



A
REPORT

*The Symposium
to
Promote Peace and Conflict Studies
at
Oberlin College*

February 15-17, 2007

Organized by the Peace and Conflict Studies Development Group

held at

Adam Joseph Lewis Center for Environmental Studies

&

*A Proposal Presented to the
Educational Plans and Policies Committee
on April 19, 2007*

Members of the Peace and Conflict Development Group

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Peace and Conflict Studies Concentration Proposal
submitted by the PACS faculty working group
to the Educational Plans and Policies Committee
of Oberlin College on April 19, 2007:

History of Peace and Conflict Studies Development Group and Introduction to the Symposium

For three consecutive semesters, beginning in the Spring of 2004, a collection of Oberlin College students and Oberlin community members participated in the Experimental College (ExCo) course entitled “We’d Rather Teach Peace,” a class with the aim of teaching topics in the study of peace to the sixth graders at Langston Middle School. Such an endeavor was fueled by the belief in the benefits of education about alternatives to violence, as expressed by our symposium keynoter, Colman McCarthy: “Governments and citizens proclaim that mathematics, languages, and science are their goals, and students are required to take those and other courses, as if the future of the species depended on them. At commencements, graduates are told to go into the world as peacemakers. Yet in most schools, peace is so unimportant that no place is found for it in the curriculum.” As he questions, “If peace is what every government says it seeks, and peace is the yearning of every heart, why aren’t we studying it and teaching it in schools?”

Teaching sixth graders about peace led us to turn their focus towards education at the college level. It was noted that, despite Oberlin’s rich history of social consciousness and activism, there is no academic program that specifically addresses alternative approaches to conflict. Despite the increasingly global nature of our society, where war, conflict, and how we relate to one another are all pressing issues, Oberlin lacks a cohesive program to address conflict resolution and transnational communication. We decided that it was time to “Think Outside the Box!” of violence.

This unfilled space is where the Fall 2005 ExCo course, entitled “Creating Change within Oberlin College: Developing a Peace Studies Program,” entered in. It was composed of 8 students and community members and allowed them to work together to research what constitutes an academic peace and conflict program, how it might be implemented at Oberlin, and the process of proposing its eventual inclusion in the college’s curriculum. The main goal of the ExCo course was to initiate the design and proposal of a Peace and Conflict Studies Concentration. By the end of the semester we had been in contact with numerous faculty and alumni of Oberlin. The semester culminated with a presentation of our completed proposal to the Educational Plans and Policies Committee (EPPC) for their suggestions and feedback. For details, see a copy of the proposal in <http://pacs.nonresistance.org>

Our efforts continued into the spring of 2006 with our group under the new title "Peace and Conflict Studies Development Group." In the spring we extended our contacts with both Oberlin College faculty and College administration, and into the greater Oberlin Community and other colleges and universities with programs related to Peace and Conflict Studies. We made an effort to reach out to students at Oberlin by presenting our project to classes and student organizations. At the end of the 2006 spring semester, we decided to pursue three major activities during the 2006-2007 academic year.

First, we wanted to establish a faculty-led group to guide the development of such a concentration through the EPPC and other faculty approvals. Steve Mayer of Psychology

and Steve Crowley of Politics agreed to co-chair a faculty committee to carry out this process and have been working toward that end. This is a key step in making the concentration a reality. Their proposal submitted to the EPPC on April 19, 2007 is contained in the appendix.

Second, we developed an ExCo class, “Changing the World: Perspectives on Nonviolent Movements”. This 12-week course aimed at covering a brief history of non-violence as a means of social change by focusing on several specific nonviolent movements. It was structured around the six-part PBS film, “A Force More Powerful” and another PBS documentary, “Bringing Down a Dictator”. There were discussions on the videos and other related topics including seven led by guest Oberlin faculty members with expertise in the field. An enthusiastic group of about 20 students and 10 community members completed the class.

Third, we decided to organize a “Symposium to Promote Peace and Conflicts Studies”. This symposium was held on February 15-17, 2007 and was designed to bring together various experts in peace education, and generate campus-wide awareness of our endeavor. The symposium included both guest lectures and a panel discussion. Our keynote speaker and guest lecturer at a number of college classes was Colman McCarthy. He is a well known Peace Activist, columnist, and scholar. Besides publishing three books including, “I’d Rather Teach Peace,” and founding the Center for Peace, Professor McCarthy teaches at over seven institutions

Our other featured guests were educators from sister colleges with peace studies programs. Professor Lee Smithey is the director of the Peace and Conflict Studies program at Swarthmore College, and Carol Hunter is a professor of History who teaches many of the Peace and Global Studies program at Earlham College. Both of them presented valuable insights as to their programs and suggestions for implementing one at Oberlin College. The other guest was Hardy Merriman, OC ’01 and Program Director at the International Center for Nonviolent Conflict, who brought us information on the many successes of achieving social change by nonviolent means. We were also pleased to have Mr. Steve Inchak who is on the staff of Congressman Dennis Kucinich, and Ms. Julie Clemens of Ohio State University who is studying peace education in the US as a PhD thesis.

We are well aware that there are many concerns about college resources. We have considered this in our research, and believe that if appropriately designed, it is possible to design a concentration that will not further strain the college’s limited resources. In fact, it has been suggested to us that a concentration may actually attract financial resources to the college that would not otherwise come to us.

The symposium concluding with a discussion of ideas for implementing a Peace and Conflict Studies program at Oberlin by an eight-member panel of guest faculty, Oberlin faculty, and students, moderated by Steve Mayer. Many of the panel declared that the program was a “no brainer.” Let us hope that the establishment of a concentration or similar program by the faculty committee led by Steve Crowley and Steve Mayer will be the “slam dunk” that one enthusiastic panel member suggested!

PROGRAM OF THE SYMPOSIUM

All events at Adam Joseph Lewis Environmental Studies Center except those noted

Thursday, February 15

6:00 – 7:30 Lewis Atrium

Informal dinner with music by Andy Barnett and the Gateway Band.

8 pm – Hallock Auditorium,

Speaker: Colman McCarthy, “To Reach Peace, Teach Peace”

Thursday Feb 15 and Friday, Feb 16 Colman McCarthy was a guest lecturer at a selected number of Oberlin College classes.

Environmental Studies 101 *Environment and Society* Trevor Birkenholtz

Politics 211, *Revolutions* Steve Crowley

Religion 247 *Feminist Ethics* Joyce Babyak King 327

Friday, February 16

12:00 – 1:00 In King Bldg. Room 239

Hardy Merriman demonstrated a computer simulation game of nonviolent strategy, “A Force More Powerful”

7:15. – 9:00 Hallock Auditorium,

Dessert and Films. “New Shoots for Peace” by Colman McCarthy and student, Bob Ur.

“Bringing Down A Dictator” a documentary by Steve York about the involvement of students in the nonviolent overthrow of the Serbian dictator, Slobodan Milosevic.

Saturday, February 17

10:45 - 11:45 Hardy Merriman , OC ‘01

“A Force More Powerful: Strategic Nonviolent Action and Political Change”

11:45-12:30 Lunch – meal provided to all

12:30 – 1:30 Workshops by guests from other colleges and universities.

Workshop A: Lee Smithey “Peace Studies and Action”

Workshop B: Carol Hunter “Intro. to Peace Studies: History of Nonviolent Movements”

2:00 – 3:30 Panel discussion:

“Brainstorming and Recommendations for a Peace and Conflict Studies Concentration”

“To Reach Peace, Teach Peace” – A Lecture by Colman McCarthy

Thursday, February 15th, 8:00 pm

Distinguished speaker, journalist and teacher Colman McCarthy officially opened the February 2007 “Symposium to Promote Peace and Conflict Studies at Oberlin College” with a talk entitled “To Reach Peace, Teach Peace.” The talk was presented in the Hallock Auditorium in the Lewis Environmental Studies Center at Oberlin College on Thursday, February 15th at 8:00 pm. About 140 people attended. Sheera Bornstein and Anna Ernst introduced Mr. McCarthy.

McCarthy opened his talk with a moment of silence for all those who have been victimized by any kind of violence. He then went on to discuss why Oberlin College should develop a Peace and Conflict Studies program and what the material for this program would consist of. As a teacher of Peace Studies at multiple schools in the Washington, DC area and a guest lecturer at schools all around the nation, Mr. McCarthy is very knowledgeable about what such a program could include. He has edited two books that he uses in his class that contain essays by many different writers, as well as some by McCarthy himself, on topics such as World War II, racism, animal rights, Vietnam, and nonviolent resistance.

One of the ways Mr. McCarthy demonstrated the need for a Peace and Conflict Studies was by pointing out the enormous amount of violence in the world today. He encouraged the students to organize for the creation of a peace studies program and also to be aware of other problems or issues on campus that could be reconciled or dealt with more effectively with student mobilization. McCarthy also recognized the importance of experiential knowledge and “doing small things in a great way.” As an example, he told a story about a field trip he took with a class to a woman’s shelter. The most important thing he and his class could do at the shelter, McCarthy explained, was to talk directly to the women and hear their stories.

At the end of his lecture, Mr. McCarthy offered a hundred dollars to any Oberlin student who could identify and explain the accomplishments of six people he named. The students had no trouble naming the first three – male war heroes – but had a harder time identifying the second group of three – female peacemakers (though they were able to name two out of three of this group). McCarthy concluded his lecture by emphasizing again the importance of making connections between the problems of the world and potential peaceful solutions.

Mr. McCarthy then took a few questions from the audience. In his answers, he again encouraged students to mobilize, particularly with regard to their discontent with the Iraq war, and also advocated for an interdisciplinary approach to a peace studies program so that a diverse group of students would be exposed to classes in a peace and conflict studies program. At the end of the question-and-answer session and his lecture, McCarthy received a standing ovation. Following the lecture, McCarthy signed copies of his books, *I’d Rather Teach Peace* and *Strength Through Peace* (a book edited by McCarthy that has a collection of essays by an array of peacemakers on various topics relating to peace studies) in the Lewis Environmental Center lobby. Mr. McCarthy’s speech to open the Symposium was a huge success.

Memorable Colman McCarthy Quotes

- “Peace is the result of love. And if love was easy, we’d all be good at it.”
- “If this was a peace-loving...society, every hand would have gone up.” (after asking the audience how many people had had a peace studies class at their high school)
- “No student should graduate from college without organizing at least one strike.”
- “You know what an agitator is? You ever look at a washing machine? An agitator shakes things up and gets the dirt out.”
- “We gotta make sure that we are solution-finders, not just problem-describers.”
- “Never let a day go by when you don’t tell someone that you love them.”

Mr. McCarthy also visited 3 classes during his stay at Oberlin College. He continued in a similar style to his lecture with many interesting anecdotes and interactions with the students.

Thursday afternoon at 1 PM he visited Trevor Birkenholtz’ Environmental Studies 101, *Environment and Society*, in the Hallock Lecture Hall. His emphasis there was on animal rights and the very large impact that our meat eating society has on the environment since so much more grain must be grown to feed animals rather feed humans directly. The healthy nature of a vegetarian diet was also emphasized.

Friday morning at 11 AM McCarthy visited Steve Crowley’s Politics 211, *Revolutions*, in the Hallock lecture Hall In this class he discussed the need for students to be actively involved in change.

Friday afternoon at 1:30 he visited Joyce McClure Babyak’s Religion 247 *Feminist Ethics*

Contributions by Hardy Merriman

Hardy Merriman, OC ’01, who is the director of Programs and Research at the International Center of Nonviolent Conflict, presented materials at three sessions. Friday noon, he demonstrated the interactive game of strategic nonviolence sponsored by the Center. The audience of about 15 was shown this complex and lengthy computer game that is designed to familiarize would be revolutionaries with the strategies of nonviolent conflicts. At each point the players have to assess the strengths and weaknesses of their group and that of the opposition. Playing the game emphasizes the fact that groups that deliberately plan for a multitude of possible scenarios are the ones most likely to succeed. .

At the Friday evening program, the film produced by members of the center, “Bringing Down a Dictator”, was shown to a group of about 30 at the Hallock Lecture Hall. This 2002 PBS video chronicles the success of a Serbian university student group, Otpor, in organizing the revolt to remove the dictator, Slobodan Milosevic, in October, 2000. From the successes of previous nonviolent movements and their own experience Otpor learned how to strategically plan for success from the initial building of a movement to the climatic mass demonstration that drove Milosevic from office.

In Merriman's Saturday's morning lecture, he stressed two themes. One was the overwhelming, but seriously unreported successes of nonviolent movements in the past few decades in bringing about political and social changes. His partial list included:

- *The 1986 People Power campaign that ousted Filipino dictator Ferdinand Marcos.*
- *The 1987 mass civilian movement in Chile that forced brutal dictator Augusto Pinochet (who officially executed 3,000 people during his rule, and "disappeared" many more) to recognize election results and admit defeat.*
- *The first Palestinian Intifada (which means "shaking off" in Arabic) against the Israeli occupation of the West Bank/Gaza Strip and the annexation of East Jerusalem, which from 1987-88 had major elements of nonviolent action and consisted of demonstrations, strikes, boycotts, refusal to pay fees, and building alternative institutions such as schools.*
- *The Polish Solidarity movement, which between 1980-1989 expanded political space while Poland was under Soviet control. This was a nail in the coffin of Soviet domination of Central and Eastern Europe.*
- *The protests and strikes that became known as the Velvet revolution in 1989 in Czechoslovakia.*
- *The movements in the Baltic states of Latvia, Lithuania and Estonia that in 1991 succeeded in gaining peaceful transitions to independence and democracy for those countries.*
- *The civilian resistance that foiled the 1991 hard line coup in Moscow.*
- *Successful anti-coup resistance in Thailand in 1992.*
- *The strikes, boycotts, and civil disobedience that helped lead to the end of Apartheid in South Africa in 1992.*
- *The 1998 student-led protests that forced the extreme Suharto dictatorship to end in Indonesia..*
- *The 2002 mass demonstrations and strikes in Madagascar to protest a fraudulent election.*
- *The 2006 mass protests and strikes that took place in Nepal, which led to the restoration of democracy and which forced Maoist guerillas to put down their guns and participate in the political process.*
- *The student-led Otpor ("Resistance") movement in Serbia, which in 2000 forced the resignation of dictator Slobodan Milosevic, the "Butcher of the Balkans", who had engaged in three wars, ethnic cleansing, and crimes against humanity in his 13 years in power.*
- *The 2003 Kmara ("Enough") movement in Georgia that protested mass corruption in Georgian society and forced the resignation of Soviet-era President Eduard Shevardnadze.*
- *The 2004 Orange Revolution in Ukraine, in which the successor to the Kuchma regime was forced to admit defeat in fraudulent elections.*

• *The 2005 Cedar Revolution in Lebanon which brought more than a million Lebanese Christians, Muslims, and Druze into the streets to protest Syrian domination and presumed involvement in the assassination of former Lebanese prime minister Rafik Hariri.*

And these are only popular struggles against oppressive governments. There is also over a century of labor struggles, such as:

• *The United Farm Workers, who between 1965-70, grew from a small group of striking farm workers to a union that included 20,000 members with companies that accounted for 85 percent of California's table grape market.*

Struggles for environmental causes and against corporations, such as:

• *The 1984-86 struggle by villagers in the Dharwad district of Kamataka in India to stop major pollution of their rivers. “*

Then Merriman discussed the role that academic programs could play in spreading this information and in doing scholarly research. He listed more 15 different disciplines that could incorporate principles of nonviolent action. Each of these fields could be involved in research into the histories, and methodologies of the many actions listed above. In conclusion, he said, "... let me say that as someone who has worked in this field for a number of years, and as someone who works with activists, that demand for knowledge about this field is growing enormously. The word is out that people all over the world can organize themselves. I believe the demand for knowledge about how to do this is here to stay. My prediction is that nonviolent action is going to be used more, not less, in the future, and as such, it is critical both that:

- a. Movements understand what they're doing
- b. Those on the outside understand how to analyze and make sense of these movements

The academy has a vital role to play in meeting both of those needs by conducting further research in this field and advancing new theories about it. “

Lee Smithey – Swarthmore – PEAC 015 – Introduction to Peace & Conflict Studies

[This report is based on a condensed version of Smithey's handout with only a selected few of the readings. There is additional material in italics heard on the audio recording. Al Carroll]

Introduction to Peace and Conflict Studies addresses not only the proliferation of coercive and violent means of conducting conflict but especially the growth of nonviolent alternatives, both institutional and grassroots, global and local. These include nonviolent collective action, diplomacy, mediation, peacekeeping, community relations' work, and aid and development work. Several theoretical and philosophical lenses will be used to explore human nature, conflict in human societies, and conceptualizations of peace. The course will take an interdisciplinary approach with significant contributions from the social sciences. Fall 2006, Tuesday & Thursday 9:55 – 11:10 am.

[*This is Swarthmore's only required course for the Peace and Conflict Studies minor. Students normally take it in their first or second year.*]

Texts:

- Boulding, Elise. 2000. *Cultures of peace : the hidden side of history*. Syracuse: Syracuse University Press.
- Fisk, Larry and John Schellenberg. 2000. *Patterns of Conflict, Paths to Peace*. Orchard Park, NY: Broadview Press Ltd.

Projects

Over the course of the semester, you will complete three projects that will involve group work, writing, and/or contributions to the class wiki website. [*Fall 2006 projects were:*

- *Look at US Army web page about and join in chat session with recruiter. Look at Army interactive video game.*
- *Meet with local peace activists – often at the Quake retreat center. Ask how they define peace.*
- *Research material on an iconic peace figure. - results posted on a Web site.]*

Events outside of class You will be required to attend up to three events outside of class time.

September 5, 7 PEACE AND CONFLICT: FOUNDATIONS

INTRODUCTION Readings: Brunk, Conrad G. 2000. "Shaping a Vision: The Nature of Peace Studies"

September 12, 14, 19, 21 WHAT IS CONFLICT AND WHY DO WE DO IT?

Readings: Hobbes, Thomas. (1939) 1967. "Of the Natural Condition of Mankind as Concerning their Felicity, and Misery.", Grossman, Dave. 1996. *On killing : the psychological cost of learning to kill in war and society*.

September 26, 28 WHAT ARE WAR AND VIOLENCE? WHY AND HOW DO WE DO THEM?

Readings: "Shock and Awe" – Department of Defense report - "Eisenhower's Farewell Address to the Nation."

October 3, 5 WHAT IS PEACE?

Readings: Groff, Linda. "Education for a Holistic, Integrative View of Peace" (online)

October 10, 12 CONSTRUCTIVE CONFLICT: WHAT IS IT? HOW DO WE DO IT? NONVIOLENT RESISTANCE & GRASSROOTS SOCIAL CHANGE

Readings: Gandhi, Mohandas K. (1945) 1987. *The mind of Mahatma Gandhi*

October 24, 26 PEACE MOVEMENTS AND PEACEFUL WARRIORS

Readings: "Peace Movements and Their Organizational Form: The Seedbed of Peace Cultures".

October 31, Nov. 2 CONFLICT MANAGEMENT, RESOLUTION, AND TRANSFORMATION: TOWARD SUSTAINABLE PEACE

Readings: Keashly, Loreleigh and William C. Warters. 2000. "Working it Out: Conflict in Interpersonal Contexts"

November 7, 9 GRASSROOTS TRANSFORMATION & RECONCILIATION: COEXISTENCE & COMMUNITY RELATIONS WORK

Readings: Rupesinghe, Kumar. 1999. "What is Co-existence?" Pp. 67-76 in *People Building Peace*

November 14, 16

AID & DEVELOPMENT: ENABLING FOR PEACE

Readings: "Gaia, the Technosphere, and Development" in Boulding, Elise. 2000. *Cultures of peace : the hidden side of history*. Syracuse: Syracuse University Press. Pp. 189-210.

November 21,28, 30 TBA This slot has been set aside to develop a topic of interest to the class or further pursue one that has already been covered to some extent. We will develop a consensus in the preceding weeks.

December 5, 7 PEACE STUDIES: WHAT IS THE WAY FORWARD?

Readings: King Jr., Martin Luther. 2002 (1967). "Declaration of Independence from the War in Vietnam"

December 12 Wrap-up. No assigned reading.

[Swarthmore Peace and Conflict Studies program originated in the Religion Department, but there is not a religious emphasis in the PEAC 015 course. It is covered in other courses. Three components are peace research, peace practice and peace education. Swarthmore has not included environmental studies in the minor.

Smithey is developing a new course titled, "Peace Studies and Action." Practice and action as opposed to academic study and analysis are normally done outside of the academic curriculum. Smithey is trying to form a bridge between studies and activism. Activist group usually have little time for analysis. So he proposes that this course work with student activist groups as research assistants to study areas like recruitment and policy.

It would be good for Oberlin to join the Peace and Justice Studies Association.

<http://www.peacejusticestudies.org/>]

Carol Hunter – Earlham College

Introduction & general info

- Earlham peace studies is low budget
- Peace studies is infused throughout the college
- The program is over 30 years old
- There is only one full time faculty position in peace studies
- Most programs have a rotating chairmanship, part of the faculty's "institutional service"
- None of the courses are dedicated peace courses, but are cross listed from different departments

The peace studies major follows Howard Richards' model:

- Issues & Structures – 4 core courses
(no formal intro course, but history of nonviolent movements sort of serves as one)
 - Macro economics
 - History of nonviolent movements
 - Philosophy
 - Political science – international relations
- Methods – 4 upper level courses – how do you change the structures
 - Conflict resolution
 - International conflicts
 - International law / model UN
 - Social movements
- Experience – internship
 - Northern Ireland
 - Jerusalem (defunct)
 - Tex/Mex
 - Others
 - 150 hours
- Methodologies – 2 senior capstones
 - Research and practice – group project – faculty not needed
 - Readings and final thesis
 - Issues of power
 - Secular and religious readings
 - Case studies
 - Nonviolent strategies and tactics
- Electives – 3 courses in a particular area for focus

The peace studies minor is comprised of:

- Issues & Structures – 2 core courses
- Methods – 2 upper level courses
- Experience – internship
- Methodologies – 1 senior capstones

Life after Earlham:

- Alumni association mentoring
- Many go to grad school
- Many go to nonprofits and NGOs



PEACE and CONFLICT SYMPOSIUM PANEL – 2/17/07

Panel: Lee Smithey (Swarthmore – chair, Swarthmore PACS program)), Carol Hunter (Earlham – History, teaches intro course), students Sheera Bornstein and Colin Jones, faculty Steve Crowley (Politics - co-chair of faculty committee), Baron Pineda (Anthropology), Steve Volk (History), Moderator Steve Mayer (Psychology – co-chair of faculty committee – Not in picture)

Initial Statements

Lee Smithey showed internships some of his students have had: with the Kroc Institute, International Criminal Court, Educators for Peace in Iraq, and study abroad (in Northern Ireland). Some do independent research. Student organizations that his office supports in small ways include the War News Radio, and the Genocide Network.

Carol Hunter talked about core courses, which she says are dependent on available resources. For credit, an internship must be 150 hours. She suggests an introductory course, a capstone course, and 4 core courses coming from such departments as philosophy, history, political science, and economics. This requires consistent communication, and assumes some basic definitions and authors, strategies, and case studies.

Sheera Bornstein outlined the History of the PACS Development group from its roots as the Teaching Peace EXCO to recent formalization as a faculty led project by Steve Crowley and Steve Mayer. She emphasized the careful research done by the PACS group and overviewed the benefits and obstacles to creating the concentration. Sheera concluded that benefits would outweigh the costs, citing that over 150 colleges and universities in the United States already had similar programs.

Although typically inclined to perfect and finalize a product before sending it to print, Sheera feels confident that there is firm enough grounding of the PACS concentration for it to be initiated without an introductory course. The framework can be modified with practice and an introductory class may be a future addition.

Colin Jones believes that peace education is critical, and requires civil dialog between students (the consumers), faculty, and administration. [The EPPC has openings for student involvement.]

Steve Crowley talked about peace studies as a Concentration, dependent on student leadership for its institution. He cited the interest of nine faculty from six disciplines as the faculty leadership [who these faculty are needs to be pinned down]. He believes this program would be a value-added program, a “no-brainer, but not a slam dunk” because of the need to work through the bureaucracy. He sees it as using existing courses within a new multi-disciplinary framework.

Baron Pineda sees peace studies as a “great umbrella”, consistent with the College’s liberal arts goals. He believes it would contribute to developing servant leaders. Since the College is already viewed as liberal by conservatives, peace studies would not change this view. A universalist view, using the Universal Declaration of Human Rights, could frame its academics. Peace studies is “ideal!” for Oberlin College.

Steve Volk believes peace studies would be a “slam dunk,” because there are already so many courses offered that would provide the core for such a concentration. The rationale, making sense in the constructing of such a major, is critical. The Intro course should provide methodologies and a theoretical base, and the Capstone, bring together the knowledge from the diverse courses. He favors a Concentration because a Major requires more FTEs and money, and a Minor is a bookkeeping issue, lacking coherence.

RESPONSES TO QUESTIONS

Volk - An Institute would require less bureaucracy and no increase in FTEs. An Institute could provide a framework and an intellectual core without being transitory, such as Russian or Middle East studies.

Crowley - A Concentration might have some pre-selection of existing courses for its core courses. It’s practical, requiring no additional FTEs. May need a half-time administrative assistant for coordination.

Bornstein - Get started! The framework can be modified with practice. The peace EXCO using *A Force More Powerful* could be a model.

Hunter - Developing a rationale is a beneficial process: is there to be a social justice bent, and international one, or a conflict resolution one? It’s a new way of looking at old material. Everyone, including all departments, needs to address violence, and develop coherent ways to analyze culture. Interdisciplinary, YES! Is there an intellectual core? YES! The means of resolving conflict may be consistent at all levels, from the interpersonal to the international. Hardy’s Center is analyzing and teaching the tools for strategic action.

Smitley - Why do universities do medical research? Because there's cancer. Why must universities study peace? Because violence is ubiquitous, because there is a proliferation of new information, and because the tools are still under development. How many regimes fell by violence? By non-violence? The latter has a long history of success in the last century, while the former has none. (All interdisciplinary studies are Minors at Swarthmore.) An introductory course would provide a framework, an orientation to courses that follow, and make the departments aware of the content. There would be many scheduling details to work out, which includes scheduling around study abroad.

Ben Schiff - With a common body of knowledge produced, peace studies could very well become a Major. The details of the structure of courses and the rationale are needed to take to the EPPC. What niche would peace studies fill?

Sarah Bishop - Students, the consumers, should be involved in the development of this course of study. The Concentration would provide infrastructure for students interested in this field.

Julie Clemens, OSU - Some resources include Michael Klare's Peace and World Security Studies, Fahey's '94 peace studies curriculum, Colman McCarthy's curriculum, and David Smith's USIP Guide on Undergraduate Peace and Conflict Studies.

(?) - Environmental Studies began because of interest and commitment of a few students and faculty, as a team-taught introductory course. Faculty energy and commitment is essential! The faculty already meeting, providing an existing forum for discussion and development.

Pineda - This is a good time to inaugurate peace studies, as departmental evaluation is taking place prior to accreditation. IM rationale might be useful.

ACKNOWLEDGEMENTS and SPONSORS

In the long process of trying to establish a Peace and Conflict Studies concentration at Oberlin College it difficult to establish just how far we traveled toward the goal of success, but we know that a considerable amount of progress has been made. Our small band of students and community members would not have traveled far without a lot of support. Since beginning in fall semester of 2005, we have consulted with a variety of people from the college, its alumni, and the Oberlin community. We would like to acknowledge the all of the aid and advice they have contributed to our endeavor

Members of the Oberlin College administration have been extremely helpful. President Nancy Dye gave encouragement and considerable advice about the best ways to try to establish a program. Then in collaboration with the Assistant to the President, Diana Roose, she provided substantial financial and logistical support for Symposium. Dean Harry Hirsch was also helpful and provided support from his office for the Symposium. Associate Dean Nick Jones, early on, gave us suggestions of how best to proceed with our program and what preparations were needed for the Educational Plans and Policies Committee.

During our work we consulted many Oberlin College faculty. Among them were Pam Brooks, Martha Collins, Cindy Frantz, Shulamit Magnus, Kristina Mani, Joyce McClure-Babyak, Baron Pineda, Paula Richman, Annemarie Sanmartino, Ben Schiff, Steve Volk, Veljko Vujacic, Clovis White, and Harlan Wilson. Of course, a very special thanks to Steve Crowley and Steve Mayer who agreed to chair the faculty committee. Also former Dean of Students George Langeler, and Ombudsperson Yeworkwha Belachew were particularly helpful.

The continuing support of Community Peace Builders, Rev. David Hill of First Church, and Rev. Mary and Steve Hammond of Peace Community Church was very much appreciated.

Many people helped with the preparations and running of the Symposium itself. Professor David Orr and Mrs. Bev Burgess graciously made the splendid facilities of the Environmental Studies Center available to us. Tina Zwegat assisted with the arrangements for the speakers. Alex Roseman of ExCo and mark Bates, Oberlin College Controller, enabled us to operate in an ad hoc financial manner. The presence of Steve Inchak, staffer to Congressman Dennis Kucinich was much appreciated. Of course there would have been no Symposium without all our guests listed in the program. Many thanks for all of their enthusiasm and preparations.

We are extremely grateful for generous financial help and helpful logistical aid the following College departments, student organizations and community groups gave to the Symposium.

Office of the President
Office of the Dean
History Department
Politics Department
Anthropology Department
Psychology Department
Religion Department
Forum Board
Oberlin Peace Activist League

Pyle Co-op
Tank Co-op
Third World Co-op
Harkness Co-op
Old Barrows Co-op

Office of Religious and Spiritual Life
Community Peace Builders
Oberlin Cooperating Ministries
Oberlin Young Friends
Peace Community Church
Christian Outreach Committee -