function as we know it. Half the population would be virtually unemployable and few would be intelligent enough to graduate from a challenging college or university program or run a complex business, government or research organization. A review of other scientists' studies, including ones by the World Health Organization (of the United Nations), strongly supports my hunch that this drop has been caused by toxins in air, air pollution.

Another reason that religions are likely to continue is that most humans seem to be addicted to counterproductive habits, trading current pleasures for long-term securities. Thus, for example, we overeat, continue to use fossil fuels for energy production, continue to use cars and trucks and planes without hesitation, though they all use fossil fuel, and we avoid physical exercise. We engage in highly destructive financial schemes leading to periodic catastrophic financial meltdowns. We engage in highly destructive, prolonged and expensive wars with little benefit. We persist in forms of politics that are controlled by small, powerful, wealthy special interest groups that indulge their selfish interests at the rather blatant expense of the common good. Finally, we persist in ignoring warnings by scientists that overpopulation and pollution of the environment present extreme threats to the livability of the planet. As a result of these self-indulgent but ultimately destructive behaviors, our problems will steadily increase.

There will be increasing pressure on humans both as individuals and as groups to find rationales for continuing their behaviors, either competing and fighting for what they want (justified by fundamentalist religious beliefs) or cooperating, compromising, sacrificing, loving and sharing (consonant with kindly religious beliefs) to constrain their destructive habits and learn to live in sustainable ways that will be necessary for our species to survive long-term.

It is a tall order to change the course we're on, but perhaps we can. Perhaps we can find a way to quickly and

powerfully unite the majority of citizens worldwide. Given the waning of traditional religions, it may be necessary to build a new, more appealing, form of religious thinking and behavior. The key component to Kindly Religious Beliefs thinking is having a constructive and appealing social ethic that unites large groups of people in robust, positive, cooperative behavior at all levels of society, from family to town, to county, state, nation and world. To create a religion, we must find something to hold sacred.

Perhaps we can inspire the majority of citizens of the world with a centralizing, uniting ethic grounded in the core belief that *the human species is sacred*. Then perhaps we can unite in dramatic efforts to quickly stop all forms of air pollution and to address all the other problems related to creating sustainable communities. This will be a huge task, but if our survival as a species depends on it, we must accept it and do whatever is necessary. This task may require a rationale of great power, similar to the power of a major world religion.

Because it may be very difficult for human groups to give up traditional forms of religion, perhaps this new universal ethic will have to be "packaged" as a supplement to, rather than as a replacement for, other traditional religions. It may also be necessary in forming this ethical code to base it on contributions from all interested parties in all nations and of all traditional religions and even of non-religions. This would help assure buy-in of the finished product

Specifically, the challenge is to quickly develop a universal ethical code, perhaps best thought of as a meta-religion or meta-ethic, with the following qualities:

- Endorsing the concept of the human species as sacred.
- Eliminating environmental pollutants,
- Strongly supporting fair and effective population control policies,
- Incorporating carefully designed plans for sustainable communities of all sorts, tailored to rural and urban settings, and to varied ethnic groups and cultural traditions,



Beyond the Flying Spaghetti Monster...

- Attending to the basic needs of all humans, such as reflected in the principles delineated in various world charters, such as the Universal Declaration of Human Rights of the United Nations,
- Promoting what may be termed "common good democratic governments" to protect against the selfish and destructive influence of other forms of government.
- Emphasizing cooperation and kindness over competition, selfishness and aggression.

This code could, theoretically, and perhaps *must* to be effective, take on the power of a religion, to the extent that it must appeal to the majority of humans everywhere on the planet. It must be trusted, respected and adhered to very faithfully under the belief that the very survival of the species depends on it. It must be appreciated as a successful, dependable formula for success, both short-term and long-term for those who adhere to it. It must be a code that humans everywhere and of every religious disposition can accept as sacred.

In summary, if the human species is going to survive indefinitely, it is proposed that it must develop a common

ethic with the power of a great religion. But it must be a meta-religion that holds as its ultimate goal the service of an abstract principle rather than service to a supernatural being. The abstract principle is that the human species is sacred. It is served by promoting the common good. This notion can blend with traditional religions; the common good is referred to by the Christian apostle Paul in his urging citizens to express their individual talents by serving all other humans (1 Corinthians, 12, 7).

The common good can be operationally defined by creating reliable opinion polls of those goals and beliefs that citizens agree will be necessary to sustain the species indefinitely. An example of what such polling will yield is available in poll measures of kindly religious beliefs, human rights endorsement, balanced economics, common good government, and other such dimensions, available from the author. For an introduction, see his book: *Party Time! How you can create common good democracy right now* (<http://amzn.to/1vLcQ8B>). For a copy of the research paper on the I.Q. drop data please contact the author: **Bill@politicalpsychologyresearch.com**.

Member Submissions:

Sidestepping Interdisciplinary Irrelevance—Current Approaches to Peace & Conflict Graduate Programs

Joseph G. Bock & Amanda Guidero

What do you tell a prospective graduate student who asks about job opportunities for interdisciplinary degree holders, such as in International Conflict Management (or other degrees oriented toward peace and justice studies)? First, you make the point that the degree is both academic and practice-oriented. In fact, it can be viewed as a design or applied science—*design* in the sense of architecture, though the artifact is a peace agreement, a policy, a program, or a diplomatic initiative; *applied* in that it seeks to prepare people to solve real-world problems.

Some students want to pursue jobs in the field, working for organizations like the World Bank, the State Department, or an international Non-Governmental Organization. Others want to do research and teach.

But how can these PhD holders get a job in the academy where people verbalize respect for interdisciplinary work while still existing in disciplinary silos? Fitting an interdisciplinary PhD into a disciplinary department is like putting a square peg into a round hole, right? This is a challenge across-the-board in higher education when it comes to the desire to be interdisciplinary vis-à-vis the astounding resilience of medieval organization.

We see three models of PhD programs related to conflict that aim to address this challenge in different ways. First, the Kroc Institute for International Peace Studies at the University of Notre Dame designed its PhD as a discipline-specific degree. Notre Dame offers PhDs in Anthropology and Peace Studies, History and Peace Studies, Political Science and Peace Studies, Psychology and Peace Studies, Sociology and Peace Studies, and Theology and Peace Studies.

Sidestepping Interdisciplinary Irrelevance—Current Approaches to Peace & Conflict Graduate Programs

In contrast, George Mason University offers a PhD in Conflict Resolution without linking it to a discipline, contending that their PhD graduates are prepared to teach, research and practice in the field. In a sense, the George Mason program is built on the proposition that the field stands on its own. It does not need a disciplinary leg to stand on.

There is a third, hybrid model, which has been proposed at Kennesaw State University. It is to continue to offer a PhD in International Conflict Management, but provide students an option of having a disciplinary concentration. She or he will take a threshold of courses within a discipline to earn a concentration within it. As proposed, the student's transcript and diploma will reflect this emphasis, showing something like "Concentration in Economics." This will, it is hoped, be useful when graduates apply for faculty positions in departments of a specific discipline (which is the case more often than not). We also assume it is more likely that our students will be teaching undergraduate courses within the discipline, and publishing in journals respected by that discipline, both of which should enhance their academic job prospects.

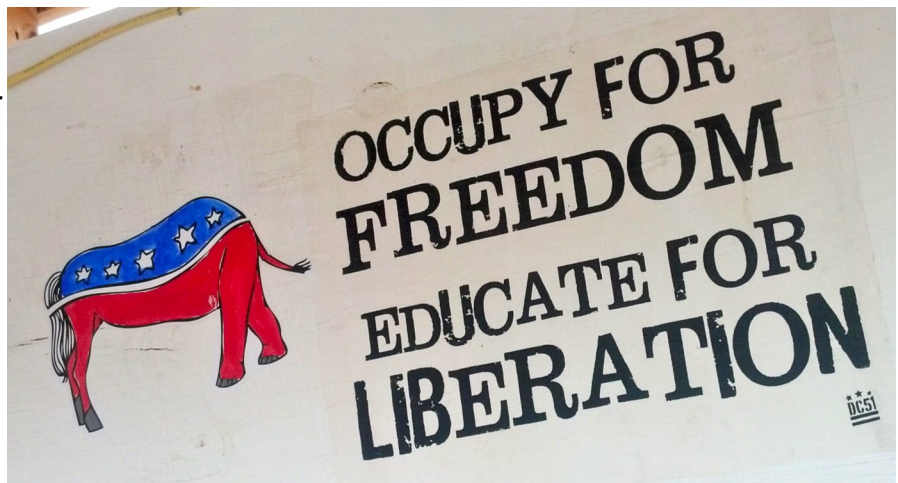
While we propose allowing concentrations in all of the disciplines within our College of Humanities and Social Sciences, we remain unbiased relative to other units of the university. For instance, assume an undergraduate electrical engineering student becomes interested in mediation. Because she takes a course in disaster response, she decides to pursue her MS in Conflict Management. During her master's program, she takes a course on internet-based systems that solicit and compile information from election observers and participants. The information feeds into a digital map, and people are trained in how to prevent election violence. She decides to pursue a PhD in International Conflict Management due to her fascination about systematically preventing violence. She wants to have a specialization in building, not just using, internet-based systems like this. So she takes 18 credit hours in computer science while pursuing her PhD in International Conflict Management. She graduates with "Concentration in Computer Science" on her transcript. Theoretically, for any college or university that needs "science and society" faculty this PhD graduate would be an attractive hire.

robust demand for PhDs in peace studies, conflict resolution or conflict management for faculty to teach in the growing number of peace, justice, and conflict-related master's programs. Such demand could wane, as the momentum for starting new programs starts to slow. This has resulted in the necessity for recipients of interdisciplinary conflict-related PhDs to make themselves marketable to more diverse audiences. One audience is disciplinary departments needing faculty with conflict-related expertise.

Each model has its strengths. Notre Dame Graduates have their relative disciplines at the forefront of their degrees, while George Mason continues to provide a relatively undiluted focus on conflict resolution. The proposed Kennesaw State model, on the other hand, blends the two, preserving the focus on conflict management while preparing students to be competitive in the traditional disciplines, as well. As a proposed model, the question remains: How will traditional disciplines receive graduates of a hybrid program?

This question is not confined to conflict-related programs. Higher education increasingly struggles with the disciplinary center of gravity. Yet modern challenges demand innovative and often interdisciplinary approaches to research and practice.

Joseph G. Bock is Director of the Ph.D. Program in International Conflict Management, and Amanda Guidero has a Ph.D. candidate in International Conflict Management, from Kennesaw State University and is currently a Fellow of Conflict Engagement at Creighton University.



The three models presented above provide different approaches to address the same challenge. There has been

(11/2012, Washington, DC, Michael Loadenthal, flickr.com/photos/michaelimage)



Program Highlight: The Domestic Harmonizer

The Domestic Harmonizer Program is a high-impact education program designed by the Whitaker Peace and Development Initiative (WPDI) in close collaboration with California State University, Dominguez Hills (CSUDH). This program, which spans all three years of middle school, includes an innovative curriculum that is infused with California’s Common Core State standards for social studies, science, math, and English. The purpose of this thematic integration of CRE into these core classes is to cultivate safe and productive learning environments and to facilitate active student engagement. This program contributes to the development of youth leadership through classroom coursework and school-wide initiatives that promote better communication, problem solving, and interactive learning. In addition, this program addresses the need for safe and healthy learning environment by helping to create a peaceful school environment and improving cohesion among and between teachers and students.

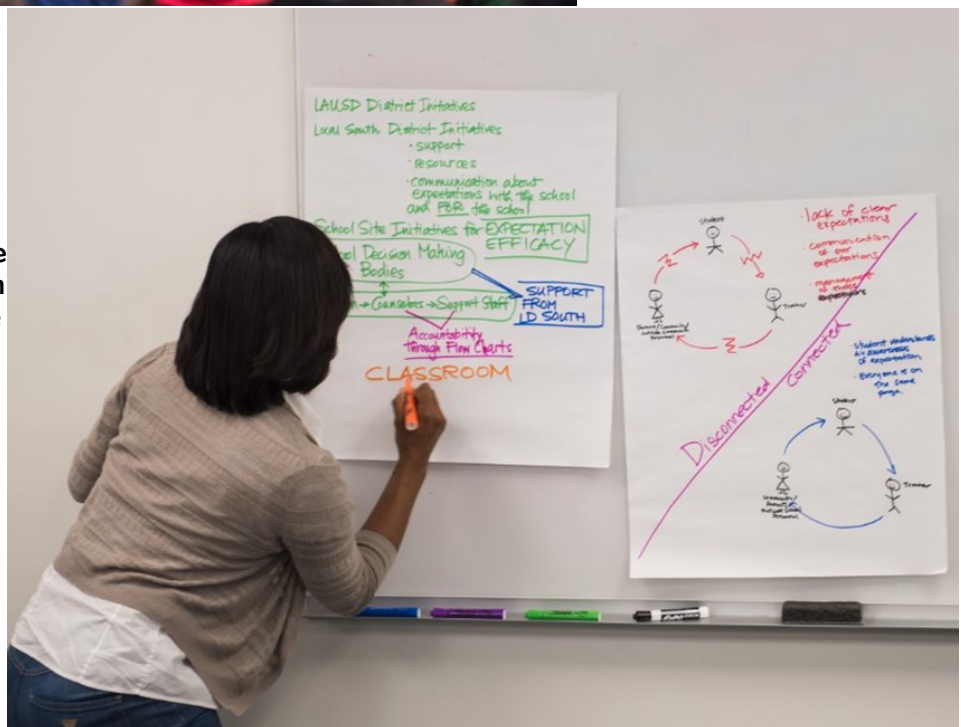


This program is being piloted at Andrew Carnegie Middle School in Carson, California for three years, beginning with the 2016-2017 academic year. The school was chosen to pilot this program due to its strong leadership team and caring teachers. In August 2016, WPDI and CSUDH trained a group of teachers from Andrew Carnegie Middle School in CRE how to implement the specialized curriculum in their classrooms.

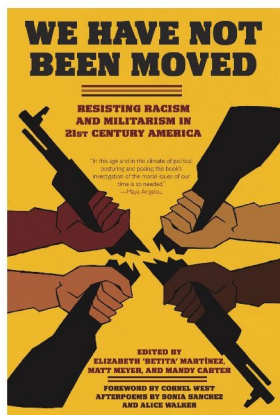
The 6th grade curriculum focuses on general themes in conflict resolution, the 7th grade curriculum introduces students to peer mediation, and the 8th grade curriculum emphasizes restorative justice. This pilot is intended to serve as an example for replication to other schools in Los Angeles and throughout the nation.

Contact: Heather Kertyzia
(hkertyzia@csudh.edu) &
(424) 205-4208

California State University
Dominguez Hills and the
Whitaker Peace &
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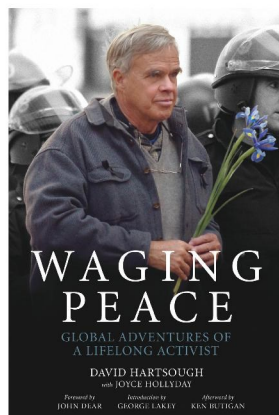
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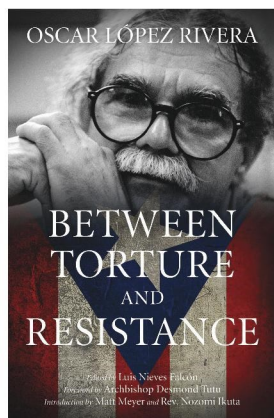
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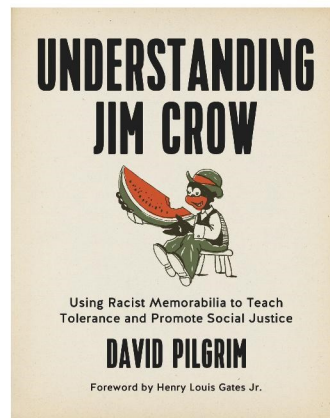
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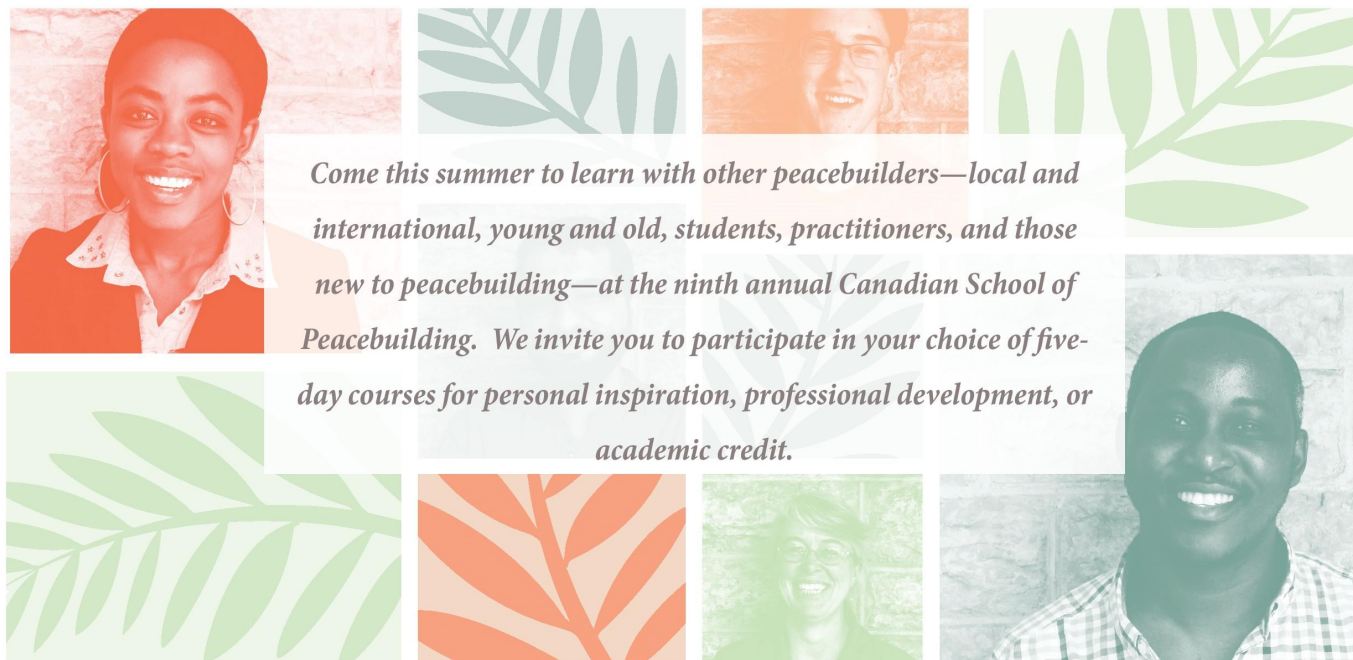
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EVENTS CALENDER

11th Int'l Conflict Resolution Education Conference
 "Tools for Preparing the Change Leaders of the Future..."
 March 16-17, 2017
 Ohio State University (Columbus, OH, USA)
<http://u.OSU.edu/cre2017>

10th Annual All Power to the Imagination Conference
 April 21-23, 2017
 New College of Florida (Sarasota, FL, USA)
apiconference@gmail.com

7th Annual North American Anarchist Studies Network Conference
 April 28-30, 2017
 Biblioteca Social Reconstruir (Mexico City, Mexico)
www.naasn.org

Canadian School of Peacebuilding
 June 12-16 and 19-23, 2017
 Canadian Mennonite University (Winnipeg, MB, Canada)
<http://csop.cmu.ca>

Association for Conflict Resolution Annual Conference
 "Professionalize your Passion"
 October 11-14, 2017
 Crowne Plaza Dallas (Dallas, TX, USA)

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>

Peace and Justice Studies Association Annual Conference
 "Moving...from Civil Rights to Human Rights"
 October 25-28, 2017
 University of Alabama at Birmingham (Birmingham, AL, USA)
www.peacejusticestudies.org

Social Practice of Human Rights: Charting the Frontiers of Research and Advocacy
 November 8-10, 2017
 Uni. of Dayton Human Rights Center (Dayton, OH, USA)

Job Board

Post-Doctoral Fellowship in Latin American History and/or Environmental Justice
 Regis College, Denver, CO (USA)
 "...We are especially interested in candidates whose training and expertise focuses on Indigenous Studies, Migration/Immigration Studies, Peace and Justice Studies, and/or Women's and Gender Studies...."

Open Rank Tenure Track Faculty Position in Peace and Conflict Studies
 Guilford College, Greensboro, NC (USA)
 "...The position includes teaching courses such as Introduction to Peace and Conflict Studies, Mediation and Conflict Intervention, Peacebuilding in Divided Societies, and Voices of Liberation, as well as collaborations across the college, with the Justice and Policy Studies, Religious Studies, and Political Science Departments...."

Associate or Full Professor, Dept. of Peace and Conflict Studies
 University of North Carolina, Greensboro, NC (USA)
 "...A successful candidate must be willing to lead the development and growth of initiatives that enact the mission of the department to help address the "wicked problems" of our times which require not only interdisciplinary theory and practice, or praxis, but also a deep understanding of the role of engaging with diverse stakeholders to build and sustain healthy relationships and vibrant communities..."

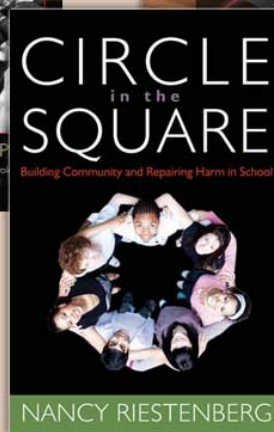
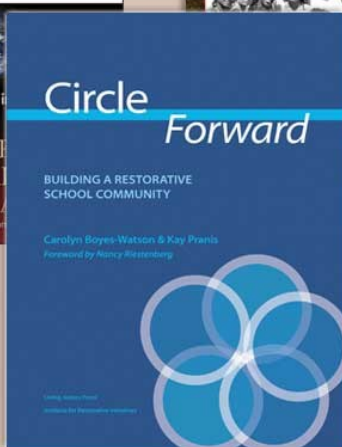
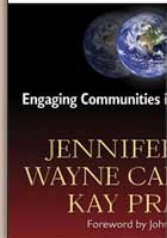
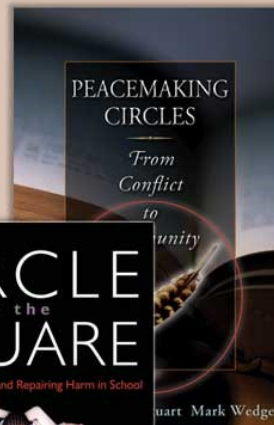
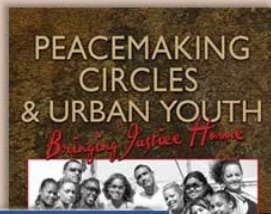
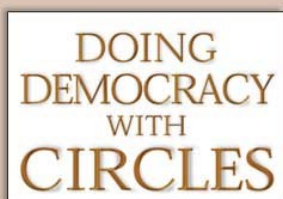
Lecturer Pool Middle Eastern Studies/International/Area Studies
 University of California, Berkeley, CA (USA)
 "...Inviting applicants for a pool of qualified temporary instructors to teach courses in Middle Eastern Studies...Asian Studies, Latin American Studies, Development Studies, Peace and Conflict Studies, and Political Economy...."

PJSA members in good standing (i.e. those individuals with current paid memberships) can access the "Job Postings" page under the RESOURCES tab (www.peacejusticestudies.org/resources/jobs) as well as the "Calls for Papers & Publications" page (www.peacejusticestudies.org/resources/call-for-papers). These new resources, begun in September 2016, have already featured +80 CFP and +75 job postings carefully selected for the PJSA community. Please send postings to info@peacejusticestudies.org.



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



From: Peace & Justice Studies Association

TO: Individuals involved in the work of Peace & Justice

Re: The Future!

As 2016 draws to a close, we know just how important, and necessary, our peace work is for the contemporary political and economic contexts. Escalating divisiveness and strife between peoples around the world demonstrate the need for actors and voices grounded in peace and justice. Now more than ever, spaces where constructive, informative, and transformative experiences and conversations can take place are necessary. The Peace and Justice Studies Association (PJSA) has been, and continues to be, one such space. PJSA brings together likeminded individuals (activists, K-12 teachers and university faculty) to provide support and a platform for their scholarship, pedagogy, and activism.

A membership in PJSA grants you access to:

- A network of shared, rich resources in education, and in areas regarding peace, peace-building, and justice.
- An active and engaging Listserv.
- A curated forum for circulating employment, publication and other opportunities. *This is hosted within the members-only resources section of our website and updated several times a week.*
- A speaker's bureau.
- A book series.
- A program review system.
- A process for delivering position papers.
- A seasonal newsletter.
- An engaging annual international conference.

PJSA recently held its annual international conference, hosted this year in Nelson, British Columbia, with a timely and important theme of "Embracing the tension to build the world we want." The successful conference brought together scholars and practitioners from all over the world. This winter, PJSA will also showcase the newly-designed national departmental directory for programs related to peace and justice--a digital reboot of the Global Directory that PJSA helped to print for years. We are pleased by the steady growth of our organization and we look forward to continuing our work together.

As with any organization, PJSA requires resources to operate. We ask that you continue to be an active part of the PJSA community, through the contributions of your work, actions, and now as the year ends, through your financial assistance. **Please consider adding PJSA** (an established 501(c)3) **to your list of year end or seasonal contributions this year.** As we enter a new year promoting peace-oriented research, action, and education, **we count on your ongoing engagement and support to continue the crucial work of peace.** Tax deductible, secure online donations can be made at: <http://www.peacejusticestudies.org/donation.php>

Additionally, please make sure your PJSA membership is current for 2017. Together, we can ensure that PJSA provides multiple spaces and platforms for your work in peace and justice.

Thank you!

Sincerely,

PJSA Fundraising Committee Swasti Bhattacharyya, Daryn Cambridge, Michelle Collins-Sibley, Laura Finley, Ellen Lindeen, Jinelle Piereder & Michael Loadenthal



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PEACE & JUSTICE STUDIES ASSOCIATION

The Peace and Justice Studies Association (PJSA) is dedicated to bringing together academics, K-12 teachers, and grassroots activists to explore alternatives to violence and share visions and strategies for peacebuilding, social justice, and social change.

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

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

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

We are a nonprofit organization that was originally formed in 2001 as a result of a merger of the Consortium on Peace Research, Education, and Development (COPRED) and the Peace Studies Association (PSA). Both organizations provided long-term leadership in the broadly defined fields of peace, conflict, and justice studies.

In 2010, PJSA became a bi-national organization with Canada, holding its first Canadian conference in Winnipeg, Manitoba. Since then, the PJSA has committed to holding its annual conference in Canada every third year; our 2013 conference was held in Waterloo, Ontario, and our 2016 conference was held at Selkirk College in Nelson & Castlegar, British Columbia (see p. 8).

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, BCA entered into a partnership with PJSA to promote peace and justice through education, research and action and to engage students, faculty, and college and university staff members in international programs focused on peace, justice and other issues of mutual concern. Through this partnership, PJSA Institutional members' students and PJSA student members will receive special consideration for BCA's distinctive educational programs all over the world. BCA will waive application fees for peace studies students from PJSA member institutions who want to attend BCA peace and justice studies programs abroad. For more information about BCA or applying to a program, e-mail inquiry@BCAabroad.org or visit the BCA website at www.BCAabroad.org.



Since April 2005, PJSA and the Higher Education Consortium for Urban Affairs (HECUA) have been working together to provide opportunities for students to participate in academically rigorous, experiential learning programs focused on social justice and social change.



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 (CGE) 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 international travel seminars or professional development programs. Since 1979, the CGE has been a pioneer in peace and justice studies abroad, and working towards a just and sustainable world has been central to their mission. Program details can be found online at www.augsburg.edu/global.



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