



3rd Annual Plowshares and PJSA National
Student Peace & Justice Conference

Oct 6-9, 2005 Goshen College Goshen, IN



Heartfelt Special Thanks To:

Nathaniel Pellman, GC Plowshares Assistant

Ali Mamina, EC Student Organizer
Camilo Velasquez Mejia, MC Student Organizer
Erin Williams, GC Student Organizer

Sue Plank, GC Conferences and Events
Goshen College Information Technology Services Media
Linda Miller, College Bookstore
Jean Hartzler, College Mennonite Church

Joanie Connors, Peace and Justice Studies Association
Margaret Groarke, Peace and Justice Studies Association
Matt Meyer, Peace and Justice Studies Association

Ruth Hill, Volunteer
Julie Bruns, EC Plowshares Assistant
Julie Garber, MC Plowshares Director
Dave Leeper, EC Plowshares Director

Solidarity Books
Boxcar Books and Community Center of Bloomington

About the Peace and Justice Studies Association:
www.peacejusticestudies.org

WHO WE ARE

The Peace and Justice Studies Association (PJSA) is a non-profit organization that was formed in 2001 as a result of a merger of the Consortium on Peace research, Education and Development (COPRED) and the Peace Studies Association (PSA). Both organizations provided leadership in the broadly defined field of peace, conflict and justice studies.

We are dedicated to bringing together academics, K-12 teachers and grassroots activists to explore alternatives to violence and share visions and strategies for peacebuilding, social justice, and social change. PJSA also serves as a professional association for scholars in the field of peace and conflict resolution studies.

MISSION STATEMENT

PJSA works to create a just and peaceful world through:

- The promotion of peace studies within universities, colleges and K-12 grade levels
- The forging of alliances among educators, students, activists, and other peace practitioners in order to enhance each other's work on peace, conflict and non-violence
- The creation and nurturing of alternatives to structures of inequality and injustice, war and violence through education, research and action.

Our members share many of the following values and beliefs:

- A democratic community: diverse, consensus-based, non-hierarchical and non-discriminatory.
- Active nonviolence as a positive force for social change.
- Critical analysis of institutions and social structures societal transformation toward justice equitable sharing of world resources.
- Life-long education: community-based and service learning
- Innovative and effective pedagogy
- Liberatory use of technology and media research in support of community needs.
- Effective networks and alliances.

**About the Plowshares Peace Studies Collaborative
of Earlham, Goshen and Manchester Colleges:
www.plowsharesproject.org**

Our Mission

The mission of the Plowshares Peace Studies Collaborative of Earlham, Goshen and Manchester Colleges is to be a beacon of light in a world marked by violence, through:

- continuing the peacemaking traditions of the Society of Friends, Mennonite Church and Church of the Brethren;
- creating opportunities for dialogue and for learning about peacemaking for students at the undergraduate level;
- further strengthening the academic Peace Studies programs of our institutions, and creating models for others to learn from and emulate;
- establishing Peace House, an academic and experiential program in an urban setting through which students can learn about the roots of conflict and the strategies and methods of peacemaking;
- creating a national and international resource base for education in Peace Studies; and
- learning to collaborate together as three colleges, sharing resources, courses, faculty and students.

| In Solidarity: Engaging Empire in Activism, Education and Community Strategies Conference Schedule | | | | |
|--|--|--|--|--|
| Time | Thursday (10/6) | Friday (10/7) | Saturday (10/8) | Sunday (10/9) |
| | Breakfast/Shuttles | Breakfast/Shuttles | Breakfast/Shuttles | Breakfast/Shuttles |
| 9:00 10:00 | | Welcome and Plenary 1: Post-Colonialism through the eyes of a Native American Speaker: George "Tink" Tinker Umble Center | Yoga (optional) followed by Plenary 2: Post -Conflict Social Changes in Latin America and Iraq Speakers: Manuela Aguilar and Imam Ibrahim Kazerooni Sauder Concert Hall - Music Center | Collective Workshop: Closing/Strategies and Tactics of Non-violent Direct Action Leaders: Betty Raasch-Gilman and Matt Guynn Newcomer Center 17 and 19 |
| 11:00 | | 11:30-12:30 Lunch | 11:30-12:30 Lunch/Naptime | |
| 12:00 – 12:50 | | Concurrent Session 1 (50 Mins.) | 12:30 - 1:45 Concurrent Session 4 (75 Mins.) | |
| 1:00 – 1:50 | | Naptime | | |
| 2:00 – 2:50 | | Concurrent Session 2 (50 Mins.) | Concurrent Session 5 (50 Mins.) | |
| 3:00 – 4:30 | Registration - College Union | Plenary Panel Discussion The Sudan crises College-Church Chapel | Plenary Panel Discussion Academic Freedom Post 9/11 Sauder Concert Hall - Music Center | |
| 4:45 – 6:00 | | Concurrent Session 3 (75 Mins.) | Concurrent Session 6 (75 Mins.) Norman Finkelstein: Academic Freedom Continued Sauder Concert Hall - Music Center or Presenter: The Beehive Collective - Music Center 153 | |
| 5:00 | | Dinner | Dinner | |
| 6:30 | | Banquet | | |
| 7:00 | Film: The Weather Underground & Panel Conversation | College-Church Fellowship Hall | Plenary 3: Privileges of Race and Gender | |
| 8:00 | Panelists: Bernardine Dorhn, Bill Ayers and Dan Berger | | Speaker: Rebecca Walker Sauder Concert Hall - Music Center | |
| 9:00 | Umble Center | | | |
| 10:00 | Settle In | Choice of Entertainment: Salsa Band Union Gym or Film: The Fog of War Administration Building 28 | Entertainment: Openmic Coffee House Newcomer Center 17 or Film: Hijacking Catastrophe Administration Building 28 | |

Thursday Overview

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|--------------------|--|
| 3:00-7:00 pm | Registration - College Union Visit Booths – College Union |
| 7:00 pm – 10:00 pm | Film: The Weather Underground & Panel Conversation Panelists: Bernardine Dorhn, Bill Ayers and Dan Berger, Umble Center |
| 10:00 pm | Settle In |

Notes

Thursday – 7:00 pm

Film: The Weather Underground & Panel Conversation

Panelists: Bernardine Dohrn, Bill Ayers and Dan Berger, Umble Center

Bernardine Dohrn - became part of the [Revolutionary Youth Movement](#), a radical wing of [Students for a Democratic Society](#), in the late 1960s. As one of the leaders of RYM, she publicly announced their break with SDS at a public meeting, creating a new group, which would become the Weathermen. Dohrn was a charismatic lawyer, attractive and well-spoken, becoming the most famous face in The Weather Underground. She remained one of the most flamboyant and popular leaders of the group, becoming well-known as the signatory on the Weather Underground's "Declaration of a State of War", and as one of the FBI Ten Most Wanted Fugitives.

Since the breakup of the Weather Underground, she has become a Clinical Associate Professor of Law at Northwestern University in Chicago, a director and founder of the [Children and Family Justice Center](#), and a founder of the Blum Legal Clinic. She teaches courses in Children and Human Rights, Children in Conflict with the Law, and the comparative law of South Africa, Cuba and Rwanda, and with her law students travels to conduct field research about children's human rights and contemporary legal issues. She also serves on the boards of many other organizations, especially those related to children and/or human rights. Since 2002, she has served as a Visiting Law Faculty at Vrije University, [Amsterdam](#).

Bill Ayers - went underground with several comrades after their co-conspirators' bomb accidentally exploded in 1970, destroying a Greenwich Village townhouse. Ayers, along with Bernardine Dohrn raised two children underground before turning himself in in 1981, when most charges were dropped because of "extreme governmental misconduct" during the long search for the fugitives. Today Ayers is a highly respected educator and community activist. He is a school reform activist, Professor of Education, and Senior University Scholar at the University of Illinois at Chicago where he teaches courses in interpretive research, urban school change, teaching for justice and democracy, youth and modern predicament, and the cultural contexts of teaching. He is also the co-founder of the Annenberg Challenge in Chicago, and the co-chair of the Chicago School Reform Collaborative. A graduate of the Bank Street College of Education and Teachers College, Columbia University, he has written extensively about the importance of creating progressive educational opportunities in urban public schools. Ayers is the author of *Fugitive Days*, an account of 1960s culture, American radicalism, the WUO and an incendiary chapter in our history.

Dan Berger - is a writer, activist, and graduate student in Philadelphia. He was a founding editor of *Onward*, a radical newspaper that emerged out of the global justice movement, and has been involved in the Colours of Resistance anti-racist network. Berger has also organized around prison issues and in support of U.S. political prisoners. He is the author of "Outlaws of America: The Weather Underground and the Politics of Solidarity" (forthcoming, AK Press, 2006), a book about the politics and practice of the Weather Underground, based on two dozen interviews with former members and supporters. With Chesa Boudin and Kenyon Farrow, he is also the editor of "Letters From Young Activists: Today's Rebels Speak Out" (forthcoming, Nation Books, 2005), a collection of writings from today's movements. Berger is currently a Ph.D. student at the Annenberg School for Communication at the University of Pennsylvania.

Friday Overview

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|---------------------|--|
| 9:00-11:00 am | Welcome and Plenary 1: Post-Colonialism through the eyes of a Native American Speaker: George "Tink" Tinker, Umble Center |
| 11:00 am – 12:30 pm | Lunch Visit Booths – College Union |
| 12:00 – 12:50 pm | Concurrent Session 1 (50 Mins) – See Blue Pages |
| 1:00 – 1:50 pm | Naptime Visit Booths – College Union |
| 2:00 – 2:50 pm | Concurrent Session 2 (50 Mins.) – See Green Pages Visit Booths – College Union |
| 3:00 – 4:30 pm | Plenary Panel Discussion The Sudan crises, College-Church Chapel |
| 4:45 – 6:00 pm | Concurrent Session 3 (75 Mins.) – See Yellow Pages Visit Booths – College Union |
| 5:00 – 6:30 pm | Dinner Visit Booths – College Union |
| 6:30 – 8:00 pm | Banquet – College Church Fellowship Hall |
| 9:00 - ? | Choice of Entertainment: Salsa Band, Union Gym or Film: The Fog of War, Administration Building 28 |

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Friday – 9:00 am

Post-Colonialism through the eyes of a Native American
George "Tink" Tinker, Umble Center

George E. (Tink) Tinker is Professor of American Indian Cultures and Religious Traditions at the Iliff School of Theology and earned his Ph.D. at Graduate Theological Union.

"Tink" Tinker teaches courses in American Indian culture, history, and religious traditions; cross-cultural and Third-World theologies; and justice and peace studies. His publications include *Missionary Conquest: The Gospel and Native American Genocide*.

An ordained Lutheran pastor, Dr. Tinker continues to work in the Indian community as (non-stipendiary) director of Four Winds American Indian Survival Project in Denver. He is past president of the Native American Theological Association and a member of the Ecumenical Association of Third World Theologians. Firmly committed to the ecumenical movement, he has been active in volunteer capacities with several denominations at the national level, the National Council of Churches and the World Council of Churches. He currently serves as an "Honorary Advisor" to IMADR, the International Movement against all Forms of Discrimination and Racism.

Friday – 12:00 pm

Concurrent 1 (50 min.)

| | | | | |
|---|--|--|---|---|
| 1. Lee A. Smithey, Ivan Boothe Administration 20 Privilege and Nonviolent Intervention in the Context of Empire | 2. Joseph Miller Administration 28 Tools of Empire: Depleted Uranium (DU) Weapons | 3. Gordon Fellman Newcomer 14 Me and the O'Reilly Factor and Normative Masculinity | 4. Mary Lee Morrison Music Center 100 Elise Boulding, Peace Pioneer: Some Thoughts on Her Life and Work | 5. Rachel M. MacNair College Church 112 The Impact of the Abortion Debate on Achieving Peace Movement Goals |
| 6. Wendy C. Hamblet College Church Koinonia Room The Manic Ecstasy of War | 7. Sara Bodenberg Music Center 110 Geek Organizing and E-Activism - Empowering Change through Technology | 8. Julie Hart Administration 36 The Work of Christian Peacemaker Teams (CPT) in Colombia | 9. Cecil C Ramnaraine Science 106 Violence Prevention Curriculum | 10. Jerry Elmer Newcomer 19 Challenging Empire: The Lessons of Vietnam and Iraq |

Concurrent Session 1
Friday, October 7
12:00 – 12:50

1. Lee A. Smithey
Swarthmore College
Ivan Boothe
Administration 20

Privilege and Nonviolent Intervention in the Context of Empire

When third party nonviolent intervention is undertaken by people with relative privilege, it runs the risk of failing to empower the indigenous movements they aim to assist. They may indeed disempower to some extent those they seek to support by injecting racist or classist dynamics, however subtly, into the struggle itself. By relying on status attached to the economic, cultural, and military dominance of the global north, nonviolent intervention organizations can facilitate a relationship of dependency that may have short-term strategic advantages but that is less likely to promote the nonviolent empowerment of indigenous movements. Sensitivity training within intervention organizations may help activists strategize in ways that avoid some of the pitfalls of operating from a position of privilege.

2. Joseph Miller
Saint Mary's College
Administration 28

Tools of Empire: Depleted Uranium (DU) Weapons

A compelling introduction to current and proposed DU weapons, why they are used, and the major issues surrounding their use (e.g., extensive health and environmental effects both at home and abroad, their use as tools of empire, their violation of international law). During the second part of the workshop, segments from the award winning 2004 documentary “The Doctor, the Depleted Uranium and the Dying Children” will be shown. Opportunities for discussion will be available at several places during the workshop, and resources for reflection and action will be distributed.

3. Gordon Fellman
Brandeis University
Newcomer 14

Me and the O'Reilly Factor and Normative Masculinity

I will show about 12 minutes of a video of me as a guest on The O'Reilly Factor ten days after 9/11. We will focus on one particular exchange between host and guest and then segue into a discussion of the nature of normative masculinity and its role in sustaining and furthering war culture. Among other claims I make is that neither the right nor the left acknowledges and deals with the fundamental influence of normative masculinity in war, politics, religion and much else in our culture.

4. Mary Lee Morrison
Pax Educare, Inc.
Music Center 100

Elise Boulding, Peace Pioneer: Some Thoughts on Her Life and Work

This session will be on the life and work of Elise Boulding, a founder of the International Peace Research Association (IPRA) and the Consortium on Peace, Research, Education and Development (COPRED), the organization that is the forerunner of PJSA. I will focus on her life and work in several key areas:

1. the grounding she received from growing up in a bi-cultural family (Norwegian-American) and her epiphany that led her into peace work.
2. Her educational philosophy, particularly focused on educating toward a culture of peace, with its grounding in her years of raising children and in her activism in the days as a young mother, particularly with the Women's International League for Peace and Freedom (WILPF).
3. The founding of IPRA and COPRED, as well as others that she started, based on her deep convictions of the necessity of uniting activists, educators and researchers.

5. Rachel M. MacNair
College Church 112

The Impact of the Abortion Debate on Achieving Peace Movement Goals

The issue of abortion has for over three decades cast its shadow on peace movement goals. As shown by polls, it has helped to defeat candidates who are not as bad on peace issues as those that won, especially in several presidential elections. It has exacerbated a right-wing/left-wing divide that pits major portions of the working class and other sincere tender-hearted people of conscience against the peace movement, a historically startling development. Peace organizations have in many instances indicated intolerance for differing views, thus hurting themselves by not applying their own principles to themselves. In this workshop, I propose a short presentation to offer evidence for the above points and give my own view to answer this question. Most of the workshop will be devoted to a discussion, allowing a face-to-face conversation on a subject that began with an e-mail exchange on the PJSA listserv after the Bush-Kerry election last year.

6. Wendy C. Hamblet
College Church - Koinonia Room

The Manic Ecstasy of War

Notions of order, integrity, and rightful governance have been entwined with Just War Theory and have served the institution of war as long as war has existed. Georges Bataille, by extrapolating these sacred values to their extreme, exposes the will to ordered integrity for what it most truly is--the will to fascism. As Clausewitz articulated centuries ago, all forces of modernity, even those we hold most dear--democracy, freedom, industrialism, and scientific progress--have been swept up in the service of the insidious forces of war. This paper exposes the values of modern democratic states as forces that perpetuate war. It claims that the only way to disarm the world system that now exists and permits the elites of the globe to prey on the weakest peoples is to expose the faultiness of Western sacred values and unveil them as serving a drive toward fascism.

7. Sara Bodenbergl
Citizens for Global Solutions
Music Center 110

Geek Organizing and E-Activism - Empowering Change through Technology

There's no question that as the online universe evolves, new advocacy tools on the web are revolutionizing movement-building and activism. The Internet's major innovation for politics and advocacy continues to be the power that it puts into the hands of ordinary people who have traditionally stood outside the political process. Sara Bodenbergl, from Citizens for Global Solutions will dispel the myth that the technology behind e-advocacy and movement-building is rocket science. Whether you have five minutes, five hours, or five weeks, there are fun and out-of-the ordinary things you can do to harness the power of the web. She will demonstrate ways to make hi-tech organizing tools accessible to the grassroots, to teachers, and to students & student groups looking to engage broader audiences and make a difference in the world around them.

8. Julie Hart PhD
Bethel College
Administration 36

The Work of Christian Peacemaker Teams (CPT) in Colombia

Colombia holds the distinguished position as home to the longest civil war in the Western Hemisphere as well as the homicide capital of the world. It supplies 80 percent of the cocaine on US streets and is a growing petroleum exporter. Colombia is the third largest recipient of US foreign aid that comes in a Plan Colombia package aimed at fighting both our War on Drugs and our War on Terrorism. As a result of these conditions, 2.3 million Colombians have become internal refugees in the past decades, fleeing the violence of both the guerrilla and the paramilitary groups in the countryside. In 2001, the Colombian Mennonite Church invited Christian Peacemaker Teams (CPT) to accompany villagers in one small region in hopes that they might remain on their land. CPT is an ecumenical group founded to reduce violence through the use of trained unarmed volunteers who stand between armed groups protecting unarmed populations.

9. Cecil C Ramnaraine
Violence Prevention Education
Science 106

Violence Prevention Curriculum

This is a violence prevention curriculum. It attempts to introduce the student to the great ideas and philosophies of civilized human beings. The course is holistic, gender fair, racially neutral, interdisciplinary and very diverse. It encourages student participation, co-operative learning and community service.

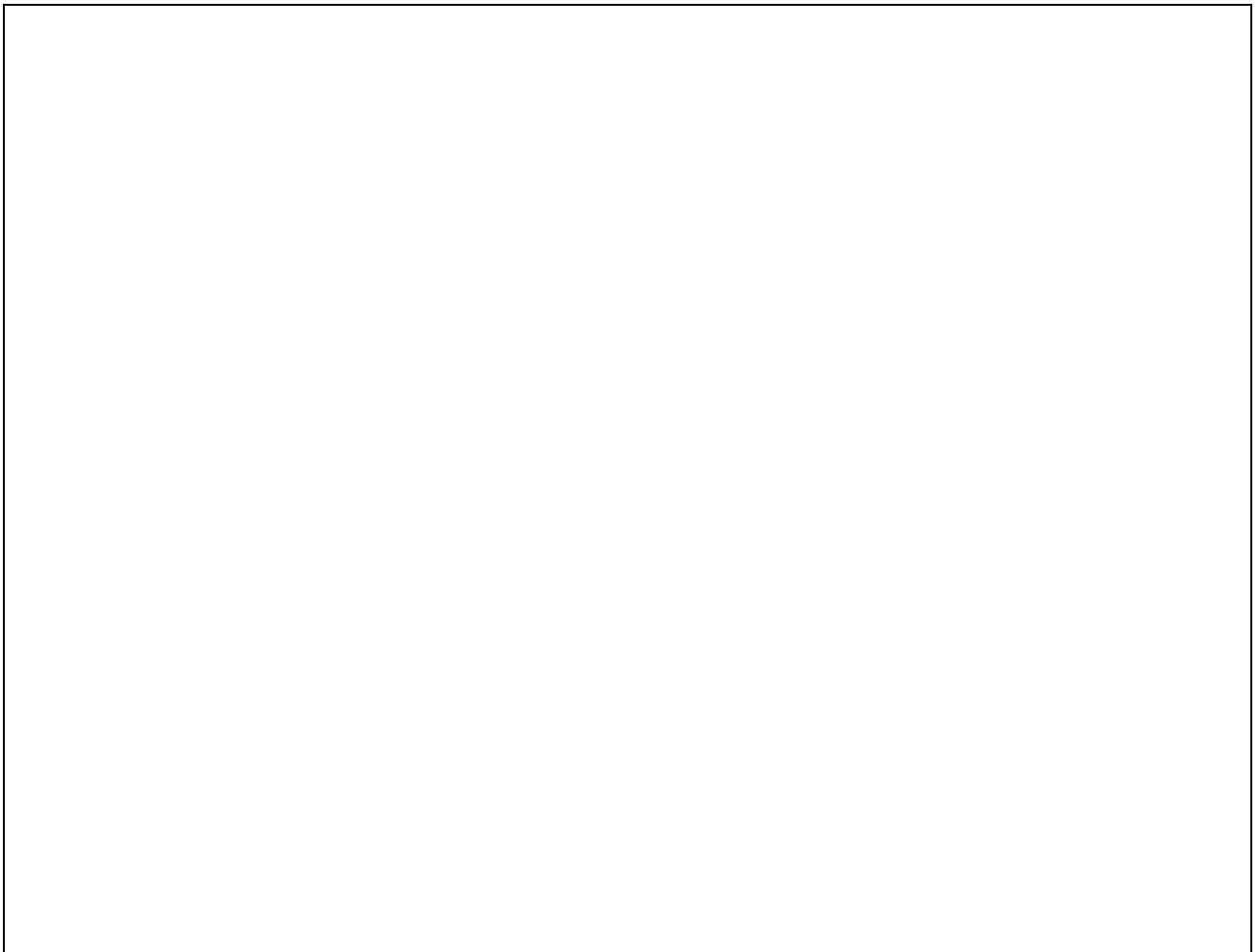
Although the differences among cultures will be examined, an attempt will be made to stress the similarities in all of them. Non-violent dispute resolution and peer mediation will be studied and practiced. The lives and works of twelve peacemakers of the twentieth century will serve as role models.

10. Jerry Elmer
Newcomer 19

Challenging Empire: The Lessons of Vietnam and Iraq

There are some similarities between U.S. involvement in Vietnam 1956 to 1975 and U.S. involvement in Iraq today. Both were imperial adventures by the United States. In both cases, our government lied about the reasons for the adventures. But there are important differences between Vietnam and Iraq as well. This presentation/workshop will examine what the peace movement of today can learn from the experiences of the peace movement during the Vietnam era. In particular, the presentation will consider handles and tools for opposing empire, ranging from ways to influence public opinion to methods of changing government policy. Jerry Elmer is the author of "Felon for Peace: The Memoir of a Vietnam-Era Draft Resister," Vanderbilt University Press, August 2005; The Gioi Publishing House (Hanoi, Vietnam), December 2005. This is the first book by an American peace activist ever to be published in Vietnam.

Notes



Friday – 2:00 pm
Concurrent 2 (50 min.)

| | | | | |
|--|---|--|--|---|
| 1. J. V. Connors Rec Fitness Center 104-5 Mass Consensus Reality Trance Avoidance Workshop | 2. Colin Donoghue Administration 31 Specific Solutions to Empire | 3. Scott Holland Administration 35 Deep Democracy versus Imperial Democracy: Toward an International Solidarity | 4. Laura M. Hampton Wyse 318 Human Rights, its Relativity to Education, and the Palestinian/Israeli Issue | 5. Daniel L. Zins Wyse 319 Pessimism of the Intellect, Optimism of the Will: How to be a Faithful and Successful Peacemaker and Justice Seeker for the Long Haul |
| 6. Addison Bross Wyse 123 Clues to Peace in the Words of War- Advocates | 7. Shyrl Topp Matias Music 100 Fusing Peace Education, Drama Education and Content Area Education: A Triadic Approach | 8. John Bryant Newcomer 13 The Logic of Transcendence: Moral Inversion | 9. David Whitten Smith Music 110 Report from Gaza: occupation, withdrawal, and the future | 10. Peggy Ray College Church 112 Building Solidarity With Students in Occupied Palestine |

1. J. V. Connors, Ph.D.
 Interpersonal Systems Consulting
 Rec Fitness Center 104-5

Mass Consensus Reality Trance Avoidance Workshop

Mass Consensus Reality Trance (MCRT) is a concept for the socially conditioned mindset that people in modern culture come to accept is "reality". In this consensus "reality", we believe what mass media tell us to believe; to admire people who they promote (e.g. Paris Hilton, Donald Trump), to believe that war and violence are necessary to deal with "bad people", and to think that gross consumerism is necessary. MCRT seeks to explain why millions of intelligent people are unable to think for themselves and accept mindless stupidity, disinformation campaigns and deliberate bias from our media and our leaders. This workshop will help participants get in touch with how much we've fallen into the MCRT through exploring what it is, doing resensitization exercises and then sharing what we do to avoid falling under its spell.

2. Colin Donoghue
 Administration 31

Specific Solutions to Empire

I will discuss the roots of our current socio-political situation, along with specific policies and actions that can be taken. I will reference groups that are already involved in the work and making progress that can be supported. The undermining of our election system will be emphasized as it is the major problem that the social justice movement faces today. Also the need for truthful independent media will be emphasized as another key component in reforming our political institutions to be more transparent and just, as well as activating the moral conscience of the public. Personal values and principles will also be discussed as the vehicle for all progressive policies to be adopted, as well as revealing the hypocrisy and immorality of many of our politicians.

3. Scott Holland
Bethany Theological Seminary
Administration 35

Deep Democracy versus Imperial Democracy: Toward an International Solidarity

The Bush administration's doctrinaire mantra of "spreading Democracy" fails to invite a critical and creative examination of the meaning of democracy. Drawing from recent, progressive work on democratic theory, especially Cornel West's notion of deep Democracy, Bill Moyer's soul of democracy and Benjamin Barber's category of strong democracy, this paper will both critique the neo-conservative imperial democracy of the current administration and advance an understanding of international democratic solidarity grounded in politics informed by a liberal, prophetic pragmatism.

4. Laura M. Hampton
Wyse 318

Human Rights, its Relativity to Education, and the Palestinian/Israeli Issue

This presentation addresses the issue of the development and the importance of human rights throughout history, as it is believed that every individual human being deserves certain human rights. The Torah, the Bible, and the Qur'an are the oldest written sources that address questions of people's rights and responsibilities. Many of today's human rights documents originated in documents confirming individual rights, such as the English Bill of Rights (1689), the French Declaration of the Rights of Man (1789), the United States Bill of Rights (1791) and finally by the Universal Declaration of Human Rights (UDHR) (1948). Human rights can only claim to form the basis for legislation and human action, if they are matched by education. Such education should be compulsory and on the top priority of every state. Education is therefore necessary for human rights and fundamental freedoms to be known and respected by every human being. This presentation will also include the problematic situation of how human rights are not applied in Palestine, as well as in many different areas of the world, as the people undergo the violation of human rights by suppressive regimes, and lack access to human rights education.

5. Daniel L. Zins
Wyse 319

Pessimism of the Intellect, Optimism of the Will:

How to be a Faithful and Successful Peacemaker and Justice Seeker for the Long Haul

This workshop (or, as I envision it, dialogue with participants) will discuss some of the best available resources to help all of us, especially young people, avoid the enervating cynicism and frustration that paralyzes and deactivates many individuals who truly do wish to work for a more just and peaceful world. The workshop will confront that sense of hopelessness, helplessness, powerlessness, and cynicism that is pervasive in our culture--soul-destroying mindsets that can also victimize peacemakers and justice seekers who are too impatient for immediate results.

6. Addison Bross
Lehigh University
Wyse 123

Clues to Peace in the Words of War-Advocates

Gandhi's famous statement, that he sought to bring his opponents not to their knees but to their senses, implies that even those who resist peaceful social change and turn to violence have within themselves somewhere a sense for human values and a desire for justice. Contrary to all expectations, by parsing certain recent statements by some war-advocates we may find a tacit acceptance of such values. Would-be peacemakers, who often must deal with the contempt of war-advocates, can find courage by discovering in their opponents a hidden acknowledgment of the truths that peace-makers themselves seek to practice and to embody.

7. Shyrl Topp Matias

Punahou School
Music 100

Fusing Peace Education, Drama Education and Content Area Education: A Triadic Approach

Teilhard de Chardin states that the more “grains of consciousness” are joined together, the more they find themselves as self. The solidarity of the many can result in a strengthening of each part. One part of the educational whole, as envisioned by Horace Mann, is as a primary mode through which societal violence can be remedied (Mann, 1846). Presently, peace education emphasizes process as well as content in such a remedy (Andizzone, Reardon) and transcends national boundaries (UNESCO). Conjunctively, curriculum blends can provide opportunities to enlarge student comprehension, craftsmanship, and creativity, without engendering stress on limited resources.

This presentation offers theoretical and philosophical underpinnings of a blend of peace education, literature (content education), and drama (art education). It focuses on the use of mediation role play conjunctively with conflict in literature and offers that the triadic weaving of three pedagogical strands results in stronger cognitive and affective student learning outcomes.

8. John Bryant

Newcomer 13

The Logic of Transcendence: Moral Inversion

This workshop opens with a reading of Arundhati Roy's monograph: Under the Nuclear Shadow in which she notes from her evidence that: ".the monsters who run the world care nothing for human civilization." The truth of this observation requires no elaboration here, but our quest is to identify in explicit ways what happens in the minds of the 'monsters who run the world'. The central issue is moral inversion. Moral inversion is traceable through the logic of transcendence to a working understanding of the philosophical psychology and dynamics of moral inversion: the belief that in doing great evil, one is somehow doing good! A sketch of the logic of this research will be presented, followed by discussion. We will not correct the rush to destruction of politicians driven by corporations unless we understand what drives the monsters.

9. David Whitten Smith

University of St. Thomas
Music 110

Report from Gaza: occupation, withdrawal, and the future

Photographs and reflections from the June-July 2005 Michigan Peace Team delegation to Rafah at the southern border of the Gaza Strip (three nuns and four priests)

I will reflect on traumatized Israelis and Palestinians (Lifton; Solzhenitsyn), showing images of destruction and recovery. I will describe our nonviolent actions in Gaza, Ramallah, Bethlehem, and Hebron (Sharp). We visited common people and leaders, listened to heartbreaking stories, walked through the rubble of demolitions, prayed at gun towers, attempted to intercede at sealed checkpoints which disrupted our schedules, clowned, juggled, and fiddled for the children, taught at a university, and conducted workshops for young leaders. One of us was abducted and threatened with death if he did not record a false statement; several were harassed at Israeli checkpoints. We urged active nonviolent responses and encouraged Gazans to dream and plan for a self-reliant future (Galtung) making use of Gazan resources and people (Perkins).

10. Peggy Ray
College Church 112

Building Solidarity With Students in Occupied Palestine

Recently I traveled with a Fellowship of Reconciliation "Interfaith Peace-Builders" delegation to Israel and Palestine where we met many peace and human rights activists. At Birzeit University, a major Palestinian educational institution, we learned about some of the ways in which education has been obstructed by the Israeli occupation of the West Bank and Gaza. We also learned about a campaign to enlist international support Palestinians' right to education.

Because of curfews, closures, and Israel's separation wall, students and their teachers are often prevented from getting to school. They may be stopped and harassed by soldiers at gunpoint. Students are sometimes arrested at checkpoints or in raids and taken to detention centers where they are interrogated, sometimes abused or tortured. Many have been held in detention for long periods of time without charges or trial.

A Right to Education campaign located at Birzeit offers documentation of such abuses and provides information about ways that people around the world can support Palestinians' right to education. In my presentation, I will describe the effect of the Israeli occupation on education and some ways students and teachers in the U.S. can express solidarity.

Friday – 3:00 pm

Panel Discussion The Sudan crises
College-Church Chapel

Simon Deng - Abducted into slavery at the age of nine, Simon lived as a slave for two years in the north of Sudan before making his escape. Now living in New York, he is a powerful speaker with a strong message, inspiring activists wherever he goes. He recounts government raids on his village, including watching friends shot before his eyes and discovering elders burned alive in their homes. Simon was recently profiled in the Christian Science Monitor and has spoken to student activists at [Harvard](#), [Columbia](#), and [Yale](#). As one student remarked about [Deng's recent presentation at NYU](#), "You could hear a pin drop in the room, it was so quiet. Everyone gave him the attention that he deserved."

Felix Lohitai - Felix Lohitai Served in Sudan Peoples Liberation Army for more than 9 years. He lived as a refugee in Kenya for 9 years. Recently immigrated – as a refugee - with his family to the United States from Sudan. Felix Lohitai is now a Plowshares Peace Studies student at Manchester College in North Manchester , IN.

Friday – 4:45 – 6:00 pm
Concurrent 3 (75 min.)

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|--|---|---|--|--|
| <p>1. Joanna Swanger & Howard Richards Newcomer 17</p> <p>Critiquing the Rules of Modernity: Challenging the Culture of the Global Economy as a Way Toward Sustainable Peace</p> | <p>2. Joseph Schroer College Church 110-111</p> <p>A case study of Le Chambon, France: An island of peace in the sea of war</p> | <p>3. Kelly Rae Kraemer Administration 28</p> <p>Shall We Overcome? Working With Allies in Social Movements</p> | <p>4. Jacob Kulju & Amanda Stoelb Newcomer 14</p> <p>Food Power: How Food Defines Community</p> <p>Cancelled</p> | <p>5. Charlie Wiles Administration 20</p> <p>Community Collaboration to Build Sustainable Peace Education Programs</p> |
| <p>6. Jeffrey Paris College Church 112-113</p> <p>Decarceration, Prison Education, and Social Justice</p> | <p>7. Brenda F. McGadney-Douglass Rec Fitness Center 104</p> <p>The Guinea Fowl War: Indigenous Knowledge from Combatants in Northern Ghana</p> | <p>8. Christine Hansvick Panel Discussion Administration 35</p> <p>Teaching Introduction to Peace Studies</p> | <p>9. Barry L. Gan Wyse 123</p> <p>Mounting an Anti-Military Recruiting Campaign in Your Local High School</p> | <p>10. Mamadou Diouma Bah Administration 36</p> <p>Local Traditions and Conflict Resolution in West Africa: Exploring Cultural Dimensions in Peacekeeping Operations</p> |
| <p>11. Jack Nelson-Pallmeyer Newcomer 19</p> <p>Christianity and Empire: Understanding and Countering the Religious Dimensions of Destructive U.S. Empire</p> | | | | |

1. Joanna Swanger

Howard Richards:
Newcomer 17

Critiquing the Rules of Modernity: Challenging the Culture of the Global Economy as a Way Toward Sustainable Peace
Dismantling the systems of domination and oppression that keep poverty entrenched and give rise to war requires challenging and transforming the rules that keep these systems functioning in the ways they do: these are the rules that serve as an underpinning for the functioning of global capitalism (summarized, they are: respect property, respect contracts, and respect individual freedom). As long as these rules remain in force, and as long as their regularly accepted meaning is unchallenged, efforts to end poverty and to construct cultures of sustainable peace will likely remain piecemeal and/or be thwarted outright. Our participatory workshop will analyze these rules and explore their implications, as well as highlight different cultural understandings of property and freedom that arise from—and can further support—the global solidarity movement, with a special focus on the Mahatma Gandhi's critique of modernity.

2. Joseph Schroer

College Church 110-1

A case study of Le Chambon, France: An island of peace in the sea of war
Imagine yourself as a Jew in the middle of World War II and you hear of a village in France where people are feeding, housing, and educating others just like you. You go there to find out that families are taking in people for days and months, sharing their bread, water, and even their clothes with their weary travelers. Imagine also your surprise when you find out that these people are Christians. Moreover, all of this is occurring under the watchful eye of the local Vichy administrator. How did this village do it? How was this community built? And perhaps more importantly, why did they do it? For my presentation, I will take a brief look at the history of events that took place in “Le Chambon-sur-Lignon”. Furthermore, I will apply the lessons learned from this village to present day and future possibilities for the promotion of non-violent conflict resolution.

3. Kelly Rae Kraemer

College of St. Benedict/St. John's University
Administration 28

Shall We Overcome? Working With Allies in Social Movements
In this paper I explore the influence of social group identity on relations and activities within social movements, arguing that activists bring with them the privilege and oppression they experience as members of dominant or subordinate groups in society. Drawing on my own experiences researching and participating in the Hawaiian sovereignty and other social movements, I examine the politics of privilege and oppression in activism. The goal is to make these influences visible in a way that can inform strategic thinking, transforming the conflicts the presence of allies so often engenders within movements into tools activists can use to undermine systems of dominance and achieve movement goals and objectives.

Cancelled

4. ~~Jacob Kulju~~
~~Amanda Stoelb~~
Newcomer 14

Food Power: How Food Defines Community

~~Our presentation will define the role of food as a community builder and sustainer in terms of economic, social, and health relationships. By introducing and discussing the topics of community gardens, local food production, organic justice, ecological violence, and urban planning/gardening, we hope to piece together a mosaic of the daily role food can play in shaping greater political and community relations.~~

5. Charlie Wiles
Peace Learning Center
Administration 20

Community Collaboration to Build Sustainable Peace Education Programs

Peace Learning Center, Inc. (PLC) in Indianapolis, Indiana was founded in 1997 on the foundation of four values:

1. Peaceful resolution of all conflict
2. Strength of diversity in our community
3. Potential of youth
4. Responsible stewardship of the environment and community resources

Since that time the PLC has provided conflict transformation, environmental and diversity appreciation workshops to over 60,000 youth and families. Programming has expanded to include an overnight camp for six graders and a training crew that delivers workshops to over 10,000 students each year. In addition PLC hosts an annual community event honoring Dr. Martin Luther King and a "Celebration of Peace" to honor over 1,500 students who participate in peace education activities during the school year.

Dan Stratton, Tim Nation and Charlie Wiles helped nurture the PLC from its inception and built the organization to become a stand alone not-for-profit with a staff of over 40 and an annual budget of over 1 million dollars.

They will come to the PJSA conference to conduct a workshop on community collaboration to build sustainable peace education programs and share the challenges and successes of PLC with the hope of inspiring others to initiate similar programs in their community.

6. Jeffrey Paris
University of San Francisco
College Church 112-3

Decarceration, Prison Education, and Social Justice

The substantially increasing effect that the prison system has on every social institution today is worthy of a philosophical account and critique. I look at three models—and the figures associated with them—that have emerged to provide a comprehensive framework for understanding the prison: (1) the disciplinary apparatus (Michel Foucault); (2) the prison-industrial complex (Angela Davis); and (3) the hyper-ghetto carceral mesh (Loïc Wacquant). From Foucault we learn that any philosophy of punishment must also be a social theory; from Davis we learn that the supposed causal link between crime and punishment must be reversed and reinterpreted along the lines of a white supremacist project; with Wacquant, we reimagine the carceral mesh as a means of ethnoracial domination in the neoliberal age. Taken together, they offer the groundwork for what we might think of as a contemporary "philosophy of mass incarceration."

7. Brenda F. McGadney-Douglass
University of Toledo
Rec Fitness Center 104

The Guinea Fowl War: Indigenous Knowledge from Combatants in Northern Ghana

In 1994, the most severe multi-ethnic conflict commenced in Northern Ghana since independence was obtained in 1957. The war commenced over conflicts due to land ownership, chieftaincy, and representation. The outcome of this war was tremendous internal displacement (ID), loss of life, property, and social and economic development. In 1999, in response to a need to document indigenous knowledge about the resolution of the conflict, researchers interviewed chiefs, internally displaced persons (IDPs), NGOs, opinion leaders, and policy makers. Data was collected from IDPs from majority (2002) and minority (2005) group members. The significance of these findings is that rarely has the voice of this minority group been documented. Much can be learned about indigenous practices, and prevention, intervention and peacekeeping approaches to alleviate violent outbreaks of conflict. The presentation will give balance to indigenous knowledge from those involved in conflict resolution with effective cultural approaches to facilitate sustainable peace.

8. Christine Hansvick
Pacific Lutheran University
Administration 35

Teaching Introduction to Peace Studies

Facilitator:
Christine Hansvick, Pacific Lutheran University

Panelists:
George Lopez, The Joan B. Kroc Institute for International Peace Studies

Berenice Carroll, Purdue University

Edward J. McGlynn, Siena College

Introducing the field of Peace Studies to students within a single course provides many challenges pedagogically. What material is absolutely essential? What approach has worked best pedagogically? Is this course integrative across disciplines or specific to the field of study for the professor? This interactive panel provides examples from the experiences of the panelists as well as encouraging networking among the participants.

9. Barry L. Gan
Wyse 123

Mounting an Anti- Military Recruiting Campaign in Your Local High School

This workshop will offer case studies of several attempts-some successful, some not-so-successful-at providing high school students with information about their rights regarding the No-Child-Left-Behind Act, Selective Service registration, conscientious objection, and the U.S. military's Delayed Entry program. It will also provide ideas on how to gain access to students in their high schools. The bulk of the workshop as presently conceived will focus on the success of my own local peace and justice group (The Olean Area Coalition for Peace and Justice) in gaining access to our local high school, where we obtained permission to table and leaflet students as often as does the military. But I hope to include on a panel one to three other people within PJSA who have had varying experiences in the same endeavor.

10. Bah, Mamadou Diouma
Fntoft Studentboliger
Administration 36

Local Traditions and Conflict Resolution in West Africa: Exploring Cultural Dimensions in Peacekeeping Operations
This article analyses some cultural traditions for suppressing violence and settling disputes in the Manor River Union of West Africa, and its relevance to contemporary peace building efforts. It focuses particularly on two historical aspects: the traditional mechanism of succession in chieftaincy system; and the concept of "landlord-stranger". Efforts are made to demonstrate how these cultural mechanisms are related to the maintenance of law and order; suppression of violence; and conflicts settlements in the period of colonial and post-colonial time. The interaction between these local cultural mechanisms and the direct/indirect colonial style of administration is closely examined. The aim is to show the interplay between local cultural traditions and external efforts in conflict handling and settlement of disputes. Highlighting this historical account will contribute to our understanding of how third party intervention could interact positively and productively with traditional local mechanisms of disputes settlement and suppression of violence.

11. Jack Nelson-Pallmeyer

University of St. Thomas

Newcomer 19

Christianity and Empire: Understanding and Countering the Religious Dimensions of Destructive U.S. Empire
Destructive U.S. foreign policies aimed at consolidating a global empire, including the war in Iraq, receive broad-based Christian support. Empire distorts Christianity and distorted Christianity blesses imperial policies. Words from Dick and Lynn Cheney's 2003 Christmas card is both revealing and scary. They wrote, "And if a sparrow cannot fall to the ground without His notice, is it probable that an empire can rise without His aid?" U.S. Empire reflects God's will and intent. The religious as well as the political dimensions of empire must be understood and countered if we are to have any realistic hope of reversing our nation's present imperial course. This workshop/paper will describe the religious dimensions of present U.S. Empire, U.S. Empire's deep historic roots and theological underpinnings, and it will explore alternatives to and strategies for countering destructive expressions of Christianity that fuel imperial ambitions.

Notes



Friday – 6:30 pm

Banquet, College-Church Fellowship Hall
Special Music by Joe Hart and Lani Williams and Guests

Friday – 9:00 pm

Salsa Band, Union Gym

Film: *The Fog of War: Eleven Lessons from the Life of Robert S. McNamara* ([2003](#))
Administration Building 28

From Amazon.com

The Fog of War, the movie that finally won Errol Morris the best documentary Oscar, is a spellbinder. Morris interviews Robert McNamara, Secretary of Defense in the Kennedy and Johnson administrations, and finds a uniquely unsettling viewpoint on much of 20th-century American history. Employing a ton of archival material, including LBJ's fascinating taped conversations from the Oval Office, Morris probes the reasons behind the U.S. commitment to the Vietnam War--and finds a depressingly inconsistent policy. McNamara himself emerges as--well, not exactly apologetic, but clearly haunted by the what-ifs of Vietnam. He also mulls the bombing of Japan in World War II and the Cuban Missile Crisis, raising more questions than he answers. *The Fog of War* has the usual inexorable Morris momentum, aided by an uneasy Philip Glass [score](#). This movie provides a glimpse inside government. It also encourages skepticism about same. --*Robert Horton*

Saturday Overview

| | |
|---------------------|---|
| 9:00-11:00 am | Yoga (optional) followed by Plenary 2: Post -Conflict Social Changes in Latin America and Iraq Speakers: Manuela Aguilar and Imam Ibrahim Kazerooni, Sauder Concert Hall - Music Center |
| 11:00 am – 12:30 pm | Lunch Visit Booths – College Union |
| 12:30 – 1:45 pm | Concurrent Session 4 (75 Mins) – See Pink Pages Visit Booths – College Union |
| 2:00 – 2:50 pm | Concurrent Session 5 (50 Mins.) – See Blue Pages Visit Booths – College Union |
| 3:00 – 4:30 pm | Plenary Panel Discussion Academic Freedom Post 9/11, Sauder Concert Hall - Music Center |
| 4:45 – 6:00 pm | Concurrent Session 6 (75 Mins.) – Norman Finkelstein: Academic Freedom Continued, Sauder Concert Hall - Music Center or Presenter: The Beehive Collective, Music Center 153 |
| 5:00 – 6:30 pm | Dinner Visit Booths – College Union |
| 7:00 – 9:00 pm | Privileges of Race and Gender, Speaker: Rebecca Walker Sauder Concert Hall - Music Center |
| 9:00 - ? | Choice of Entertainment: Open-mic Coffee House, Newcomer Center 17 or Film: Hijacking Catastrophe, Administration Building 28 |

Saturday – 9:00 am

Yoga (optional) followed by

Plenary 2: Post -Conflict Social Changes in Latin America and Iraq

Speakers: Manuela Aguilar and Imam Ibrahim Kazerooni,

Sauder Concert Hall - Music Center

Manuela Aguilar (Universidad Americana, Nicaragua) - Manuela Aguilar is the Dean of the School of Diplomacy and International Relations at [Universidad Americana](#) in Managua, Nicaragua, the Director of the School's Center for Political Studies and she also directs the University's American Studies Program. She is a member of the international team for [QED Consulting](#), based in New York, in charge of training UN personnel worldwide in the area of alternative conflict transformation and negotiation. She received her Ph.D. from the University of Kansas and her M.A. from the University of Bonn (Germany).

Dr. Aguilar teaches international conflict resolution and negotiation in Nicaragua as well as as a visiting professor in Sweden and has published a book and several articles. Her research interests are located quite broadly within the conflict transformation and peacebuilding area and include topics from reconciliation processes and gender studies to justice and security reform and international organizations and their involvement in conflict resolution. She has taught in the United States, Sweden and Nicaragua, has been invited as a conferences speaker to Canada, Germany, the United States, Sweden, and the Dominican Republic and received several research grants and scholarships.

Imam Ibrahim Kazerooni (Abrahamic Initiative) - Ibrahim Kazerooni was born in 1958 in the holy city of Al-Najaf in southern Iraq into a family of theologians. He began his religious studies at an early age and continued them until his life took an unexpected turn. In 1974, he was arrested by Saddam Hussein's regime. He was imprisoned on a number of occasions, one lasting for more than 5 months. During that time, he spent two weeks in the infamous Abu Ghraib prison. He was brutally tortured there, but somehow survived. After being released, Ibrahim resumed his academic life, but had to leave Iraq soon after, to escape being imprisoned again. He traveled through the Middle East in search of a safe place to stay. While in Iran, he completed his theological studies. Fearful of Iraq's secret police, he fled to England and began his secular education. The Iraqi Embassy found him and tried to force him to return, but he refused. The refusal cost a number of his family members their lives. Ibrahim has traveled to many countries on lecture tours. He currently resides in Denver and works as Imam for the Muslim community. He is a Board member for the Stapleton Interfaith council, the Housing Justice, Interfaith Alliance. He was recently elected the interim director of the Abrahamic Initiative program at [St. John Cathedral in Denver](#). He also serves as a member of the Board of Religious advisers to the Denver Police chief and the [University of Denver Bridges to the Future program](#). He is currently working in the MTS Program at Iliff in preparation for research on Medieval History of Spain (Andalusia period) and in a Masters Program at GSIS (International Relations with emphasis on Middle East Politics).

Saturday – 12:30 – 1:45 pm
Concurrent 4 (75 min.)

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|---|--|---|---|---|
| <p>1. Christine Hansvick Panel Wyse 123</p> <p>Peace Studies Programs: Transitions for the 21st Century</p> | <p>2. George Wolfe Wyse 318</p> <p>Weapons of Mass Distortion: A Multimedia Arts Presentation on Countering Political Extremism</p> | <p>3. Ian M. Harris Amy Shuster Wyse 319</p> <p>Revising the Global Directory</p> | <p>4. Jeff Myers Wyse 211</p> <p>Inquiring Minds</p> | <p>5. Abigail A. Fuller Panel Administration 20</p> <p>A Dialogue on Abortion and the Peace and Justice Movement</p> |
| <p>6. Bill Shorr Administration 36</p> <p>Where the Vorpall Blade Won't Reach: Teaching-Research on Peace with Role-Playing Games</p> | <p>7. Vera Eccarius-Kelly Administration 31</p> <p>Mayan Resistance: Women and Tradition in Opposition to State Authoritarianism</p> | <p>8. J. V. Connors Symposium Administration 28</p> <p>Is this the Fourth Reich? Naming and Coping with Our Age of Oppression</p> | <p>9. Jonathan Diskin Science 107</p> <p>Gentrification and Justice</p> | <p>10. Andrew Moss Administration 35</p> <p>The Student Bill of Rights: A Rhetoric of Freedom, A Practice of Repression</p> |
| <p>11. Jane Litwiller Science 001</p> <p>Safe zone training</p> | <p>12. Tal Litvak – Hirsch and Muhsin Yusuf Science 006</p> <p>Palestinians and Israelis Listening to Each Other</p> | <p>13. Jerry Elmer Science 101</p> <p>Violence and Active Nonviolence: Contrasting Techniques for SocialChange Activists</p> | | |

1. Christine Hansvick
Pacific Lutheran University
Wyse 123

Peace Studies Programs: Transitions for the 21st Century

Facilitator:
Christine Hansvick, Pacific Lutheran University

Panelists:
Lee Smithey, Swarthmore College

Jaleh Dashti-Gibson, The Joan B. Kroc Institute for International Peace Studies

Evaluating and changing peace studies programs to address current events and trends within the field can be a challenge. In addition, resources both in terms of faculty interests and finances often require modifications of existing programs. Panelists will be available to discuss their experiences and address these issues from their own perspectives but this is also an opportunity for all participants to interact, sharing their own concerns and challenges while teaching in or developing peace studies programs.

2. George Wolfe
Ball State University
Wyse 318

Weapons of Mass Distortion: A Multimedia Arts Presentation on Countering Political Extremism

This presentation features a live performance of a video-music composition entitled “Weapons of Mass Distortion” by Australian composer Martin Wesley-Smith. Musician-presenter George Wolfe explains from personal experience how art and principles of Gandhian philosophy can be applied to effectively counter the “New McCarthyism” which is taking the form of extremist propaganda currently infecting the internet and other media.

3. Ian M. Harris
University of Wisconsin-Milwaukee
Amy Shuster
Wyse 319

Revising the Global Directory

Ian Harris and Amy Shuster are in the process of revising the 2000 COPRED Global Directory of Peace Studies and Conflict Resolution Programs. In this session they will update their findings about recent developments in the peace studies field and demonstrate a new online site which contains all this information in an interactive and easy-to-use searchable database. They will address such questions as the contents of an introductory essay about the state of the field of peace studies. What are the main characteristics of the peace studies field in 2005? What are the salient additions to the field of peace studies since the last directory was produced? It will summarize findings regarding new peace studies programs and ask participants to help identify changes in the field.

4. Jeff Myers
Wyse 211

Inquiring Minds

This workshop will be a short intro and viewing of the 45-minute documentary, "Inquiring Minds" followed by a Q+A with the director. The video follows the Toronto-based group Coalition Against Psychiatric Assault (CAPA) as they organize and execute public hearings into psychiatric drugs and electroshock therapy at Toronto's City Hall in April, 2005. The workshop will also address the broader issue of creative empowerment of disenfranchised groups through the use of new media.

5. Abigail A. Fuller
Manchester College
Administration 20

A Dialogue on Abortion and the Peace and Justice Movement

Abigail Fuller, Manchester College (moderator)
Richard Johnson, Indiana University - Purdue University, Fort Wayne
Adrienne Kaufman, United Educators
Dave Leeper, Earlham College
Rachel MacNair, Institute for Integrated Social Analysis

A panel discussion on different views of abortion among peace and justice activists. Is abortion violent? Is the right to choose an abortion a matter of justice? As peace/justice activists, we hold a variety of opinions and beliefs about abortion, yet we rarely talk about this. This is an opportunity to explore our differences.

6. Bill Shorr
Administration 36

Where the Vorpall Blade Won't Reach: Teaching-Research on Peace with
Role-Playing Games

Educational researchers increasingly focus on Math and Science teachers' subject matter knowledge. Scant attention has been given to the understandings of Social Studies educators about the social studies, and less still has been devoted to notions of peace in the social studies.

In the spring of 2005 I organized a professional development series in which social studies educators began creating a Role Playing Game (RPG) for teaching peace and social studies. The group struggled to co-construct a notion of peace they could work towards while developing an activity that would both situate that notion of peace and maintain the educators' level of interest in the project. One theme that emerged involved the tension between constructivist and critical pedagogical goals. I will tell this story, focusing on the educators' discussed, modified, or enacted constructions of peace and pedagogy. If time permits, we will delve into design mode.

7. Vera Eccarius-Kelly
Siena College
Administration 31

Mayan Resistance: Women and Tradition in Opposition to State Authoritarianism

In the tradition of Mohanty and Shohat, I argue in this paper that it is imperative for feminist political analysis to examine indigenous expressions of resistance. Mayan women in particular have struggled against neocolonial state repression that aims to displace traditional, gender-specific social organizations in the highland regions of Guatemala. Mayan women's organizations, such as cooperatives, fair trade entrepreneurs, and civic leaders utilize culturally-based strategies to re-shape their roles in the post-conflict society. Economic traditions that are practiced and reinforced by Mayan women in village-based cooperatives consistently defy the patriarchal, sexist, racist, and repressive actions taken by representatives of state agencies. I explore ways in which Mayan resistance relies on tradition not only for survival in the face of repression, but also for building an economically sustainable future beyond the grim maquila zone.

8. J. V. Connors
Interpersonal Systems Consulting
Administration 28

Symposium: Is this the Fourth Reich? Naming and Coping with Our Age of Oppression

This symposium will discuss labels that characterize our current age of oppression and war-making, especially labels that characterize the Bush administration in terms of fascism. We will discuss the utility of labels for helping us to conceptualize the chaotic forces around us, the media's use and response to labels, and the problems with them (e.g. manipulation by the other side). We will also discuss whether our inability to pin down this oppressive age has contributed to our lack of effective responses to it. Lastly, we will explore how best to cope with a time of oppression, especially finding good media outlets for raising awareness.

Papers:

Barry Gan, St. Bonaventure University, Center for Nonviolence, "The Media's Role in Public Acceptance of War"

Douglas Archer, University of Notre Dame, "Threats to Freedom of Speech and the Press"

John A. Johns, California State University, Los Angeles, "Language as a Tool for Coping with Oppression"

Joanie Connors, Interpersonal Systems Consulting, "Framing the Debate & Reclaiming Our Power"

9. Jonathan Diskin
Science 107

Gentrification and Justice

Is it possible for gentrification to be compatible with justice? In this talk I draw on the work of Amartya Sen (and others), as well as details from the recent history of development in Cincinnati's 'Over-the-Rhine' neighborhood to define just urban redevelopment. In a world in which privatization has been advancing on many forms of public space, I think its vital to be able to insert concepts and practices of justice into ongoing transformations without waiting for a global or total social reordering. This presentation is a contribution toward this possibility.

10. Andrew Moss
California State Polytechnic University
Administration 35

The Student Bill of Rights: A Rhetoric of Freedom, A Practice of Repression

Because universities and colleges play a critical reflective function, the threat posed by so-called efforts to "protect" academic freedom (e.g. the Student Bill of Rights, the Students for Academic Freedom) is a significant one. This presentation examines this threat by examining the "rhetoric" of freedom: the way a language of civil discourse and personal liberty is used as a cover for tactics of intimidation and control. It explores these regulative efforts within a broader historical context of silencing and suppression, finding in the history of McCarthyism instructive parallels for resistance and transformation. The current status of the Student Bill of Rights - its placement in current and pending legislation (as well as its implications for Peace and Justice studies) - will also be reviewed, along with strategies used to unmask and counter it.

11. Jane Litwiller
Goshen College
Science 001

Safe Zone Training

Safe zone training is designed to help train heterosexual advocates to be effective allies to lesbian, gay, bisexual, transgender, and queer (LGBTQ) individuals. Washington and Evans (1991) define an ally as "a person who is a member of the dominant or majority group who works to end oppression in his or her personal and professional life through support of, and as an advocate with and for, the oppressed population" (p.195). Students at Goshen College have facilitated three such trainings during the last school year using material organized by The Brethren-Mennonite Council for Lesbian, Gay, Bisexual and Transgender Interests (BMC). Safe zone trainings are becoming more and more common on college campuses across the country in an effort to be tolerant and respectful of our various differences.

12. Tal Litvak –Hirsch
Muhsin Yusuf
Science 006

Palestinians and Israelis Listening to Each Other

The participants in this panel two Fulbright scholars: Dr. Muhsin Yusuf, a Palestinian professor teaching history in Birzeit University, and Dr. Tal Litvak-Hirsch, who is an Israeli professor who teach psychology in Ben Gurion University. Dr. Yusuf's presentation will concentrate on the history of both Jews and Arabs in Palestine and will attempt to examine the claim of both peoples to this small piece of land. In addition to that he will present the basic facts about the current situation and will outline the main elements, which should be taken into consideration in order to achieve lasting peace in the area.

Building on this presentation Dr. Litvak-Hirsch will briefly discuss the work currently being done in Israel, which utilizes encounter groups between Jewish and Palestinian university students. Three models for encounter groups will be presented, and one model in particular, the "life story telling model," will be illustrated by showing sections from a documentary film that was produced in Israel last year. She will conclude by discussing the advantages as well as the difficulties inherent in attempting to create a dialogue through encounter groups between Jews and Palestinians in Israel, in the context of the Israeli-Palestinian conflict.

13. Jerry Elmer
Science 101

Violence and Active Nonviolence: Contrasting Techniques for SocialChange Activists

This presentation/workshop compares and contrasts the uses of violence and nonviolence by social-change activists. The presenter argues that, although violence and nonviolence have some similarities, there are important ethical and practical reasons why nonviolence is superior. Using historical examples ranging from the turn-of-the-century anarchists such as Emma Goldman and Alexander Berkman to the tactics of the Weather Underground in the 1970's, from the draft resisters of the First World War to the civil rights sit-ins of the 1960's, this workshop presents an in-depth exploration of violence and nonviolence as social-change techniques. Jerry Elmer is the author of "Felon for Peace: The Memoir of a Vietnam-Era Draft Resister," Vanderbilt University Press, August 2005; The Gioi Publishing House (Hanoi, Vietnam), December 2005. This is the first book by an American peace activist ever to be published in Vietnam.

Saturday – 2:00 – 2:50 pm
Concurrent 5 (50 min.)

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|---|--|---|--|---|
| <p>1. Elaine R. Ognibene Administration 20</p> <p>"...going where the silence is": War Trash by Ha Jin</p> | <p>2. Shelini Harris Wyse 123</p> <p>Interrogating Intellectual and Epistemic Violence</p> | <p>3. Achim Oberst Administration 36</p> <p>Engaging Empire: Categorical Refusal as Life-Affirming Action</p> | <p>4. John Sniegocki Administration 31</p> <p>Resources in Catholic Social Teaching for a Critique of Empire</p> | <p>5. Daniel L. Zins Administration 28</p> <p>Reframing the 'Terrorism' Debate: Some Thoughts on Teaching About Terrorism and State Terrorism</p> |
| <p>6. Rev. Titus K. Oyeyemi Wyse 211</p> <p>Equipping the New African Peacebuilders</p> | <p>7. Keith Graber Miller Wyse 318</p> <p>From Quietistic Nonresistance to Engaged Peacemaking: Transformations and Tensions in Mennonite Peace Theologies</p> | <p>8. Paul Thorson Wyse 319</p> <p>So, How Are The Children?</p> | <p>9. J. Douglas Archer Administration 21</p> <p>Making Effective Use of the Web When Engaging Empires</p> | <p>10. Ned McGlynn Science 006</p> <p>The Human Rights Policy of the George W. Bush Administration</p> |
| <p>11. Michael Stulman Science 001</p> <p>From Myths to Mobilization: Confronting Race & Empowering</p> | <p>12. Jeffrey Kauffman, Umble Center 132</p> <p>Theatre for Social Change</p> | <p>13. Katie Hochstedler Science 107</p> <p>Engaging Homophobia: Strategies for Solidarity</p> | <p>14. Joshua M. Cohen Science 106</p> <p>Dharma, Peace and Violence in Sri Lanka</p> | <p>15. Anna K.Crumley-Effinger Science 203</p> <p>Peace work in the African Great Lakes region</p> |
| <p>16. Stephanie Yuhas Science 204</p> <p>Reframing Empire: Globalization Trumps Politics</p> | | | | |

1. Elaine R. Ognibene

Siena College
Administration 20

"...going where the silence is": War Trash by Ha Jin

In his novel War Trash, Jin constructs a memoir by Yu Yuan, a young Chinese officer and member of the People's Volunteer Army sent by Mao to aid the Communists in Korea during the Korean War (1951-53). Ha Jin ironically juxtaposes intents with outcomes, words with deeds, and truth with fiction. He shows the global impact of the fighting, the multilateral nature of the war, and the brutal truth that the war had little to do with Korea. The media lies in Jin's tale parallel today's news about Guantanamo, Abu Graib, Darfur, Congo, or any other place where violent behaviors are hidden and ignored. In my paper, I will illustrate how Yuan's desire for peace and trust is undercut by leaders who use him, and how, as a writer, he, like the author, "goes where the silence is," gives voice to the unknown or forgotten, raises moral questions and challenges readers to do likewise.

2. Shelini Harris

Guilford College
Wyse 123

Interrogating Intellectual and Epistemic Violence

While the struggle to dismantle the domination of the Empire has to be undertaken in many different forms, these will not result in sustainable and deep change unless we also engage in deconstructing the meta-narratives provided to claim legitimacy for colonialism and current forms of imperialism. This paper contributes to an ongoing and burgeoning counter-discourse of deconstruction based on alternative worldviews. This is done by addressing how even in the most sophisticated and complex attempts by the well-meaning elites of the Empire, such as Jurgen Habermas, (engaged in fields such as Ethics and Human Rights that are dedicated to the autonomy and liberation of human beings), the insidious effects of the intellectual and epistemic violence of the dominant intellectual paradigm, formed through the exclusion and suppression of indigenous and grassroots forms of knowledge in all cultures including the West, are quite evident and seem intractable.

3. Achim Oberst

Administration 36

Engaging Empire: Categorical Refusal as Life-Affirming Action

One engages the Empire best from within, however, by NOT being engaged IN it. The truth of this principle brought forth Malcolm X who opened the eyes of his people to blinding oppression. Once the veil was lifted black consciousness recognized its plight in the solution: self-assertion through self-sufficiency. Once Martin Luther King recognized a global phenomenon in the denial of basic civil rights epitomized in the Vietnam War he threatened the Empire by denouncing it. The plight of both prophets vindicates them. Empire will always first strike those who undermine it best. We, the people, must communalize our strength and keep shaking the social-political and ideological foundations. This principled call is so universal that we find unlikely allies among Christians (Kierkegaard) and Antichristians (Nietzsche) alike. Imperial modern society needs the model of (antiquity's) communities for self-reformation on all levels. We call that democracy.

4. John Sniegocki

Administration 31

Resources in Catholic Social Teaching for a Critique of Empire

This workshop will explore the contributions that can be made by the tradition of Catholic social teaching to a critique of 'empire.' Catholic social teaching (CST) refers to various documents and speeches by popes and Roman Catholic bishops on themes related to economics, war and peace, ecology, etc. These reflections have often included sharp critiques of the existing social order and suggestions for progressive social change. In this workshop the foundational themes of CST will be explored, as well as the critiques of current forms of economic globalization and critiques of war that have been articulated in the CST tradition. I will explore what contributions CST could make to broader ongoing discussions of these issues. I will also suggest several ways that Catholic social thought (and Catholic practice) could be further enhanced.

5. Daniel L. Zins
Administration 28

Reframing the 'Terrorism' Debate: Some Thoughts on Teaching About Terrorism and State Terrorism
My paper will share some of my experiences with those who want to offer an entire course on this topic, or merely allocate sections of various peace and justice studies courses to it. In addition to the severe limitations of mainstream media coverage, I will give considerable attention to "why they hate us" and the viewpoints of non-westerners, torture, nuclear terrorism, the terrorism-genocide connection, and the blindness and complicity--and responsibility--of ordinary citizens in an increasingly militarized culture. I will encourage other educators who attend this session to share their own successes and failures in addressing this issue with their students, and how we might leave our students feeling hopeful and empowered rather than having their understandable fears manipulated by the kleptocrats and militarists who now rule us.

6. Rev. Titus K. Oyeyemi
African Projects for Peace and Love Initiatives Inc.
Wyse 211

Equipping the New African Peacebuilders
History 101 teaches us that Africa had ancient Empires that were similar in characteristics to the kingdoms (regna) that succeeded the Old Roman Empire, but widely dissimilar in opportunities. What became of those Empires after the incursion of slave trades that forced over 40 million Africans into slavery? What happened to those Empires at Independence, when Africa produced only ethnic leaders, who perpetrated the unfinished "divide and rule," racism and imperialism of the 100 years of colonization? In the present event of changing faces of global violence, how can new and potential African Peacebuilders be equipped to tackle Ethnoreligious related violence in Africa? Will APPLI's structured education for peace and socio-cultural adjustment programs be objective enough to re-orient Africans towards sustainable socio-economic, cultural and political future? Since the task of Peacebuilding in Africa can no longer be left in the hands of the "so-called educated" alone, how can peace education be promoted among all subcultures of the African grassroots communities?

7. Keith Graber Miller
[Goshen](#) College
Wyse 318

From Quietistic Nonresistance to Engaged Peacemaking: Transformations and Tensions in Mennonite Peace Theologies
This presentation and discussion will focus on shifts in U.S. Mennonites' engagement with the political world in the 20th and 21st centuries, identifying the Christian and Anabaptist roots of Mennonites' pacifist commitments and the ways in which Mennonite practice and theology have undergone transformations in recent decades. Among the discussion topics will be Anabaptists' past and present expectations of government; altered understandings of Jesus' relevance for the political world; self-interest versus other-interest in speaking to the powers; and Anabaptist/Mennonite perspectives on the historical and contemporary legitimacy of engaging the political world.

8. Paul Thorson
Wyse 319

So, How Are The Children?
Do we raise our children to be survivors or do we raise them to live a life where they put energy into making a difference? One way to counter meta-narratives of imperialism and colonialism is to socialise youth in such a way that they perceive the narratives as untrue. Educating children in non-violent alternatives and the power of unity among peoples creates viable challenges to the current blanket militarism that is far too widely accepted, especially in the mostly Christian dominated western world. Doing both specific socialisation and education iteratively can create a grass roots culture leading to a stronger community of young people who see the value in solidarity. This session looks into trends in education and offers examples of social groups that are working to demonstrate options of social justice and peace.

9. J. Douglas Archer
University of Notre Dame
Administration 21

Making Effective Use of the Web When Engaging Empires

This workshop will provide a conceptual frame work for participants from which they can more effectively navigate the Internet and will present techniques for identifying relevant web resources for "Engaging Empires." An annotated list of sites will be provided and selections from the list will be explored. Resources will be demonstrated from among surface and deep web; free and fee; and government, commercial, education, NGO, and personal POV (point of view) web sites. If possible, hands on web exploration will be included.

10. Ned McGlynn
Siena College
Science 006

The Human Rights Policy of the George W. Bush Administration

The Human Rights policy of the George W. bush administration is examined, with an emphasis on war policies in Iraq and Afghanistan, treatment of prisoners of war, and relations with other nations, with an emphasis on diplomacy, trade policy, and public efforts to increase democratization. Current policies will be compared to those of prior U.S. administrations.

11. Michael Stulman
Science 001

From Myths to Mobilization: Confronting Race & Empowering Students to Stop Genocide in Darfur

This workshop will address some of the core problems in US-Africa Policy, and will equip students with the necessities to educate, network, and mobilize to stop genocide in Darfur. Since early 2003, the government of Sudan has been orchestrating a campaign of genocide against targeted African communities in Darfur, western Sudan. In September 2004, the Bush Administration rightfully recognized that genocide was taking place in Darfur, yet the U.S. has failed to respond to this crisis with the urgency that is required. Over 400,000 people have lost their lives in Darfur since the genocide began. More than 2.5 million people have been displaced; their livelihoods and villages destroyed by government forces and their proxy militias, and many thousands of women and girls have been raped by these forces.

12. Jeffrey Kauffman
Messiah College
Umble Center 132

Theatre for Social Change

The roots of the Theatre lie deeply embedded within religion and ritual. Yet the performances viewed on Broadway or Hollywood can seem to usually be focused on spectacle and entertainment. Can the Theatre be used for other purposes? A variety of theatre movements exist, devoted to exploring conflict within communities, giving a voice to those unheard, finding ways to affect change, and urging people to look at themselves and their communities in new ways. This workshop is an opportunity to: learn about the Ensemble Theatre, Theatre for Social Change and other movements and their work; get resources on how to use theatre for purposes of conflict resolution, activism and community building; and participate in some activities to explore some of the issues addressed at the In Solidarity conference. Come ready to engage ideas and have some fun in a group setting. No experience is necessary; no one will be required to "perform".

13. Katie Hochstedler
Brethren Menonite Council on LGBT Concerns
Science 107

Engaging Homophobia: Strategies for Solidarity

This workshop will look at dynamics of institutional power and oppression, especially connected to homophobia and heterosexism. We will explore connections of racism, sexism, and homophobia. Discussion will focus on strategies for moving from a private sanctuary model to a public activist model of solidarity in the movement to end homophobia and heterosexism.

14. Joshua M. Cohen
Goucher College
Science 106

Presentation title: Dharma, Peace and Violence in Sri Lanka

One of the most unusual and salient aspects of warring in Sri Lanka has been the use of violence by Buddhist monks and laymen who are sworn to non-violence. This presentation will follow the history of the Tamil-Sinhalese conflict so that we can witness the transition of practitioners of peace into violent soldiers. From this we can also witness the means by which any of us might transition from our commitments to peace into actions that may be not be in keeping with them. We can then begin to answer the questions, how and why did so many Buddhists become violent in Sri Lanka, what parts of the dharma are unwittingly supporting their actions and what parts are being broken, and how can future peace movements learn from this example?

15. Anna K.Crumley-Effinger
Earlham College
Science 203

Peace work in the African Great Lakes region after major conflicts of the 1990s: particularly Rwanda after the genocide of 1994: What sort of work can students do?

A discussion about the work of local groups and outside groups aiding in the region and its people to move past the violence and work toward reconciliation through trauma healing and conflict resolution. The leader will talk about the background of a few organizations: the African Great Lakes Initiative, local Quaker Meetings, Alternative to Violence Program and Friends Peace teams. There will also be discussion on how can we as students work toward peace beyond our local communities. The leader will give a personal story of experience as a work camper in Rwanda, working with an international and local crew in Kigali. The workshop will ask questions about what does it mean to be Americans interested in peace. How does our guilt and places of relative privilege factor in? How can we help to be witnesses to peace at our age? What are various approaches of helping to work toward peace in regions other than our own? What struggles inwardly and outwardly do we face as young people interested in peace work?

16.
Stephanie Yuhas
Iliff School of Theology
Science 204

Reframing Empire: Globalization Trumps Politics

Trapped in a debate that pits red states against blue states and conservatives against liberals, corporate empire builders have obfuscated the locus of power. This presentation has two objectives: to indicate the interdependent nature of Lakoff's characterization of the two sides of cognitive modeling representing American political ideology and to demonstrate how global corporations are colonizing the world through trade agreements like CODEX and CAFTA. The need for constructive and collective action that goes beyond individual agendas and values the intrinsic worth of humans and our planetary resources will be highlighted.

Saturday – 3:00 – 4:30 pm

Plenary Panel Discussion Academic Freedom Post 9/11
Sauder Concert Hall - Music Center

Saturday – 4:45 – 6:00 pm

Norman Finkelstein: Academic Freedom Continued
Sauder Concert Hall - Music Center

or

Presenter: The Beehive Collective
Music Center 153

Grassroots design collective for social change based in Maine, specializing in educational graphics campaigns, stone mosaic murals, apprenticeship programs. Posters, picture-lectures, tours. Their focus is on politics of globalization. They will conduct a hands on workshop.

Saturday – 7:00 pm

Privileges of Race and Gender

Speaker: Rebecca Walker

Sauder Concert Hall - Music Center

Rebecca Walker (Plenary session 3) - Rebecca Walker is the author of the international bestseller [*Black, White and Jewish: Autobiography of a Shifting Self*](#) (Riverhead Books) and the editor of [*What Makes a Man: 22 Writers Imagine The Future*](#) (Riverhead Books) and [*To Be Real: Telling the Truth and Changing the Face of Feminism*](#) (Anchor/Doubleday), which has been in print for ten years and is required reading in universities throughout America and abroad. Her work has appeared in Harper's, Salon.com, Interview, Vibe, Essence, SPIN, Glamour, and Buddhadharma, and her essays are widely anthologized. She is the recipient of the Alex Award from the American Library Association, and fellowships from Yaddo and the MacDowell Colony.

In 1997 Rebecca co-founded the Third Wave Foundation , the only national, philanthropic organization for women aged 15-30. Since its inception, Third Wave has contributed over \$750,000. to individuals and organizations that support young women's health, education and activism. For her leadership, Rebecca has received numerous awards, including the *Paz y Justicia Award* from Vanguard, and the *Women Who Could Be President Award* from the League of Women Voters, among others. When she was 25, Time Magazine named Rebecca one of fifty future leaders of America. Rebecca has lectured at over 300 universities including Harvard , Oberlin, MIT, and Stanford, addressed dozens of organizations including the Northwest Women's Law Center, and acted as a consultant to Sony Music, Microsoft and JP Morgan Chase. She has presented work at the Walker Art Center in Minneapolis, among others, and made appearances at the Harlem Book Fair, The Los Angeles Book Fair, and dozens of renowned bookstores across the country. Rebecca has been interviewed by Terri Gross, Charlie Rose, and been featured on the Oprah Winfrey Show.

Rebecca grew up in New York and San Francisco and graduated with honors from Yale University. She currently hosts a series on new masculinity on Pacifica Radio, and in 1997 made her acting debut in [*Primary Colors*](#), a Mike Nichols film. She sits on GenderPAC 's Parenting Advisory Council and the advisory board of the environmentalist organization Save the Bay . Rebecca is also currently at work on a second memoir and a third anthology, and divides what time she has left after giving birth to her son Tenzin between New York City and Northern California.

Saturday – 9:00 pm

Entertainment: Open-mic Coffee House, Newcomer Center 17

or

Film: *Hijacking Catastrophe*, Administration Building 28

By Karen Kwiatkowski (Lt. Col. USAF retired)

Better than anyone to date, the Media Education Foundation has quietly and accurately documented the most important history of 21st century thus far in their recent video and DVD release, [*Hijacking Catastrophe: 9/11, Fear, and the Selling of American Empire*](#).

Hijacking Catastrophe is powerful, understated, straightforward and educational. In a single meticulously organized hour of evidence and analysis, viewers are treated to a thoughtful explanation of modern American empire, neo-conservatism as a driving force for the current Bush administration, and something I have not seen before, a real economic analysis of what is driving some of our current "global war on terror."

The film examines the Bush Administration's investment in neo-conservatism, and the early, and already horrific, results. While past performance is no guarantee of future earnings, *Hijacking Catastrophe* shows exactly why America's "new conservatism" is a pyramid scheme of inhumane proportions.

The film examines eight aspects of the current situation of American foreign policy. The film provides an explanation for the obvious continuity between Cold War policies and those of the present. It examines long-term neoconservative thinking and how this peculiar version of Jacobin utopianism ascended from its rather inauspicious political roots. The film explores the dangerous territory of how the post 9-11 national shock was carefully cultivated by neoconservatives in Washington to support their own long-held objectives in the Middle East.

Hijacking Catastrophe then documents the Pentagon and White House process of disinformation, exaggeration, and media-supported propaganda between 9-11 and America's March 2003 invasion of Iraq. It describes the neoconservative vision of military dominance over a supine, energy-rich Middle East, not only for its own sake, but as a warning to other potential international rivals.

Hijacking Catastrophe describes the cost of empire in a way so comprehensive that it becomes clear that neo-conservatism, as a foreign policy guide, comes with a very real moral, political and financial garnishment of every American, and of American children yet unborn. The cost is shown not only as a current financial outlay or in lives unlived on the part of soldiers and marines, but in terms of an alarming debt burden, loss of domestic freedom, the growing and invasive state, a permanent tattering of the Constitution and Bill of Rights.

Sunday – 9:00 am

Collective Workshop:

Closing/Strategies and Tactics of Non-violent Direct Action

Leaders: Betty Raasch-Gilman and Matt Guynn

Newcomer Center 17 and 19

Betsy Raasch-Gilman - Betsy Raasch-Gilman has a very eclectic, yet very engaged career path. She has served in different capacities with various organizations such as Black Veterans for America, Global Justice mobilizations, Prairie Island Coalition Against Nuclear Storage, and several others. Among other projects, she co-founded and worked in "Future Now: A Training Collective" of paid social change activist-trainers. Betsy Raasch-Gilman received a Bachelors of Arts degree (with honors) in History and Spanish from Grinnell College, and a Master of Divinity (with honors) from the United Theological Seminary (New Brighton, Minnesota). Betsy is also a graduate of the Training for Change program, in Philadelphia, where she was mentored by George Lakey. She is a training associate of Training for Change since 1996.

Matt Guynn – Matt Guynn is a social change trainer, writer, and organizer. In his job with On Earth Peace, a church-related peace organization, Matt organizes a national counter-recruitment network and tends a garden of emerging leaders and social action projects. Matt also serves on the staff of Diana's Grove, a leadership development retreat center in the Ozark Mountains of Missouri, and leads training of trainer workshops for activists through Training for Change, a social change training center in Philadelphia. He is a member of the reserve corps of Christian Peacemaker Teams, having previously served as CPT's co-coordinator of training. He holds Masters degrees in Peace Studies (Notre Dame) and Theology (Bethany Theological Seminary). Matt lives in Richmond, Indiana.

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