



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.

Smithey - 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 Langelier, 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 -

APPENDIX

Peace and Conflict Studies Concentration Proposal

A concentration in Peace and Conflict Studies at Oberlin College would fill a gap in our curriculum and respond to considerable student interest by highlighting and reconfiguring existing courses to map out a course of study. It would thus add to the curriculum with little additional demand on faculty time or College resources.

Intellectual Rationale

Peace and Conflict Studies (PACS) is an increasingly popular field offered to undergraduates at over 160 colleges and universities in the United States (there are over 450 undergraduate and graduate programs in the field worldwide). The field is multidisciplinary. It examines conflicts ranging from the interpersonal to the international, united by a common goal of understanding the causes and consequences of violence and seeking and critically evaluating a range of solutions to various conflicts. The approaches within this field are diverse. For example, conflict resolution, itself a growing field, uses mediation as a tool to attempt to transform potentially violent situations into ones of consensus or cooperation. Others in the field study how nonviolent methods can be applied strategically, not to avoid conflict, but as means to end oppressive situations (from the colonization of India to the rule of recent dictators such as Slobodan Milosevic). The field is also diverse in terms of the levels of analysis examined: these include understanding conflict and peace processes at the level of the individual, the group, the national and the international or transnational.

While informed by social theory and historical example, and by the critical examination of the causes of conflict and of peace, the various approaches united under PACS share an applied approach to solving the problem of violence. As the Norwegian peace researcher Johan Galtung has argued, peace studies is needed to extend the theoretical insights of various disciplines to address the problem of violence in the same way that the study of medicine is needed to apply the insights of biology and other natural sciences to address the problem of human disease.

PACS has its own professional association, The Peace and Justice Studies Association, and there are some 60 journals dedicated to publishing research on the topic.

Why PACS at Oberlin

Historically Oberlin has been a leader among American colleges and universities in the emphasis it has given to the values of social justice and international understanding. A prominent feature of Oberlin College's Strategic Plan of March 2005 is the statement that "Oberlin's genius has always been bound up with the conviction that men and women can change their societies – and the world at large – for the better." Yet regarding peace and conflict studies, there is a gap in Oberlin's curriculum, and as a result it lags behind a growing number of colleges, including several of those in its peer-reference group, such as Swarthmore, Bryn Mawr/ Haverford, and Grinnell

A substantial number of courses that could fall under the rubric of PACS are scattered throughout the various departments of Oberlin College. However, there is no

pathway for students to select a course of study based on these existing courses. So far, the only way that students with interest in PACS could devote serious study to this field was to go through the laborious process of developing an Individual Major. Though a significant number of students have chosen this path, surely others have taken the easier route of selecting another academic discipline to learn what they could about conflict and non-violence. Still others, as prospective students, might have looked elsewhere for colleges with peace and conflict programs. Indeed, the Five Colleges website for Peace and World Security Studies encourages prospective students concerned about peace and world affairs to consider choosing a school with a peace studies program, and then lists the many such schools offering such a program. Needless to say, Oberlin is not on that list.

The number of students that have taken the effort to craft an Individual Major in PACS is only one indication of the strong student interest in this area of study. While strongly supported by the faculty group that has come together in support of the PACS concentration, the initiative springs from the support of a number of students (as well as members of the broader Oberlin community). Since spring of 2004 a series of ExCo classes have been taught concerning peace education in the public schools and the development of a PACS program at Oberlin College. The most recent ExCo class (fall of 2007) had about 30 participants from the College and community, and included guest lectures and discussions by seven Oberlin faculty. In February of 2007, members of the ExCo classes and other Oberlin students hosted a “Symposium to Promote Peace and Conflict Studies at Oberlin College,” designed to bring together various experts in peace education, and generate campus-wide awareness of the PACS proposal. The keynote speaker was renowned peace activist, columnist and scholar Colman McCarthy, and other speakers included PACS educators from Swarthmore and Earlham colleges.

Why a Concentration (and not a major)

The proposal for a PACS concentration is made with an understanding that there are already a large number of majors at the College, as well as considerable strain on faculty and other resources. A concentration in PACS, modeled roughly on the existing concentrations in International Studies and Cognitive Studies, would complement rather than substitute for a major. Its completion would be noted on the student’s final transcript along with majors, minors, and honors. The establishment of the concentration would not require any additional faculty resources, and little additional time on the part of faculty. Rather, the concentration would highlight already existing courses and configure them in a way that interested students could fashion a coherent body of study from them.

The proposed concentration would draw from a variety of already established departments – such as Anthropology, Comparative American Studies, Economics, Environmental Studies, History, Philosophy, Politics, Psychology, Religion, and Sociology. By bringing these varied disciplines into dialogue and collaboration, the concentration might have the additional benefit of bringing shared interests to the attention of faculty members in different departments.

What would a PACS concentration look like?

Students wishing to pursue the concentration would consult with a member of the PACS committee, and would file a declaration form with the committee chair.

The Peace and Conflict Studies Concentration would consist of introductory material, a series of electives, a capstone seminar, and practical applications through a required internship. Specifically, the concentration would require:

- Two core introductory courses (selected from a small group of designated "core courses" – see course list below) to provide a framework for the other studies in the Peace and Conflict area.
- Three additional courses, each from a different department, drawn from an approved list (see list below).
- A capstone seminar that would include individual research.
- An internship experience in the practical application of peace and conflict studies (which could draw on an impressive field of alumni involved in professional fields dealing with conflict resolution). This might be conducted over Winter Term.

Students completing a Peace and Conflict Studies concentration will develop:

a) an understanding of:

- the factors shaping human conflict, including oppression and injustice, and an understanding of the inter-relationship of those factors traditionally stressed by different disciplines.
- specific cases of conflict, including those arising on different levels -- interpersonal, community, national, and international – and the inter-relationship between conflicts on these different levels.
- the theoretical models, from various disciplinary fields, that examine conflict and promote social change, including theories of non-violence and just-war.
- the goals of conflict resolution, and the factors for selecting the means of conflict resolution in given situations.
- multicultural perspectives on conflict and conflict resolution.

b) skills:

- to relate and apply theories and models of conflict resolution to their major field of study, expected profession, and daily activities through mediation, political strategy or judicial methods.
- to be able to enter the professional field of conflict resolution, as well as other fields including education, law, diplomacy, journalism or politics, as well as further academic study in fields such as psychology or sociology.

c) opportunities:

- for study and practice of conflict analysis and conflict resolution through internships outside the Oberlin campus environment.
- for engagement with a broad network of scholars and practitioners in the area of conflict resolution, including students, faculty and alumni that would enhance the structure of the program.

List of Courses:

The following is a list of existing and relevant Oberlin College courses, which initially might comprise the PACS concentration. We anticipate the development of one or more courses at the core introductory and/or capstone level focusing on peace and conflict studies. One purpose of creating the concentration and a corresponding oversight committee would be to promote the development and integration of relevant courses.

Core Courses	Two required	
ANTH	278	Human Rights, Universalism, and Cultural Relativism
ENVS	101	Environment and Society
FYSP/Pol	188	Non-Violent Strategies of Conflict
FYSP/Relg	124	Seeing War and Peace through Religious Traditions
FYSP/Psych	102	Peace, Conflict, & Violence
POLT	120/121	Introduction to International Affairs/Relations
POLT	211	Revolutions

Intermediate Courses	Three required, each in a separate department	
AAST	219	Freedom Movement: Civil Rights & Black Power
CAST	311	Militarization of American Daily Life
ECON	209	Economic Development
ENVS	208	Environmental Policy
ENVS	291	Colloquium on Sustainable Agriculture
JWST/HIST	131	Jewish History from Biblical Antiquity to 1492
JWST/HIST	132	Jewish History from the Spanish Expulsion to the Present
JWST	234	Good and Evil: Ethics and Decision Making in the Holocaust
JWST	235	East European Jewry
HIST	226	World War II and the Making of the 20th Century
HIST	286	World War II in Asia, 1931-54
HIST	293	Dirty Wars & Democracy
HIST	294	US and Latin America
POLT	132	Explaining Social Power

POLT	209	Public Policy
POLT	239	Marxist Theory
POLT	216	Political Economy, Adv. Capitalism
POLT	225	International Organization
POLT	227	War, Weapons, and Arms Control
PSYC	204	Cultural Psychology
PSYC	218	Social Psychology
RELG	245	Modern Moral Issues in Religious Perspective
SOCI	254	Political Sociology
SOCI	271	Sociology of Law & Legal Instit.

Capstone Seminars	1 Required
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GAWS	407	Seminar: Picturing War: American Visual Culture, Militarization, and Crisis of Identity
HIST	357	Non-Violent Opposition to British Imperialism: M. Gandhi
PSYC	440	Seminar in Environmental Psych.
PSYC	430	Seminar Psychology of in Social Conflict
POLT	328	Seminar: Pirates, Priests and Protestors:

PACS faculty working group:

(While the names of individual members of a PACS oversight committee might change, we would aim to maintain the same diversity and representation from various departments.)

Stephan Mayer, Psychology

Stephen Crowley, Politics

Clovis White, Sociology

Michael Fisher, History

Baron Pineda, Anthropology

Shulamit Magnus, Jewish Studies/History

John Peterson, Environmental Studies

Ben Schiff, Politics

Cynthia Frantz, Psychology