

THE PEACE CHRONICLE



The Newsletter of the Peace and Justice Studies Association
... creating a just and peaceful world through research, education and action.

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April, 2005

INTRODUCTION TO THIS ISSUE AND INVITATION FOR FUTURE ISSUES:

Featured in this issue of the Chronicle are several articles on teaching and learning peace, a “call for papers” for the 2005 PJSA Conference, another profile of one of our institutional members, and a new—and hopefully ongoing—column on resources. This issue also features an article which describes the process of establishing a peace studies component at an academic institution.

We also celebrate collaboration by highlighting PJSA’s long-standing affiliation with the International Peace Research Association (IPRA) and a brand new affiliation with the Higher Education Consortium for Urban Affairs (HECUA). The Board is also exploring several other affiliations, an exciting move toward enhanced organizational cooperation and added benefits for members.

Only a few of you responded to the invitation in the last Chronicle to submit articles on teaching and learning peace. Too busy doing it? We’ll continue to welcome such articles; perhaps you can take some time at the end of the academic year to share some reflections. These can be a few paragraphs or several pages. In addition the Chronicle seeks:

- articles on any topic likely to be of interest to PJSA members
- announcements of events
- reviews of resources you have found useful
- letters to the editor
- queries/suggestions to members
- paid advertisements appropriate to the Chronicle

Send your newsletter contribution to pjsa@usfca.edu or by mail to PJSA, University of San Francisco, University Center, 5th floor, 2130 Fulton Street, San Francisco, CA, 94117.

**DEADLINE FOR SUBMISSIONS FOR THE NEXT ISSUE IS
JULY 1, 2005**

Advertisements. The Peace Chronicle accepts advertisements which are consonant with PJSA’s mission and which appear to be of interest to PJSA members. We welcome such ads to support the printing and mailing of the Chronicle. Following are the rates:

	<u>PJSA Members</u>	<u>Non-members</u>
Full page	\$200	\$300
Half page	150	200
Quarter page	75	100

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“It does not require a majority to prevail but rather an irate, tireless minority keen to set brushfires in people’s minds.”

--Samuel Adams

Call for Proposals:

In Solidarity: Engaging Empire in Activism, Education and Community Strategies
A Peace and Justice Studies Association and Plowshares National Student
Peace & Justice Conference
Goshen College, Goshen, IN, October 6-9, 2005

In a post-911 world powered by a global matrix of multinational corporations, media outlets, renegade governments and military forces, where does one begin the processes to dismantle the systems of domination and oppression? What are the strategies, tactics and discourses for overturning the Empire? How can one effectively change the meta-narratives of imperialism and colonization? How does one engage racism/white supremacy/white privilege? What political options are available? What are the implications of Empire at home and abroad? What role does nonviolence play? How does one build local communities of solidarity and cultivate the grassroots culture? How does one connect with the world-wide solidarity movement?

We invite proposals for paper presentations, organized panels, roundtable discussions, workshops, and other creative contributions on these and related questions, and on pedagogical innovations designed to tackle these issues in K-12 and in university classrooms. In addition, we welcome other contributions consistent with our mission statement (See <http://www.peacejusticestudies.org>). These themes would include social justice and social change, peace movements and social movements, nonviolence, peace studies and peace education, conflict resolution and transformation, human rights, feminism and anti-racism, global capitalism and resistance to "globalization from above," critical pedagogy, popular education and diversity and multiculturalism. Work in any discipline, and interdisciplinary work, is welcome.

Please send an abstract (no more than 200 words) to Dean Johnson, Goshen College, Goshen, IN or to insolidarityconf@plowsharesproject.org (please put your last name in the Subject line of your message). A brief biographical sketch would also be helpful.

The deadline for proposal submission is May 31, 2004.
Submissions will be acknowledged by email or postcard. Late proposals will be reviewed and accepted subject to space on the program.
You will be notified about the status of your proposal by June 30.

Co-Chair Statements

-From Matt Meyer:

As we look forward to Spring and the last months of our semester, it's a good time to renew our commitment to the vital work we do, by planning a summer and next year filled with strategic initiatives that underscore our consistent work as well as allow for the building of new relationships. Here in New York City, I have reconnected with my old colleagues in the national office of the War Resisters League, helping them plan a special peace award dinner for two amazing pacifists who each just turned ninety-Karl Bissinger and Ralph DiGia. While we honor their decades of dedicated work, we're also working hard to make the program much more than an alumni reunion of the peace movement; we're struggling to make it an inspiring evening for the scores of young people from diverse communities who are engaging with our work in this highly militarized time.

For PJSA, this is a great time to look at the exciting plans for our Fall 2005 conference in Indiana. If you're reading about this for the first time, STOP NOW AND TURN DIRECTLY TO PAGE 3 WITH THE CONFERENCE CALL TO PAPERS ON IT. You can read the rest of this issue later, but time is getting late for sending in your proposal for a workshop or panel! PJSA has also rebooted (is that the technical term?) our listserve, which provides our members with a regular means of conversing with one another, as well as a means to post important job announcements and upcoming events. If you haven't heard about our new list serve, and are reading about it here for the first time, well for gosh sakes, SIGN UP IMMEDIATELY and finish this column later! You will note in other sections of this issue that PJSA is in the process of holding our first national Board election, and we are hoping that many of you might be interested in upgrading your service to our essential efforts. I believe I

can testify that there are substantial parts of serving on the PJSA Board that are actually fun. If you know of someone who you think would like to serve, or you yourself would like to join the Board, STOP EVERYTHING AND READ THE PIECE ON THE NOMINATIONS PROCESS AND CALL IN TO THE OFFICE AT USF WHILE YOU'VE GOT THE URGE!!!

We should also note that, as we strive to think globally in our local work and our local communities, PJSA members have a special way of connecting to the rest of the world, through our fellow peace researchers, professors, educators, students and activists in the International Peace Research Association. Some of you may not be aware, but PJSA is not only the key official U.S. link to IPRA, we are also charged with serving the entire North American continent. Though several of us have attempted to deepen our networking and collaborations with friends in Canada and Mexico, there has barely been a better time than now for all of us to work towards this end. The next major IPRA event will be held during the summer of 2006 in Calgary, and PJSA members should be planning not simply on attending, but on supporting the gathering in all the ways we possibly can. It's an investment in our own work that will have immediate returns, as there is so much for us and our students to learn by being at an international gathering of scholars. There is a brief overview of the Calgary plans in this very issue of the Peace Chronicle, and I'd suggest that you turn directly to that page and finish reading my comments later, but it looks like you've gotten to the end of my remarks already.

* * *

"Schools do affect character, whether you like it or not. There are only two ways they can go about it: unaware and badly, or consciously and well."

--Amitai Etzioni

-From Nancy Hanawi:

I'd like to share some personal thoughts about my rewarding experiences as a board member and Co-Chair of PJSA and make an announcement about my future plans.

My contacts with the richly diverse membership of our organization have been particularly satisfying, as has been the deeply felt satisfaction of our last Conference that was held at the University of San Francisco. The expressions of dedication to peace from institutions and individuals across the United States and from around the world have been nothing less than inspiring. The investment and generosity of many of our members with their time, talents, and resources have been surprising and gratifying to me. Several members, for example, in addition to being dedicated and involved, quietly make generous monetary contributions to PJSA every year.

The experience of the last year has also been challenging both for me and for PJSA. The move from Evergreen generated more than the usual transition issues. It added to the fact that our financial situation did not allow us to hire an Executive Director, which meant that we had to work our way through with some part-time temporary but very capable assistance. Now we are well settled into our new office at USF and our situation has improved sufficiently so that we are looking forward to having an Executive Director again in the near future.

Now my work and personal commitments demand that I shed the kind of organizational and administrative attention that a Board member, particularly a Co-Chair, owes. There are other ways that all members can contribute to the well-being and growing future of PJSA, and we can all join in that endeavor in this and subsequent years. PJSA has a major role to play in promoting peace.

I want to thank all of you who have been patient and supportive in this transition period. I also want to express my gratitude to all the people at USF who have welcomed and supported us, not just in putting on the conference, but in ongoing ways.

My warm regards to all of you. --Nancy

* * *

"It is how we deal with difference that determines how peaceable society is."

--Elise Boulding

Board Members Needed

Board elections will be coming up soon. Board terms are for two years; the majority of current Board members are willing to serve a second term, but some members are leaving for a variety of reasons. We are therefore seeking nominations for six Board roles. These are the Board roles to be filled:

- Liaison to institutional members
- Liaison to students
- Liaison to research institutions and foundations
- Publications Chair
- Fundraising chair
- Co-chair of Board

The Board plays a very important role in PJSA and it's critical to have members who are committed to strengthening the organization and pursuing PJSA's goals. Want more information? Want to nominate someone? Want to try it yourself? Contact the chair of the nominating committee, David Smith: dwsmith@stthomas.edu.

Digging It Up / Tracking It Down: Information Tips and Sources

**By Doug Archer, Reference Librarian,
University of Notre Dame**

This is the first of what may become a regular column on information retrieval for peace and justice studies -- an "interdisciplinary discipline" if there ever was one. In addition, the discipline is not yet exactly well defined. Therefore, finding the information needed for your latest project may involve a bewildering mix of research tools.

Sometimes you may need to use tools outside of your area of specialization which are entirely new to you. For instance, if your training is in international relations, you may find yourself needing religious or cultural studies materials. If your work is in conflict transformation, you may find yourself needing United Nations documents.

The plan for this column is to highlight in each issue a few resources or techniques of potential value to some segment of the peace and justice studies community. Occasionally it will feature resources of potential interest to everyone. Sometimes it will be an annotated bibliography. Sometimes it will feature resources that are old friends to you but strangers to many other readers. So, please have patience. As the topic changes with each issue, your turn will come.

The primary assumption in writing this column is that most of you are connected to an educational institution. Therefore you will have access to the resources of your institution and to those held by most academic libraries in your state or region. To get your hands on some of these tools may require a field trip but you should be able to access all of them. While not every academic library will welcome external users, most are more than happy to accommodate a visiting teacher or scholar. When in doubt just call or write ahead. If you go to

<http://sunsite.berkeley.edu/Libweb/>, you will find a very well organized list of almost all libraries with web sites in the U.S. and Canada (actually all libraries worldwide). The arrangement is geographical then alphabetical. Visitor policies will often be prominently displayed. If not, there will always be contact information.

For instance, here at Notre Dame we are more than happy to provide access to almost all of our resources including our subscription databases for walk in, on site users. Unfortunately, neither we nor anyone else can provide open, off site access via the Internet to electronic subscriptions due to licensing restrictions. Hence the necessity for those field trips.

Another thing, while many "goodies" will be owned by medium and large sized research libraries, often real gems are owned by small more focused institutions. For example, I often refer researchers to the peace studies collections at Goshen, Manchester and Earlham Colleges (members of the Plowshare Project) along with the Associated Mennonite Biblical Seminary for Anabaptist, Radical Pietist and Quaker peace resources.

For this first column let's look at one of those specialized databases which may require a little travel and which could at least occasionally be helpful to anyone involved in peace and justice studies. You may not use it often but, when it's needed, it's indispensable. It is the *Web of Science* (aka the *Web of Knowledge*). Approximately 185 libraries (most of which are medium to large sized research libraries) in 43 states and provinces have subscriptions to it.

Web of Science is an online database produced by ISI (the Institute for Scientific Information). It contains the equivalent of the paper periodical indexes known as the *Science Citation Index*, the *Social Sciences Citation Index* and the *Arts and Humanities Citation Index*. As you might guess from the repetition of the words "science" and

“citation,” this database was originally developed to assist scientists in tracking research trends by indexing who is citing whom.

If you have an author who has written in your area of interest or even better a citation by such an author, you can use the *Web of Science* to find out who is exploring the same topic by finding out who has cited that author or that author’s work. While this feature is the *Web of Science*’s primary strength and purpose, this database has another use. It indexes five thousand journals in the social sciences, arts and humanities. This is by far the largest number of journals indexed in any one multi-disciplinary online index of which I’m aware. It is great for interdisciplinary research.

Of course it has a couple of weaknesses. Since it was originally developed to index the periodical literature of the hard science where titles are fairly precise and descriptive, its indexing is mostly title keyword. In the social sciences, the arts and the humanities, titles can be a bit more vague. (My favorite is a collection of literary criticism titled “Kissing a Blue Frog.”) To help out, ISI augments titles with keywords when titles don’t reflect their contents.

Another caution: author entries follow the practice of the natural sciences -- last name plus initials. ISI is careful to give you examples of how to enter author names. Generally, type in the last name then the first initial followed by the truncation symbol, e.g. smith j*.

Since there are other peculiarities in this unusual database, be certain to ask for the assistance of a librarian the first time you use this tool. Don’t hesitate. Don’t be embarrassed. Everyone needs help with it. Asking for help will save you a lot of time and, if you are on a field trip, time will be limited and invaluable.

If you have themes or resources which you would like to see addressed in this column or if you have comments or suggestions of any kind, please send them to me. I’ll do my best to respond as soon as possible.

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**Starting a Peace & Justice Studies Minor
By Christine L. Hansvick, Ph.D.,
Professor of Psychology, Pacific
Lutheran University**

We call ourselves the Peace Studies Working Group and are a loosely organized group of faculty and staff currently in the process of seeking approval to add a minor in Peace & Justice Studies to our university’s curriculum. Our minor was proposed at the March 2005 meeting of the Faculty Assembly (a meeting of the faculty of the whole that must approve all new majors and minors). The minor has been referred back to our working group for further consideration of several issues before we bring it back to the full faculty for another vote. My description of how our program has reached this present status involves describing the **chronology of events** related to our proposal as well as some of the **organizational/climate factors** at play within our institution. I have co-chaired the working group along with Professor Beth Kraig from the History Department since we began our efforts 3 years ago. Based upon our experiences, there are also several **things I would do differently**.

Chronology of events

The events of September 11, 2001, provided initial motivation for our faculty to

come together to highlight awareness of peace and justice issues at Pacific Lutheran University. There had been interest in the issues before; however, after 9-11 we started to make a concerted effort to bring more speakers to campus and be more visible in co-sponsoring events. By the end of January 2002 a subcommittee developed a mission statement including the names of about 15 key faculty as contacts.

By summer 2002 another subcommittee of our Working Group **generated a syllabus for conducting small group seminars.** This list of suggested readings built upon several independent studies in the spring of 2002. The syllabus helped provide a welcome structure as well as opportunities for those who had already taught the seminars to share their experiences and enthusiasm. More of us were ready to try the same format with other small groups of students with a variety of faculty volunteering to work together in interdisciplinary teams. The seminars varied so that the interactions would be dynamic and educational for both the students and the faculty. At this point in our program development we determined we were all “students of peace” and were most comfortable if we kept in mind that our commitment to a peace studies program at PLU included acknowledging that we all had a lot to learn. None of us received our doctorate in the field of peace studies although we all recognized the connections and were eager to develop further professionally by pursuing topics related to issues of peace and justice.

We have basically two clusters of faculty in our working group. One has focused primarily upon getting a minor in place while the other is more issue and event oriented. Other initiatives on our campus that also focus to some extent on peace have also been underway during this same period. First, a very significant event was a \$4 million gift to our study abroad office. This center provided a grant for the Peace Studies Working Group to support a series

of lectures during the 2002-2003 academic year on the Human Costs of War. They have also funded other speakers and events that have enriched the discourse on peace and justice issues on our campus. Faculty from our Working Group often serve as discussants or require students to attend these events in order to enrich their classroom experiences. Second, the Global Studies major has been revised to highlight as one of its concentrations international conflict. Finally, there have also been numerous other initiatives and events exploring peace and justice issues on campus, oftentimes involving members of our working group as individual faculty working within their own academic departments.

Throughout the past several years, I have sought out **workshops and presentations at the annual PJSA meetings** that focused on curriculum and program development in order to get feedback and critiques from colleagues at other institutions. In addition, I have consulted with Nancy Hanawi on numerous occasions since first attending her session on curriculum development at the 2002 PJSA meeting. Our Working Group has also invited Glen Gersmehl from the Lutheran Peace Fellowship to our campus for meetings with those of us interested in the development of the minor at PLU.

Finally, as we prepared to bring our proposal for a new minor to the faculty for a vote, we prepared materials that we distributed at many divisional and school meetings and at an open forum at the beginning of the academic year. We had a statement highlighting how well our program matched with the university’s motto and mission statement, as well as its learning objectives, various grants, and long range planning documents.

Organizational/climate factors
Pacific Lutheran University already has several interdisciplinary majors and/or minors (e.g., Environmental Studies,

Women's Studies, Global Studies). We used these as models for the committee structure and the description of the program chair's functions.

The initial step we took was to **balance what to call our program with what we could offer**. We weighed whether to include the word "justice" in the title with the word "conflict." We also deliberated about whether to include either word or be "Peace Studies"; in the end we decided that there were few courses at the university that could justify having either "conflict" or "conflict resolution" in our title. Also, addressing issues of justice were more in keeping with both individual professional development goals and the institution's underlying values.

Development of the curriculum involved consideration of several factors. First, we needed to **maximize the resources already available** to us on campus. We reviewed all courses on campus to determine which ones were potentially applicable and contacted the faculty involved for further clarification.

Second, we used the **COPRED Directory of Programs** to research whether we were duplicating efforts within our local area (we confirmed that we were not) and to find out the types of programs available. Individual programs were researched on-line to get more detailed information about the courses being offered and how the programs were structured. Several of these programs appeared to be particularly relevant to our setting and were brought to the working group for more discussion.

Based upon these comparison programs, we developed a structure wherein students select one course from within each of 3 lines of study:

personal/philosophical/reflective, local/social/community, and global/international. One of the issues we need to clarify before we bring our proposal back to the faculty is the distinction between

our global/international line and the Global Studies program. We are re-examining our description for this line and the courses we include to move away from a focus upon state-to-state conflicts so that students understand (and we the faculty can describe) the differences more clearly. Students take another course from among these 3 lines to complete the minor.

Third, the seminar used for the independent studies became the focal point for what we identified as our **Introduction to Peace & Justice Studies** course. It is the only required course in the minor and we are advising students to take it as early as possible. There is, however, resistance to approving a new minor in which the key course is taught essentially on an overload basis. We now have to decide whether to continue on with our proposal using the small group seminar for the introductory keystone course and create greater conflict or resolve to explore this option further once our program is in place. The latter option would entail having a larger class size and using a lecture/discussion format.

There were several final considerations we resolved as we worked to get a minor in Peace & Justice Studies approved. We decided to create a new identifier for our program (i.e., PEAC) rather than having the course located within another department or academic unit in order to give the program more visibility when students were searching for courses in peace and justice. The introductory course is the only course with this identifier at the present time but other courses could eventually be added. This would give us a separate section in the registration schedule to list the courses that count for the minor. We also selected a number for this course based upon the numbers used in other introductory interdisciplinary courses on our campus.

We have also had to deal with the arguments that surface whenever any interdisciplinary program has been proposed. We answered the criticism that

the faculty are not trained in the discipline with the response that we see this as an avenue for our own professional development; many of the most active faculty are tenured, full professors who are proposing sabbatical studies on issues of peace and justice. We answered the criticism that students would not be able to pursue further professional degrees by pointing out the graduate level programs available within specific fields (the COPRED Directory was helpful here). In addition, when a faculty member challenged us that a student would not want to have a minor entitled Peace & Justice Studies on his or her transcript, we pointed to our university's motto of "Educating for Lives of Thoughtful Inquiry, Service, and Leadership." Clearly, our mission as a Peace & Justice Studies program matches and encourages students to examine their lives in relation to the university's mission. We are not shrinking from this challenge.

What I would do differently

There are several things that I would change if I were starting over. First of all, I would make sure that we assigned subcommittees to develop alternate proposals for our introductory course. We now have to re-think the overload and voluntary nature of what is our most critical course—the seminar—and we have to do so after we invested a significant amount of time and effort in this approach. Having faculty play the role of "**devil's advocates**" would have helped us move forward more critically. Second, I would have recommended that more of us in the Working Group do the **background reading about peace education**. I took the initiative to read and summarize the literature for the group in this area. However, with very few of us already involved in the issues prior to 9-11 we have not been as confident in presenting our proposal to the faculty nor in disagreeing with each other within the working group when the need arises. It is important to hear varying opinions and divergent views in order to make the best decisions possible.

Finally, several of us took on the task of checking with individual faculty regarding including their courses in the minor. We assumed faculty would check with their respective deans and chairs. When the final proposal was being presented, however, it became clear that there were gaps in communication. Clearly, we thought we had kept all communication lines open, but when issues arose—no matter how insignificant they appeared—we found out that it was the **details that were derailing us politically**.

We have had excellent rapport within our working group—primarily because we have kept our goals of creating awareness of the issues and developing a minor as our long-term goals. Individual self-serving goals have essentially been kept at bay. In addition, this has been an excellent opportunity to share our own disciplinary perspectives on themes common to all of us. We currently have the good will of the faculty with us, as long as we acknowledge and work within the constraints of the institutional resources to meet our goals. We are confident we will have a minor (and then a major) in our university's curriculum.

* * *

Experiential Learning in Peace Studies By Don Lathrop

Ed's Note: Don Lathrop has been teaching peace studies for 25 years at Berkshire Community College in Pittsfield, Massachusetts. We include here an abbreviated version of an article where he describes assignment topics in two of his current courses—World Security and Sustainability and Alternatives to Violence—which enable the students to take on experiences of others, far removed from their own, so they can begin to understand very different cultural perspectives. The general method might be adaptable to pre-college students as well. (For more details: dlathrop@berkshirecc.edu.)

(Article begins on next page)

In my current course on World Security and Sustainability, primary foci include sustainable use of resources, reduction in causes of conflict, developing a deeper understanding of diverse human experiences which threaten individual and collective security, and understanding psychological facets of the inclination toward power struggles between individuals and nations.

With respect to developing an appreciation of living standards quite different from those experienced by most of my students, they may gain varying credit from both somewhat traditional essay assignments and several other more diverse experiential ones, such as:

- Do all of your own laundry by hand for a month. Write up your observations.
- For two weeks, feed your family on \$14 per person per week. Do not use food already on hand. Function as though you were trying to survive on extremely limited funds and had to get by using comparative shopping, coupon use, and very low budget items that you can spread a long way.
- Pick a neighborhood or neighborhoods as different from your own as possible. Go for a long walk through it or them. If your home is very middle class, you should walk in neighborhoods both above and below your own in “apparent social status.” Write the most thoughtful social commentary you can formulate from your observations.
- Go for two months without using your car/truck/van/motorcycle, etc.

In a similar vein, in my current course in Alternatives to Violence, there are relevant readings on violence and non violent

alternatives, plus class visits to the area jail and police headquarters, as well as agencies that deal with violence related to poverty, racial/ethnic, and gender-related issues. Possible project examples:

- Attend two sessions of Juvenile Court and write on your observations there.
- Assuming you could be eligible for a military draft, assess what it would mean for you to declare yourself as a conscientious objector to war. What, if any, changes would you have to make in your world view to accomplish this? “Do you think you would be able to do it? If not, why not?”
- Write an account of your own most serious encounter with violence. Comment on anything you wish you had done differently in this incident, if such is the case.
- Assess what you believe are the most common causes of violent behavior among your acquaintances and relatives.
- Interview an experienced member of a police force as to the primary causes of the violence he or she has observed. Inquire about suggestions for reduction of the violence they encounter. Then compare their reflections with the thoughts of James Gilligan, author of: “Violence—Reflections of a National Epidemic”.
- Write a letter to the editor, or to an elected politician, a U.N. official, an industry or media representative, etc. on a course-relevant topic. Letters should be concise, generally addressing only one issue.

- Do a survey of area toy stores and toy departments. In your work, estimate the number of types of war toys, violence-related toys, and violent video games for sale. Further, estimate the percentage of the merchandise this represents for each store. If possible, engage a clerk or manager in conversations about their reasons for carrying such products, or not carrying them, if such is the case. Report your findings, with a conclusion.
- Teach at least four sessions at a school, a community center, an adult group, a youth group, a Sunday school or the like. Your subject should be relevant to the course, such as shame reduction, fear or anger management, forgiveness, or dignity, etc.
- Organize a study group, a weekly vigil, a demonstration, a mini-conference, a neighborhood watch, a counter recruitment table at a school, an effort to dissuade the purchase or sale of war toys or ammunitions, etc.
- If you are carrying with you a strong bitterness or personal resentment, analyze the effect this is having on your life, and conjecture on how you might release yourself from this condition and what, if any, benefits you might derive from the release.
- Write a three page outline of principles you believe would be worth following to raise young children to solve their conflicts without resort to violence.

I invite readers to borrow any of the above assignments. Please feel free to send me an account of your experience or suggestions for others.

International Peace Research Association (IPRA)

Some of our newer members may not know IPRA, and others may want to renew their knowledge. PJSA has been the North American affiliate of IPRA for a long time. As affiliates the two organizations promote and support each other's activities. A PJSA Board member acts as liaison to IPRA's Board, and vice versa.

Following are a description of IPRA and of its associated IPRA Foundation, as well as a report on IPRA's last conference and announcement of its next in 2006.

International Peace Research Association

The purpose of IPRA is to advance interdisciplinary research into the conditions of peace and the causes of war and other forms of violence. To this end, IPRA encourages world wide cooperation designed to advance peace research and education:

1. To promote national studies and teachings related to the pursuit of world peace.
2. To facilitate contacts and cooperation between scholars and educators throughout the world.
3. To encourage the global dissemination of peace research.

IPRA was founded in 1965, out of widely felt need to end the paralysis of Cold War thinking and to use the tools of social science to develop a better understanding of the dynamics of peace processes. This independent international non-governmental body seeks the conditions of peace for all.

IPRA holds biennial conferences to share research on peace and related topics. IPRA is run by an international board and headed by a secretary-general, while the research work is carried out in commissions. Check

the IPRA homepage, (<http://www.human.mie-u.ac.jp/~peace/index.htm>), for details about this organization.

International Peace Research Association Foundation

Founded in 1990 the IPRA Foundation (IPRAF), a non-profit, tax-exempt organization, furthers the purpose and activities of the International Peace Research Association (IPRA) which, since 1965, has sought to enhance the processes of peace. The foundation runs several projects:

- **Dorothy Marcus Senesh Fellowship Endowment**

The Senesh Endowment provides a biennial fellowship for two years of graduate study to a woman from the Third World.

This year IPRAF is pleased to announce that Ms. Laura Balbuena-Gonzalez from Peru, a graduate student in Political Science focusing on issues of Women and Violence at the New School for Social Research in New York, will be receiving a two year grant of \$5000 each year. Her doctoral work will focus on a gendered analysis of the Peruvian Maoist terrorist movement “the Shining Path.”

- **Kenneth Boulding Memorial Conference Funding**

The Boulding Fund Supports research activities of IPRA Commissions and a limited number of travel grants.

IPRAF provided funds to help ten peace researchers from diverse parts of the world to attend the last bi-annual conference held in Hungary.

- **Small Peace Research Grants**

Small research grants up to \$3000 to support systematic observation or study of conflict phenomena and peace strategies.

During 2004 the following people have received small peace research grants to support their research:

- Ophelia Bing Durante (Philippines)
“Muslim-Christian Dialogue: A case study of two communities in Zamboango City, Mindanao, Philippines”
- Karenjot Bhangoo (Canada)
“How Does Religious Conflict Shape the Views of Conflict and Peacemaking in the State of Punjab?”
- Orli Fridman (Israel)
“Breaking Dynamics of War and Violence: Conscientious Objectors and War Resisters in Serbia and Israel”
- Celina Del Felice (Argentina)
“Youth in Peace-Building: Developing Criteria to Identify Best Practices”

If you are interested in receiving a small peace research grant, contact the President of the IPRA Foundation: Ian Harris, Department of Educational Policy and Community Studies, University of Wisconsin-Milwaukee, P.O. Box 413, Milwaukee, WI 53201; imh@uwm.edu.

Or you can apply online for a small peace research grant at <https://www.iprafoundation.org/>

- **IPRA Foundation Endowment Fund**

The Endowment Fund supports the work of the International Peace Research Association and its affiliates. Please consider making a contribution to IPRAF and sending it to Rachel Trueblood, IPRAF Treasurer, 9226 Galway Rd. Boulder, CO 80303, USA. Make out a check or money order to the "IPRA Foundation." All donations in the United States are tax deductible. Information about the foundation can be obtained from the foundation website <https://www.iprafoundation.org/>. If you have any questions or concerns about the **International Peace Research Association Foundation**, contact Ian Harris. Please put IPRAF in the heading of your e-mail message.

International Peace Research Association Conference in Sopron, Hungary: A Report
By Ian Harris

This past summer 250 delegates from around the world met in a hotel high above the town of Sopron, Hungary at the 20th anniversary conference of IPRA. The theme of the conference was "Peace and Conflict in a Time of Globalization." People in attendance represented over 35 countries.

The conference was divided into plenary sessions and commission meetings. Plenaries covered areas like "What Does Globalization Mean for Peace?", "What is the Relevance of Civil Society in UN Efforts to Prevent Armed Conflict?", "Discussion on the Middle East Issues", "Globalization and Education: Challenges & Opportunities for Human Rights, Equality and Peace", and "Environment, Development and Peace". Kevin Clements, a past President of IPRA now working at the Australian Centre for Peace and Justice Studies at the University of Queensland presented a plenary on "Non-Violence as a Counter to Terrorism".

The delegates spent most of the week in commission sessions on such diverse topics as Arts and Peace, International Human Rights, Global Political Economy, Conflict Resolution & Peace Building, Ecology and Peace, Gender and Peace, Indigenous Peoples' Rights, Peace Education, Non-Violence, Peace History, Religion and Peace, Security and Disarmament, Forced Migration, Youth, and Peace Movements.

The delegates were royally entertained by thigh-smacking Hungarian dancers, a moving flute quartet and local Sopron children who sang and danced traditional Hungarian folk fare. This quietly proud community is said to be the "first brick to be removed from the Iron Curtain" as it embraced hundreds of Germans fleeing Soviet-style authoritarianism in April 1989.

A reception at an agricultural facility allowed us to sample Hungarian vodka, stunning classical horse-riding, more folk dancing, a sumptuous meal and roving musicians. An energetic circle of folk dancing had a rainbow appearance as peace researchers from all continents of the Earth danced with the local Hungarians.

The next IPRA conference will take place at the University of Calgary in Canada from June 26-30, 2006. The theme of the conference will be "Patterns of Conflict, Paths to Peace." Having this conference in North America should give many PJSA members a chance to participate and to learn from global peace research endeavors. (More information on this conference will appear in the next Chronicle.)

**2005 PJSA CONFERENCE
OCTOBER 6-9!!!
Goshen College
Goshen, IN**

Meet PJSA's New Affiliate: The Higher Education Consortium for Urban Affairs (HECUA)

The PJSA and HECUA Boards recently agreed that the organizations would become "affiliates." Since some of you may not be acquainted with HECUA we have included a brief description of HECUA and of the new PJSA/HECUA relationship, as well as the ensuing benefits for PJSA institutional members and a sample of HECUA courses and programs.

The Higher Education Consortium for Urban Affairs, a 35-year-old organization, offers off-campus educational experiences focused on social justice issues. HECUA provides experiential learning opportunities that link rigorous academic study with hands-on work for social change. All programs include seminars, lectures, discussion, group projects and field experiences that invite interaction with leaders, citizens, and community based organizations. All semester long programs include an internship (anywhere from 10 to 30 hours/week). Short-term programs are available to students in January and May-June. Examples include: Development & Community in Bangladesh; Democracy and Social Change in Northern Ireland; Community internship in Ecuador; Environmental Sustainability in St. Paul, MN; a 1 month course in Jan. on a bus through the southern states on the Civil Rights Movement. HECUA also runs 20 paid summer internships at various NGOs.

HECUA's international site locations include: Bangladesh, Ecuador, Northern Ireland and Norway. Domestic programs operate out of Minneapolis/St. Paul and focus on issues surrounding poverty and inequality, the role of art and culture in social change, and environmental sustainability. HECUA programs are open to all majors.

PJSA's mission of promoting education, research and action that create and support

alternatives to inequality, justice, and violence is a strong fit with HECUA's mission to engage students, faculty and practitioners in exceptional learning opportunities that provide tools and knowledge to address pressing social issues and promote social justice.

There are currently 15 colleges and universities who are members of HECUA. PJSA is HECUA's first affiliate member, and all institutional members of PJSA are thereby affiliate members of HECUA, if they so desire. Affiliate membership benefits PJSA institutional members in these ways:

- Students of affiliate members have priority (along with full members) over non-member institutions for HECUA programs with enrollment limits.
- Students from PJSA member institutions will pay fees for HECUA programs that are lower than for students from non-member institutions. Average discount for a semester program will be about \$400; a smaller discount is given for short term programs.
- Higher education programs that are PJSA members will receive a regular flow of materials from HECUA, should they desire them.

Under the agreement of the two organizations, each will name a liaison to the other's Board. Both will also support and promote each other's activities. Since this is a new relationship model the arrangement will be piloted and evaluated over the course of a year and then revised, renewed or cancelled based on the mutual assessment of the two organizations.

For more info about HECUA:
www.hecua.org

Following are some samples of HECUA's programs and courses.

International Semester Programs

Democracy and Social Change in Northern Ireland (Spring Semester)

Students examine the historical, political, and religious roots of the conflict in Northern Ireland, the prospects for peace, and the progress being made toward a pluralistic society. Classroom and field experiences, including a professional internship, provide interaction with local and national leaders, citizens, and organizations involved in democracy and social change.

Courses: Northern Ireland: Building a Sustainable Democracy **(1 or 4 credits)**
Politics of Conflict and Transformation **(1 to 4 credits)**
Internship Seminar and Internship **(2 or 8 credits)**

Community Internships in Latin America (CILA) (Fall and Spring Semesters)

The CILA program focuses on community participation and social change in urban and rural Ecuador. Students combine rigorous seminar work and independent study with a home stay and a hands-on internship for an in-depth experience of community participation and social movements in Ecuador.

Courses: Community Participation for Social Change **(1 or 4 credits)**
Independent Study Project **(1 or 4 credits)**
Internship Seminar and Internship **(2 or 8 credits)**

Sustainable Development in an Islamic Context: Bangladesh (NEW, Spring 2006)

Students explore the policies, practices and competing ideologies of human, environmental and socioeconomic development in rural and urban Bangladesh. In the capital city, Dhaka, students meet with leaders of government and development agencies, learn about Bangladesh history and culture, and take introductory courses in Bangla language. In the second half of the semester, students visit rural villages to see social change in process and work with a non-governmental organization focused on issues of development. Lectures and readings are in English; student interpreters help translate Bangla in the field.

Courses: Culture, Religion and History of Bangladesh **(1 or 4 credits)**
Sustainable Development **(1 or 4 credits)**
Field Work and Internship **(2 or 8 credits)**

Domestic Semester Programs

City Arts (Spring Semester)

In this program, students study art and social change in the vibrant arts communities of Minneapolis and St. Paul, Minnesota. Through classroom and field experiences, students examine the relationships among art, culture, and social change and address social and political histories of artistic creation. Professional internships provide direct access to the arts community in the Twin Cities.

Courses: Creating Social Change: Art and Culture in Political, Social and Historical Context **(1 or 4 credits)**
Arts Praxis: Social Justice Theory and Practice in the Field **(1 or 4 credits)**
Integration Seminar and Internship **(2 or 8 credits)**

Environmental Sustainability: Science, Public Policy, and Community Action (Fall Semester)

Students build hands-on knowledge of ecosystem degradation and rehabilitation, social and economic underpinnings of conflict over environmental change, and public policy and community-based strategies to achieve sustainability through a semester of study in Minneapolis and St. Paul, Minnesota. In the program, students explore patterns of environmental resource use and current social inequities, analyze the effects of future

environmental trends, and assess strategies for sustainability. Professional internships provide access to the vibrant environmental movement in the Twin Cities.

- Courses:* Adaptive Ecosystem Management (1 or 4 credits)
Social Dimensions of Environmental Change (1 or 4 credits)
Field Methods (.5 or 2 credits)
Environmental Internship (1.6 or 6 credits)

Short Term Programs

Civil Rights Movement: History and Consequences (January term)

This program critically examines the events of the Civil Rights Movement by visiting important sites and interviewing leaders of the Movement. The course combines travel through Tennessee, Georgia, Alabama, and Mississippi with time in the Twin Cities to help students connect the effects of the Civil Rights Movement to their own lives.

Profile of a PJSA Institutional Member

Pax Educare: The Connecticut Center for Peace Education

(Ed. Note: When I suggested to Mary Lee Morrison, the Executive Director of Pax Educare, that the Peace Chronicle wanted to do a profile, she sent me a copy of their latest newsletter. This article is excerpted from that publication.)

The mission of Pax Educare is to link families, educators and community practitioners to partnering opportunities and resources in order to help promote the processes and skills needed to build a more peaceful world. In doing so, we seek to answer the question—how do we educate for a more peaceful tomorrow?

Pax Educare's activities are many and varied. A sample of their Spring activities:

- Facilitated several Help Increase the Peace Project (HIPP) trainings for youth and for adults and teachers.
- Addressed several audiences on peace education; gave workshops on "Building the Culture of Peace in our Classrooms and Schools."

-
- Sponsored or co-sponsored film showings, arts events and concerts, all related to peace.
 - Co-sponsored a "Give Peace a Dance"!

Pax Educare also has a library/resource center and collaborates with many other local peace organizations.

Mary Lee wrote (in part) in her introductory notes to the Newsletter:

(After having been asked to speak at a conference) I began to ponder the question: what does it mean for us as a species to consider our own present individual, community, national and global needs, without forfeiting those of future generations? As Dr. Ikeda notes in a recent essay, we, as humans, must be open to profound transformations in our very way of thinking and being if we hope for a planet that can sustain and nourish us in the centuries to come. We must begin with our own selves, connecting with those forces of darkness in ourselves and in others, which cause us pain and conflict, and which prevent compassion and reaching out to others in love. And we must begin to develop and to strengthen those most precious values that will sustain us as a world in the years to come...

Peace education is future oriented and is inherently positive. How do we sustain hope during these times of great trial for our nation and for our world? One thing we can do is to listen for the stories of those who have triumphed, despite great adversity and suffering. I think of Desmond Tutu, Nelson Mandela, Aung Sung Sui Kyi and others. We have all known people, be they famous or not, from our communities or from other parts of the world, who look at the world through the lens of hope. This is the essence of what we must convey to our children and to each other that every moment of every day we have the chance to live and to breathe, hope.

Pax Educare's website:

www.paxeducare.org

Pax Educare's email:

paxeducare@comcast.net

* * *

BOOK REVIEW

The Search for a Non-violent Future by Michael N. Nagler. Inner Ocean Publishing. The following is a slightly edited version of a review by Lois Barton, originally published in Friends Bulletin.

Michael Nagler comes from an impressive academic background. A professor Emeritus of Classics and Comparative Literature at UC Berkeley, he is the founder of the university Peace and Conflict Studies program and teaches courses on nonviolence and meditation. He has long been deeply influenced by Sri Eknath Easwaran, the well-known Indian meditation instructor. This carefully reasoned book richly illustrated by many and varied powerful examples of nonviolent success stories, fills the reader with hope for the future. Nine chapters examine the problems and possible approaches to a required paradigm shift which would make an end to war possible.

Understanding the nature of violence and how much of our culture promotes it as a solution is clearly demonstrated. An early

example looks at a student organized anti-Asian hate crime campaign. Reflection on the program required stepping back to note that beneath anti-Asian hate crimes is another level: i.e., hate crimes, and beneath that, hate, which is the real problem. Hate may express itself against a myriad of targets and scapegoats. Each chapter looks carefully at aspects of the problem. Media and television, as cultural norms, respond to the expectations of readers and viewers. The point is made that our schools no longer focus on cultural values, but teach students how to succeed in a materialistic society. We are offered ways in which individuals contribute to, and could help alter, violence. Our acceptance of violent terminology in everyday language is one example.

The chapters are convincing in their exposition of each major argument. I found myself wanting all my acquaintances to read and understand the possibilities presented. It would take pages to touch on all the delightful occasions when innate humanity responded from "heart" understanding to defuse potentially violent situations. One point is made very clear in this book: it is not true that nonviolence can only be used against a "weak" adversary. Sometimes violence seems to "work" when applied to a situation, but usually the desired result is temporary and engenders more violence eventually. Nonviolence, on the other hand may seem not to "work," that is, it may not produce the planned result immediately, but in the end it achieves a positive solution. The adroitly effective work of Mahatma Gandhi is woven throughout the book and explained in terms of its nonviolent application to specific situations and basic human needs. This is a book which should be in every library, and called to the attention of anyone who is seeking alternatives to our present social dilemma.

A quote from Michael: "I have no doubt whatsoever that we can bring a loving community to birth out of the worldwide crisis we are passing through."

Professional Development Opportunities

Professional Development Seminar in Southern Africa

The Center for Global Education at Augsburg College and the National Society for Experiential Education are co-sponsoring a professional development program, EDUCATION FOR GLOBAL CITIZENSHIP, to take place in Namibia and South Africa, June 12-27, 2005. This seminar is designed to explore the relationship of education to responsible global citizenship. Ideas will be shared for internationalizing curricula and examining new strategies to empower students for active engagement in issues of global importance. Encounters and dialogue with local people will be complemented by social analysis and reflection, including discussion of alternative pedagogies that can transform traditional classrooms into active learning communities. Themes will include: legacy of apartheid, reconciliation, indigenous cultures, globalization, sustainable development, education and health care. There will also be visits to sites where students have previously engaged in service-learning projects and internships. The itinerary will include 9 days in Namibia—Windhoek, Etosha Game Reserve and Khorixas, and 4 days in South Africa—Johannesburg and Pretoria. Price: \$1,895 without airfare. **Application deadline is April 20, 2005.**

The Center for Global Education is a program of Augsburg College and has its own study center in Namibia. It was founded in 1982 to provide cross-cultural educational opportunities. The Center is recognized nationally for its work in alternative education, and frequently consults for colleges and universities in the United States for faculty development training and programs for students. (Ed. Note: Augsburg College is an institutional member of PJSA.)

For more information about this program or other professional development opportunities please visit <http://www.augsburg.edu/global/triplist.html>.

American University Peacebuilding and Development Institute

(The following is excerpted from an Institute announcement.)

The Peacebuilding and Development Institute provides knowledge, practical experience and skills for scholars and practitioners involved in conflict resolution, peacebuilding, humanitarian assistance and development. There are two components to the Institute: one is the Summer Professional Training program and the other is the year-round practical training, capacity building, and curriculum development programs in conflict areas. The Summer Professional Training Institute focuses on various approaches to mediation, negotiation, facilitation, reconciliation and dialogue, particularly in conflict-torn and developing regions. Participants in the summer institute will be exposed to leading national and international professionals in the fields of public policy, conflict resolution, and development.

The Summer 2004 Institute welcomed 170 participants from 29 countries. The participants came from varying backgrounds ranging from international agencies such as the UN, World Vision, CARE, Mercy Corps, USAID, as well as scholars and practitioners from other agencies.

The 2005 Summer Institute is offered during three sessions: June 27-July 1, July 5-9, and July 11-15. Each includes 3 or 4 courses. **Information: perinst@american.edu or call 202-885-2014.**

PEACE REVIEW SPECIAL DISCOUNT

\$30 RATE

Peace Review, A Journal of Social Justice is now available at a **DISCOUNTED** rate to all members of the Peace and Justice Studies Association.

Peace Review publishes essays on ideas and research in Peace Studies, which we define broadly to include: cultural and political issues surrounding conflicts occurring between nations and peoples, human rights, political economy, development, cultural consciousness, gender, race, and various related issues.

As a qualifying group, we've forwarded the PJSA name to our publisher. ***Members of the PJSA can subscribe to our quarterly publication for \$30, a substantial savings over the \$72 regular individual rate.***

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Global Directory of Peace and Conflict Studies' Programs:

\$25 for members/\$30 non-members (postage included): Please send me _____ copies!
(Add \$10 for out of U.S. addresses)

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Who We Are

PJSA is a non-profit membership organization dedicated to providing leadership in the field of peace, conflict and justice studies. It serves as a professional association for scholars in these fields and as a forum for academics and activists to work together toward a just and peaceful world through:

- The promotion of peace studies within universities, colleges and K-12 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.

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