

**Fostering Alternatives to Violence, 2003
Concurrent Sessions**

Friday, Oct. 10, 2003 1-3:30pm

Special Session

A-1 1-3:30	Special Session: Safeguarding Academic Freedom Moderator: <i>Mark Lance</i> , Georgetown University Participants: <i>Peter McLaren</i> , UCLA <i>Stephen Zunes</i> , University of San Francisco <i>David Price</i> , St. Martin's College <i>Therese Saliba</i> , The Evergreen State College <i>Clint Fink</i> , Purdue University
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Interactive Workshops

A-2	How Big Is Your Voice? Moderator: <i>Shailja Patel</i> , Artist, Oakland, CA The size of our voices, as artists or activists, cannot exceed the size of our humanity. The measure of our humanity is the extent to which we embody the values we stand for in our work. How do we live out justice, truth, courage, love, freedom, respect, generosity, service, humility, both on and off the page, platform or stage? How do our words, actions and presence make space for all voices, especially those which are silenced? In this workshop, we will access and explore silenced voices, in ourselves, our communities, and our global society. We will look at our responsibility to call out silenced voices in all the spaces we occupy and platforms we speak from. Exercises will include yoga, movement, mime, breathwork, writing and vocal expression. Expect to leave buzzing with ideas for creative work, and several tools to unleash silenced voices in yourself and your communities! Please wear loose comfortable clothing that you can move and stretch easily in.
A-3	The Content and Process of Non-violent Education: Popular Education at the Labor Center at Evergreen Popular education respects and builds on the experiences of participants and has the anti-authoritarian intention of increasing participants' democratic skills and sensibilities. Likewise, the labor movement and union organizations have a history of resistance to oppression that is mostly non-violent and frequently instructive for current activists (and even the role of violence in labor struggles is worth reflecting on as well). Evergreen's Labor Center uses a popular education pedagogy in its workshops that incorporates discussion of non-violent resistance strategies by workers both historically and at the present time. In this workshop we will look at the Labor Center's pedagogy, review some of the workshops and programs of the past few years, and discuss issues in doing popular education with unions and union members in the current period of union decline.

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A-4	<p>The Power and Practicality of Nonviolence Moderator: <i>Glen Anderson</i>, Olympia Fellowship of Reconciliation</p> <p>Some activists think that nonviolence is a nice tactic or a nice theory. But Gandhi, King and others believed that nonviolence works better than other methods partly because the universe was designed to work better through nonviolence than through violence. Nonviolence is very powerful and very practical. It is much more than a tactic. It is the best way to create social and political change. In the second part of the workshop, we will explore methods and strategies designed to take us beyond protest. We will examine ways to nonviolently resist and undermine the US's violent foreign policy, withdraw consent, refuse compliance, apply economic and political pressures, create alternatives, and practice multiple forms of nonviolent resistance.</p>
A-5	<p>Preventing Violence in Our Schools: Classroom Activities and Strategies for Teachers and Counselors Moderator: <i>Gerry Dunne</i>, Author and Facilitator</p> <p>This workshop focuses on the elements of a curriculum (Published by Jalmar Press, Revised, 2002) under the same title. The curriculum is designed to enable students in grades 4 through 12 to build positive relationships with each other and develop the skills of nonviolence. Key areas of focus include: interpersonal communication, anger management, choosing influences, conflict management, and creating peace and harmony.</p>
A-6	<p>Cultural Awareness Project: Exploring Diversity, Developing Acceptance Moderators: <i>Nancy Caplan</i> and <i>Jelani Quinn</i>, CRU Institute, Seattle</p>
A-7	<p>Film: The Killing Zone (see description under films)</p> <p><i>* Following the film there will be a Q & A session with Cindy and Craig Corrie, activists in the International Solidarity Movement (ISM) and members of the Olympia-Rafah Sister-City Project</i></p>

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Friday, October 10, 2003 4-5:30pm

B-1	<p>Grassroots Activism across Cultures and Contexts Grassroots Peacebuilding in Post Civil War Guatemala: Three Models <i>Julie Hart</i>, Bethel College Eastern Germany, North Korea and West Bloomington <i>Roy Wolff</i>, Veterans for Peace, Minneapolis Student Activism in Cyberspace: A Comparative Analysis of Zapatista Supporters and MoveOn Peace <i>Sheryl Shirley</i>, Plymouth State University The Emerging Social Responsibility Movement: A "Positive Peace Movement" <i>Ellis Jones</i>, Sacramento City College</p>
B-2	<p>Gendering War and Peace Gendering Social Movements: Feminist and Antiracist Agenda in Democratic Action <i>Ilena Feinman</i>, California State University, Monterey Bay Feminist Deconstructions of the War on Terror <i>Berenice Carroll</i>, Purdue University The Patriarchal Order and Its Role in the Culture of Violence <i>Jennifer Terry</i>, Earlham College Relational Empowerment: Cross cultural descriptions of women's strength through relationship <i>Leyla Welkin</i>, Independent Scholar, Seattle</p>
B-3	<p>Film: H3 (see description under films)</p>
B-4	<p>Mainstreaming Peace Education The National Campaign on Peace Education: Building A Structure for the Peace Education Movement <i>Leah C. Wells</i>, Nuclear Age Peace Foundation Peace Academy Curriculum Project: Exploring the Principles to Integrate Peace Education into the Mainstream <i>Wendy Strgar</i>, Global Peace Academy Network</p>
B-5	<p>Roundtable: Trends in Student Activism <i>Participants: TBA</i></p>
B-6	<p>Intractable Conflict Knowledge Base Project <i>Guy Burgess</i> and <i>Heidi Burgess</i>, University of Colorado at Boulder</p>
B-7	<p>Another World Is Possible: Reflections on the World Social Forum and Preparations for a Northwest Social Forum <i>Lucilene Lira</i>, The Evergreen State College and <i>Krissy Johnson</i>, Olympia</p>

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B-8	<p>Critical Reflections on Peacemaking, Global Justice and Activism Emergent Peacemakers in the New Millennium: Implications for Peace and Conflict Resolution Curricula <i>Warren Haffar</i>, Arcadia University Global Justice and Conflict Resolution <i>Tom Hastings</i>, Portland State University Connecting Issues of Violence to Foster Dialogue Among Diverse Activists <i>Rachel MacNair</i>, Inst. for Integrated Social Analysis</p>
B-9	<p>Roundtable: Peace and Justice Studies Abroad <i>Karen Jenkins</i>, President, Brethren Colleges Abroad <i>James Skelly</i>, Brethren Colleges Abroad & Juniata College <i>Alice Kloker</i>, Augsburg College</p>
B-10	<p>The Psychology of Violence and Nonviolence The Psychology of Abuse: Psychological Violence and Self-Deception <i>Barry Gan</i>, St. Bonaventure University <i>Joanie Connors</i>, University of Arkansas</p>
B-11	<p>Roundtable: Disarming Media Violence <i>Alan Baker</i>, South Puget Sound Community College others TBA</p>

Saturday, October 11, 2003 9-10:30am

C-1	<p>Culture, Identity and Political Conflict: The Middle East and Beyond Nation-State and Cultures of Multiple National Identities in the Middle East: Towards Integration or Confrontation? <i>Amin Kazak</i>, University of Colorado at Denver The Challenge of Cultural and Religious Diversity and Peacebuilding in an Interdependent World <i>Linda Groff</i>, California State University, Dominguez Hills & Global Options Consulting Confronting Islam Bashing after 9-11 <i>Zahid Sherif</i>, The Evergreen State College</p>
C-2	<p>Taking Stock: Evaluating Peace Studies and Peace Education Programs Peace Education Evaluation <i>Ian Harris</i>, University of Wisconsin-Milwaukee Evaluating Peace Studies Programs <i>Connie Popp</i>, University of Wisconsin-Milwaukee</p>

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C-3	<p>Critical Reflections on Peace and Social Justice Work How Community Organizations Exercise Power? <i>Margaret Groarke</i>, Manhattan College Analyzing Group System Dynamics in Peace Work <i>Joanie Connors</i>, University of Arkansas The Hopes and dangers of using spokes councils consensus processes in grassroots organizing <i>Eli Moore</i>, Oakland, CA</p>
C-4	<p>Creating A Culture of Peace through Forgiveness: The Art of Teaching and Learning Forgiveness On-Line (Interactive workshop) <i>Barbara Blazej</i> and <i>Phyllis Brazee</i>, University of Maine</p>
C-5	<p>Activities, Insights and Audiovisuals for Effective Peace Workshops and Classes <i>Glen Gersmehl</i>, Lutheran Peace Fellowship</p>
C-6	<p>The Political Economy of War and Peace Cultural Economics: A New Paradigm for Lula, for America, and for all Victims of the Global Economy <i>Howard Richards</i> and <i>Caroline Higgins</i>, Earlham College The Political Economy of U.S. Foreign Policy: Lessons and strategies for the Peace Movement <i>Peter Bohmer</i>, The Evergreen State College</p>
C-7	<p>Peace and Justice Issues in Comparative Perspective: Selected Case Studies What does it mean to be a member of a "globalized" workforce? Reflections on the Experience of Seafarers <i>Tom Matyok</i>, Nova Southeastern University and <i>Jan Saltzgeber</i> What have Indonesians and Australians learned from the October 2002 bombing in Bali, about terrorism, Islam, justice and alternatives to violence <i>Ronnie Hatley</i>, Washington State University WWI revisited: Hiroshima, Reconciliation and Grandparent Oral Histories <i>Barbara Cooney</i>, Kobe College, Japan The US, Europe, and the War in Iraq <i>James Skelly</i>, Brethren Colleges Abroad & Juniata College</p>
C-8	<p>Workshop: Anger and Conflict Management <i>Gerry Dunne, Ph.D, Author and Facilitator AFFILIATION</i></p>

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C-9	<p>Curriculum Innovations in University Peace Studies and Beyond Envisioning Peace: Use of the Visual Arts in Peacemaking and Peace Education <i>Carol Rank</i>, Coventry University Nonviolence Education: Theory and Practice <i>Michael Nagler</i>, University of California at Berkeley Teaching Peace through Teaching English as a Second Language <i>Susan Donaldson</i> and <i>Paula Albertson</i>, Tacoma Community College Dealing with Controversy and Conflict in A Peace Studies Classroom <i>Christine Hansvick</i>, Pacific Lutheran University</p>
C-10	<p>Peace Education: K-12 Curriculum Innovations Causes, Effects and Solutions to Violence: A Course for 12th Grade Students <i>Elizabeth Corrie</i>, The Lovett School, Atlanta Georgia The Power of Peace: Peace Scouts in Olympia <i>Mary Coacher</i>, Peace Scouts, Olympia Nurturing Creative Human Beings: A Violence Prevention Curriculum <i>Cecil Ramnaraine</i>, Minneapolis</p>
C-11	<p>Roundtable: U.S. -- North Korea Relations <i>Roy Wolff</i>, Veterans for Peace, Minneapolis <i>Chris Toffalo</i>, University of St. Thomas Lyne NEED LAST NAME AND AFFILITAON</p>

Saturday, October 11, 2:00-3:30pm

D-1 Roundtable	<p>Projecting the Voice of Peace: Strategies for Improving the Reach and Impact of the Peace and Justice Movement How can the mass of people become conscious of the forces that choke their aspirations and their voice? What strategies can we devise for gaining a continuous voice at the table where war and peace decisions are made? What organizational structures and ongoing activities can effect the participation of the mass people in political processes? <i>Oscar Goodman</i>, Center for Social Design <i>Veterans for Peace</i>, Western Washington Others TBA</p>
D-2	<p>Roundtable: Integrating social Justice issues into K-12 curriculum <i>Michi Thacker</i>, Lincoln Elementary, Olympia <i>Jana Dean</i>, Bush Middle School, Olympia <i>Sue Feldman</i>, Olympia Department of Education</p>

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D-3	<p>Film: Bring Down A Dictator (see description under Films) Followed by discussion with <i>Jack DuVall</i> , International Center on Nonviolent Conflict, Washington DC</p>
D-4	<p>Violence and Conflict Transformation in Africa Violence, Nonviolence, and Education In Africa <i>Matt Meyer</i>, NYC Board of Education The Truth and Reconciliation Commission and the Role of Ubuntu in South Africa's Choice of a Restorative Justice Model <i>Paula Young</i>, University of Missouri-Columbia Disarmament: In Search of a New Paradigm <i>Peter Dorman</i>, The Evergreen State College</p>
D-5	<p>Speaking Truth to Power: Challenging War and Militarization A Duty to Disobey All Unlawful Orders <i>Larry Mosqueda</i>, The Evergreen State College Challenging the Militarization of Toys and Its Impact <i>Dennis Mills</i>, Olympia Society of Friends</p>
D-6	<p>From Violence to Virtues: Creating a Culture of Peace <i>Helen Bock, Betsy Lydle Smith and Harriett Walden</i>, Virtues Connection, Seattle</p>
D-7	<p>Cultivating Activists through Peace Education Educating for Peace Action and Nonviolent Futures <i>Donna McLinnis</i>, Soka University, Japan <i>Ned McGlynn</i>, Siena College Forging an Alternative to Permanent War: Strategies for Peace and Justice in the Post 9/11 World <i>Joel Federman</i></p>
D-8	<p>Violence, Conflict and Peace: Theoretical Innovations Violence in a Nonviolent World (or Nonviolence in a Violent World) <i>Linda Groff</i>, California State University, Dominguez Hills & Global Options Consulting The Scarab and the visionary: Carl Jung's Synchronicity, Symbology and Peace Rhetoric <i>Ellen Gorsevski</i>, Washington State University Political Democracy as an Alternative to Violence <i>Ronald J. Glossop</i>, Southern Illinois University at Edwardsville</p>

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D-9	<p>Challenging the Discourse of War Returning to the Unthinkable: Nuclear Weapons and Peace Education in an Age of Terror <i>Michael Flynn</i>, York College, City University of New York Fostering Alternatives to Violence: The Meaning of Terrorism <i>Robert Gould</i>, Portland State University Environmental Risks and War: Media Reporting <i>Keith Cotton</i> and <i>Anne Criss</i>, The Evergreen State College</p>
D-10	<p>Imperialism, Resistance and the Prospects of Global Citizenship The "Personality" of Imperialism: Starting Points for Resistance <i>Noah De Lissovoy</i>, University of California at Los Angeles Allies: Becoming Global Citizens <i>Leyla Welkin</i>, Independent Scholar, Seattle Neoliberal Citizenship, the New Imperialism, and Federal Education Policy: A Critical Analysis <i>Nathalia Jaramillo</i> and <i>Peter McLaren</i>, University of California at Los Angeles</p>