COURSE TITLE:                 Peace Education          COURSE NUMBER: ED POL 520‑101

CREDITS:                            3 undergraduate or graduate

INSTRUCTOR:                   Dr. Ian Harris              E-MAIL:  imh@uwm.edu

OFFICE HOURS:                Monday, 1:00‑4:00 P.M.

                                              Wednesday 2:00-4:00; and by appointment

OFFICE:                               Enderis 553                 OFFICE PHONE: (414) 229‑2326

PLACE:                                Friends Meeting House, 3224 N. Gordon Place

TIME:                                  Friday:            6:00‑9:30 p.m.

                                              Saturday 9:00‑5:00 p.m.

DATES:                                Sept. 22-23; Oct. 13-14; Nov. 3-Nov.4; Nov. 17-18, 2006

DESCRIPTION:

          This course will discuss how education and community education can address the threats of violence, and prepares students to teach about peace, nonviolence, and conflict resolution.

          This course is offered as part of a certificate in peace studies program at the University of Wisconsin-Milwaukee.  If you would like more information about this program, please ask the instructor.

OBJECTIVES:

          To explore the role of violence in our lives and the lives of others

To consider the effect of violence upon educational processes

          To examine how peace education can help deal with violence

          To provide examples of conflict resolution activities and curricular ideas

REQUIREMENTS:

          Students will be expected to attend all sessions and be on time to class.  Because of the concentrated hours or this course, students can only miss the equivalent of one weekend, e.g. a Friday session and a Saturday session.  Students who miss more than that are in danger of failing.  If some emergency occurs requiring a student to miss more, extra credit work must be done to make up for this time.  Students who miss one whole weekend or more must make arrangements with the instructor for extra assignments to make up for the time missed.

            Classes will be based upon a seminar format.  Participation is an important part of this course.  Students will be expected to read all the assignments in a timely manner; take part in all class discussions; reflect understandings from readings; receive alternative perspectives in a constructive, professional, and respectful manner; listen well to the comments of others; share and negotiate meaning; ask questions for understanding; and contribute to the growth of others.

          All students taking this course for credit will be required to read two books, take one exam and write two papers.

Books:

(1) Joan Burstyn, Geoff Bender, Ronnie Casella, Howard Gordon, Domingo Guerra, Kristen Luschen, Rebecca Stevens and Kimberly Williams. Preventing Violence in Schools: A Challenge to American Democracy (Mahwah, NJ: Lawrence Erlbaum, 2001).

            Read part one by October 13, 2006

            Read part two by November 3, 2006

(2) Peace Education by Ian Harris and Mary Lee Morrison (Jefferson, NC: McFarland & Co., 2003)

                      Read by November 17, 2006

Papers:

          (1)  The first paper, due on November 27, 2006, should discuss the question, "How are teachers promoting peace education in today’s world, and what are the obstacles they face?"  For this paper students will be expected to read Peace Education.  This paper should describe what peace education attempts to do by making references to this book, discuss whether these activities make the world more peaceful, and evaluate their strengths and weaknesses.

(2)  The second paper, due on December 11, 2006, will be a curriculum on peace studies for the age level that students are working with, e.g., young children, teenagers, or adults.  This paper can be a group project.

Exam:

Students will be required on November 4, 2006 to take an exam on the assigned reading, Preventing Violence in Schools: A Challenge to American Democracy. This will be an essay exam.  You will be required to choose which topics to cover out of seven questions.

Assignment for Graduate Students:

          All graduate students will have to complete the above assignments and an extra assignment for students taking this course for graduate credit.  They can either (a) do a peace education project during the semester and write up the results of this project in a paper; or (b) do an analysis of  Peace Education: The Concept, Principles, and Practices around the World by Salomon and Nevo (Norwood, NJ: Lawrence Erlbaum, 2004) or Peacebilding for Adolescents: Strategies for Community Leaders and Educators by Ian Harris and Linda Forcey (London: Taylor & Francis, 1999), or Theory into Practice, Volume 44, Number 4, Fall 2005, special edition on Peace Education, or choose another book on peace education from the bibliography and do a review of that book, relating the content of the book to major themes in the course.

Participation by Students with Disabilities

If you need special accommodations in order to meet any of the requirements of this course, please contact the instructor as soon as possible.

Accommodation for Religious Observances

Students will be allowed to complete examinations or other requirements that are missed because of a religious observance.

Academic Misconduct

The University has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty.  Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors.

Grade Appeal Procedures

A student may appeal a grade on the grounds that it based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School.

Sexual Harassment

Sexual harassment is reprehensible and will not be tolerated by the University. and threatens the careers, educational experience, and well-being of students, faculty, and staff. The University will not tolerate behavior between or among members of the University community which creates an unacceptable working environment.

Incompletes

A notation of "incomplete" may be given in lieu of a final grade to a student who has completed course assignments successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to complete the final paper.  An incomplete is not given unless you prove to the instructor that you were prevented from completing course requirements for just cause as indicated above.

Instructional Activities:

Classes will be held in a seminar format with the text providing background information.  The instructor will ask leading questions.  Students are to come to class with discussion questions and be prepared to share insights into the texts.

Additional Topics:

*Cell Phones*:  Please do not disrupt class with cell phone usage.  As a courtesy to the class and instructor, please turn off phones and refrain from using cell phones, text messaging, etc while class is in session.

*Web-based reference material*: Please remember to cite material you have   downloaded from the internet in order to complete class assignments.

GRADES

          Grades for undergraduate students will be 1/4 for each paper, ¼ for the exam, and 1/4 class discussion.

Grades for graduate students will be determined on the following basis:  1/5 for each paper,  1/5 for the exam, and 1/5 for class discussion.

RECOMMENDED TEXTS:

Conflict Resolution

E. Franklin Dukes, Marina Piscolish, and John Stephens. Reaching for Higher Ground in Conflict Resolution (San Francisco, Jossey-Bass, 2000).

Roger Fisher and William Ury. Getting to Yes (New York: Penguin, 1981).

Roger Fisher, Elizabeth Kopelman, and Andrea Schneider. Beyond Machiavelli (Harvard University Press, 1994).

Douglas Fry and Kaj Bjorkqvist . Cultural Variation in Conflict Resolution (Mahwah, NJ: Lawrence Erlbaum, 1997).

Ralph Johnson. Negotiation Basics: Concepts Skills, and Exercises (Newbury Park, CA:  Sage Publishing, 1993).

Johnson, David, and Johnson, Roger. Reducing School Violence Through Conflict Resolution (Fairfax, VA: Association for Supervision and Curriculum Department, 1995).

Kriedler, William J. Creative Conflict Resolution:  More than 200 Activities for Keeping Peace in the Classroom (Glenview, IL: Scott, Foresman and Co., 1984).

Mark Umbreit, Mediating Interpersonal Conflicts: A Pathway to Peace  West Concord, MN:  (CPI Publishing, 1995).

William Ury. Getting to Peace: Transforming Conflict at Home, at Work, and in the World (New York: Viking, 1999)

Dudley Weeks. The Eight Essential Steps to Conflict Resolution(Los Angeles, CA: Jeremy Tarcher, Inc., 1992)

Conflict Resolution Education:

Ronnie Casella At Zero Tolerance (New York: Peter Lang, 2004)

Ronnie Casella “Being Down”: Challenging Violence in Urban Schools (New York: Teachers College Press, 2001).

D. Crawford and R. Bodine.  Conflict Resolution Education Guide to Implementing Programs in Schools, Youth Serving Organizations, and Community and Juvenile Justice Settings.  (Washington, D.C.: U.S. Department of Justice, 1996)

Cohen, R. The School Mediator’s Field Guide (Watertown, MA: School Mediation Associates, 1999)

Delbert Elliot, Beatrix Hamburg and Kirk Williams. Violence in American Schools (Cambridge: Cambridge University Press, 1999).

DiGuilio, Robert. Educate, Medicate, or Litigate: What Teachers, Parents, and Administrators Must Do about Student Behavior (Thousand Oaks, CA: Corwin Press, 2001)

Fitzell, Susan. Free the Children!  Conflict Resolution Education for Strong, Peaceful Minds. (Philadelphia, PA: New Society Publishers, 1998).

          K. Girard and S.J. Koch. Conflict Resolution in Schools: A Manual for Educators. (San Francisco, CA: Jossey-Bass, 1996).

          Jones, T. and R. Compton, Kids Working it Out: Stories and Strategies for Making Peace in our Schools (San Francisco:, Jossey-Bass, 2004).

Merryfield, M and Remy, R. Teaching about International Conflict and Peace (Albany, New York: State University of New York Press, 1995).

Domestic Violence

          Dutton, Donald The Abusive Personality (New York: The Guildford Press, 1998)

Farmer, Steven.  Adult Children of Abusive Parents (Contemporary Books, 1989).

Felder, Raoul and B. Victor. Getting away with Murder (New York: Simon and Schuster, 1996).

Gannon, Patrick J.  Soul Survivors (Prentice Hall, 1989).

          Jeff Hearn, The Violences of Men, .(Newbury Park, CA: Sage, 1998).

          Judith Herman, Trauma and Recovery, (New York: Basic Books, 1992.)

Herzberger, Sharon. Violence Within the Family: School Psychological Perspectives. (Westview Press, 1996).

Neil Jacobsen and John Gottman. When Men Batter Women: New Insights into Ending Abusive Relationships. (New York: Simon and Schuster, 1998).

Miller, M.S. No Visible Wounds: Identifying Nonphysical Abuse of Women by Thier Men.(New York: Fawcett Columbine, 1995).

Karr-Morse, Robin and Meredith Wiley. Ghosts from the Nursery: Tracing the Roots of Violence (New York: Atlantic Press, 1997).

Terrence Real.  I Don’t Want to Talk about It (New York: Scribner, 1997).

Walker, Lenore. The Battered Women. (New York: Harper, 1982).

Environment

Berry, Thomas.  The Dream of the Earth (San Francisco: Sierra Club, 1988).

Bowers, C.J. Education, Cultural Myths, and the Ecological Crisis (State University of NY Press, 1993).

………….Critical Essays on Education, Modernity, and the Recovery of the Ecological Imperative (New York: Teachers College Press, 1993)

…………Education for Ecojustice and Community. (Athens: University of Georgia Press, 2001).

Brown, Lester.  State of the World (W. W. Norton, 1990).

Commoner, Barry.  Making Peace with the Planet (Pantheon, 1990).

          McKibben, Bill.  The End of Nature (Random House, 1988).

Nash, Roderick Frazier.  The Right of Nature (University of Wisconsin Press, 1988).

David Orr. Ecological Literacy: Education and the Transition to a Postmodern World (Albany, NY: State University of New York Press, 1992

Sahtouris, Elisabeth.  Gaia:  The Human Journey from Chaos to Cosmos (Pocket Books, 1989).

Smith, Gregory. Education and the Environment. (State University at NY Press, 1992).

Weiner, Jonathan.  The Next One Hundred Years:  Shaping the Fate of our Living Earth (Villard Books, 1989).

Nonviolence

Ansbro, John.  Martin Luther King Jr. (Paulist Press, 1978).

Bondurant, Joan.  Conquest of Violence:  The Gandhian Philosophy of Conflict (Berkeley: University of California Press, 1965).

Gandhi, Mohandas.  All Men are Brothers (UNESCO: World without War Publications, 1958).

          Holmes, Robert. Nonviolence in Theory and Practice (Belmont, CA: Wadsworth, 1990).

Merton, Thomas.  Gandhi on Nonviolence (New York: New Directions, 1965).

Nagler, Michael. Is There No Other Way?: The Search for a Nonviolent Future (Berkeley, CA: Berkeley, CA, 2001)

Washington, James M., ed.  A Testament of Hope:  The Essential Writings of Martin Luther King, Jr. (New York: Harper & Row, 1986).

Zunes, Stephan, Les Kurtz, and Sarah Asher. Nonviolent Social Movements: A Geographical Perspective. (Oxford: Blackwell, 1999).

Peace

Barash, David. Approaches to Peace: A Reader in Peace Studies (New York: Oxford University Press, 2000)

David P. Barash and Charles P. Webel  Peace and Conflict Studies (Thousand Oaks, CA: Sage Publications Inc., 2004L.)

Boulding, Elise et al., eds.  Peace Culture and Society.  (Boulder, CO: Westview Press, 1991).

Boulding, Elise. Cultures of Peace: The Hidden Side of History (Syracuse, NY: Syracuse University Press, 2000)

Christie, Daniel, Richard Wagner & Deborah Winter. Peace, Conflict, and Violence (Upper Saddle River: Prentice-Hall, 2001).

Johan Galtung and Carl Jacobsen.  Searching for Peace (Sterling, VA: Pluto Press, 2000)

Cox, Gray.  The Ways of Peace:  A Philosophy of Peace as Action (New York: Paulist Press, 1986).

De Benedetti, Charles.  The Peace Reform in American History (Bloomington, IN: Indiana University Press, 1980).

Fahey, Joseph and Richard Armstrong.  A Peace Reader (New York: Paulist Press, 1987).

Forcey, Linda.  Peace:  Meanings, Politics, Strategies (New York: Praeger Press, 1989).

Gregor, Thomas. A Natural History of Peace (Nashville, TN, Vanderbilt University Press, 1996)

Jeffrey Hopkins. The Art of Peace: Nobel Peace Laureates Discuss Human Rights, Conflict, and Reconciliation (Ithaca, NY: Snow Lion Publications, 2000).

Howard, Michael. The Invention of Peace (New Haven: Yale University Press, 2004).

Irwin, Robert A.  Building a Peace System (Washington, DC: Expro Press, 1989).

Kahn, Sandra Lynn. Peacemaking: A Systems Approach to Conflict Management (Lanham, MD: University Press of America, 1988).

La Cerva, Victor. Pathways to Peace: Forty Steps to a Less Violent America (Cordova, TN: Heal Foundation Press, 1996).

McGuinness, Elizabeth Anne.  People Waging Peace (San Pedro, CA: Alberti Press, 1988).

Nathan, Otto and Heinz Nordan.  Einstein on Peace (New York: Shocken, 1960).

Peace, Roger C. III.  A Just and Lasting Peace (Chicago: The Noble Press, 1991).

Smoker, Paul et al.  A Reader in Peace Studies (New York: Pergamon Press, 1990).

George Wigel and John Langan The American Search for Peace (Washington, D.C.: Georgetown University Press, 1991)

Peace Education

Bey, T.M. & Turner, G. Making Schools a Place of Peace. (Thousand Oaks, CA: Corwin Press, 1996).

Bodine, R.J., Crawford, D. & Schrumpf, F. Creating the Peaceful School (Champaign, IL: Research Press, 1994).

Boulding, Elise.  Building a Global Civic Culture (New York: Teachers College Press, 1988).

Brock‑Utne, Birgit.  Education for Peace (London: Pergamon Press, 1985).

Brock‑Utne, Birgit. Feminist Issues on Peace and Peace Education. (London: Pergamon Press, 1989).

Burns, R.J. and Aspeslaugh, R. Three Decades of Peace Education around the World. (New York: Garland Publishing, 1996).

Charney, Ruth Teaching Children to Care: Management in the Responsive Classroom (Greenfield, MA: Northeast Foundation for Children, 1992).

Gandhi Marg, special issue:  "Peace Education," Volume 6, No. 4 & 5, July‑August 1984.

Harvard Educational Review:  Education and the Threat of Nuclear War, Volume 54, Number 3, August 1984.

Henderson, George, ed.  Education for Peace:  Focus on Mankind (Alexander, VA: ASCD Press, 1973).

Hicks, David (ed.).  Education for Peace‑‑Issues, Principles, and Practice in the Classroom (New York: Routledge, 1988).

Hoffman, A. Schools, Violence and Society (New York:Praeger, 1996).

King, E. Meeting the Challenges of Teaching in an Era of Terrorism (New York: Thompson Publishers, 2006.)

Lantieri, Linda  Schools with Spirit: Nurturing the Inner Lives of Children and Teachers (Boston, MA: Beacon Press, 2001)

Lasley, Thomas Teaching Peace: Toward Cultural Selflessness. (Boston, MA: Bergin and Garvey, 1994).

Meltzer, Milton.  Ain't Gonna Study War No More (New York: Harper & Row, 1985).

Merryfield, M. and Remy R. Teaching About International Conflict and Peace. (State University at NY Press, 1995).

Montessorri, Maria.  Education and the Peace (Chicago: Regnery, 1949).

O'Hare, Padraic.  Education for Peace and Justice (New York: Harper and Row, 1983).

O’Reilly, M.R. The Peaceable Classroom. (Portsmouth, NH: Boynton/Cook Publishers, 1993).

Peace and Change, special issue:  "The Pedagogy of Peace," Volume 13, Number 3, July 1990.

Peace and World Order Studies:  A Curriculum Guide, fifth edition.  Daniel C. Thomas and Michael T. Klare (eds.) (Boulder, CO: Westview Press, 1989).

Amiran Raviv, Louis Oppenheimer, and Daniel Bar-Tal. How Children Understand War and Peace: A Call for International Peace Education (San Franciso, Jossey-Bass, 1999)

Ray, Douglas.  Peace Education.  Canadian and International Perspectives (London, Canada: Third Eye, 1988).

Read, Herbert.  Education for Peace (New York: Harper Colophon, 1955).

Reardon, Betty. Comprehensive Peace Education (New York: Teachers College Press, 1989).

………. Educating for Global Responsibility (New York: Teachers College Press, 1988).

……….  Militarization, Security and Peace Education (Valley Forge, PA: United Ministries in Education, 1978).

……… and Eva Nordland.  Learning Peace: The Promise of Ecological and Cooperative Education. (Albany, NY: State University of New York Press, 1994).

………Education for a Culture of Peace in a Gender Perspective (Paris: UNESCO, 2001)

Gavriel Salomon and Baruch Nevo. Peace Education: The Concept, Principles, and Practices around the World.  (Mahwah, NJ: Lawrence Erlbaum, 2003).

Teachers College Record:  Special Issue on Peace Education, Number 1, Volume 84, Fall 1982.

David Smith and Terrance Carson. Educating for a Peaceful Future (Toronto, Canada: Kagan and Woo,1998).

War and Problems of Violence

Canada, Geoffrey.  Fist Stick Knife Gun. (Boston: Beacon Press, 1995).

Elizabeth Kandel Englander. Understanding Violence (Mahwah, NJ: Lawrence Erlbaum, 1997).

Gilligan, James. Violence: Our Deadly Epidemic and its Causes (New York, G.P. Putnam, 1996).

Glossop, Ronald.  Confronting War (Jefferson, NC: McFarland, 1983).

Nagler, Michael N.  America Without Violence (Covelo, CA: Island Press, 1982).

Reardon, Betty.  Sexism and the War System (New York: Teachers College Press, 1985).

Roy, Arundhati, War Talk (Cambridge, MA, 2003)

Woito, Robert.  To End War:  A New Approach to Conflict Resolution (New York: Pilgrim Press, 1982).

Suggested Course Outline:

**PROBLEMS OF VIOLENCE**

Weekend of September 22, 23, 2006

FRIDAY, September 22, 2006 :  6:00‑9:30

          6:00‑6:30                     Introductions.  Explanation of Course.

          6:30‑7:00                     Warm up activity

          7:00‑7:15                     Break

          7:15‑9:00                     Problems of Violence in Modern Life

          9:00-9:30                     What is peace?

SATURDAY, September 23, 2006:  9:00‑5:00

          9:00‑9:30                     Reactions to previous night's activities

Identification of interest groups for developing curriculum.

          9:30‑10:00                   Video ‑ There Are No Children Here

                                              Followed by discussion

          10:00-10:15                 Break

          10:15-12:00                 Violence in our personal lives

          12:00‑1:00                   Lunch

          1:00‑2:30                     Brainstorming session on violence

          2:30‑3:00                     Break & clean up

          3:00‑4:00                     Brainstorming session on nonviolence

          4:00‑5:00                     Images of Peace

                                              **WHAT CAN BE DONE**?

                                              Weekend of October 13 and 14, 2006

FRIDAY, October 13, 2006:  6:00‑9:30

          6:00‑7:00                     Reaction to Course Content

          7:00‑8:00                     Discussion of first part of book, Preventing Violence in Schools

          8:00‑8:15                     Break

          8:15‑9:00                     A brainstorming session on what can be done to bring peace to world.

SATURDAY, October 14, 2006:  9:00‑5:00

          9:00-9:30                     Reactions to previous session

          9:30-10:30                   Conflict style inventory

          10:30-10:45                 Break

          10:45-12:00                 Video ‑ From Fury to Forgiveness

                                              Small group discussion

12:00-1:00                   Lunch

          1:00-5:00                     Conflict resolution activities

**PEACE EDUCATION**

                                              Weekend of November 3 and 4, 2006

FRIDAY, November 3, 2006:  6:00‑9:30

          6:00‑6:30                     Reactions to previous session

          6:30‑7:15                     Presentation on peace education as a strategy; goals of peace education

          7:15‑7:30                     Break

          7:30‑8:30                     Discussion of second part of  Preventing Violence in Schools

          8:30-9:30                     Video--Peace Education in Hawai’i

SATURDAY, November 4, 2006:  9:00‑5:00

          9:00-9:30                     Reactions to previous session

          9:30-10:00                   History of Peace education

          10:30-10:45                 Break

          10:45-11:30                 Power point presentation on peace education theory

          11:30-12:00                 Video - Peacemakers of the Future

          12:00-1:00                   Lunch

          1:00-2:00                     Discussion of nonviolence in today’s world

          2:00-2:30                     Video—Five Desperate Hours

          2:30-3:15                     Anger Management

          3:15-3:30                     Break

          3:30-4:15                     Video – Preparing for the 21st Century

          4:15-5:00                     Small group work on curricula

**PEACE EDUCATION STRATEGIES**

                                              Weekend of November 17 and November 18, 2006

FRIDAY, November 17, 2006:  6:00‑9:30

          6:00‑7:00                     Reactions to previous session

          7:00‑8:00                     Discussion of Peace Education

          8:00‑8:15                     Break

          8:15-9:00                     Violence in schools

          9:00‑9:30                     UWM Summer Institute on Nonviolence

SATURDAY, November 18, 2006:  9:00‑5:00

          9:00-10:00                   Reactions to previous session

          10:00-12:00                 Work in small groups to develop curriculum

          12:00-1:00                   Lunch

          1:00-2:00                     Presentations of curricula

          2:00-3:00                     Video on environmental justice

          3:00-3:30                     Break and clean up

          3:30-4:00                     Video on Costa Rica

          4:00-5:00                     Ending

During this weekend, the following peace education curricula will be available for review:

Alternatives to Violence (Cleveland, Ohio; Friends Meeting, 1984)

Anger Management and Violence Prevention. Terese Schmidt (Hazeldon, MN: Johnson Institute, 1993).

Choosing Nonviolence (Chicago: Rainbow House, 1991)

Conflict in Context: Understanding Global Security (Cambridge, MA Educators for Social Responsibility, 1996).

Conflict Management:  A Curriculum for Peacemaking (Denver, CO:  Cornerstone, 1983)

Conflict Resolution in High Schools Carol Lieber. (Cambridge, MA Educators for Social Responsibility, 1996).

Choices:  A Unit on Conflict and Nuclear War (Washington:  Union of Concerned Scientists, 1983)

Conflict Resolution in the Schools: A Manual for Educators (San Francisco, Jossey-Bass, 1996)

Creating the Peaceable School: A Comprehensive Progra for Teaching Conflict Resolution. (Champaign, IL: research Press, 1994.

Creative Conflict Resolution Activities for Keeping Peace in the Classroom, K-6 William Kreidler (Cambridge, MA: Educators for Social Responsibility)

                                              Crossroads:  Quality of Life in a Nuclear World.  (Boston, MA:  Jobs with Peace, 1983)

Decision Making in a Nuclear Age (Weston, MA:  Halcyon House, 1983)

Developing Nurturing skills K-12 Curriculum (Family Development Resources, 1992).

Dialogue:  A Teaching Guide to Nuclear Issues (Cambridge, Mass:  Educators for Social Responsibility, 1983)

Disarming the Playground: Violence Prevention through Movement and Social Skills (Oklahoma City , Oklahoma, 2002)

Education for Peace and Justice (St. Louis, MO:  Institute for Peace & Justice, 1981)

The Friendly Classroom for a Small Planet (Wayne, NJ:  Avery Publishing, 1978)

                                              Helping Teens Stop Violence Oakland Men’s Project (Alemeda, CA: Hunter House,1992)

Keeping the Peace Suzanne Wichert       (Philadelphia, PA: New Society Press, 1993).

Learning Peace, Teaching Peace (Philadelphia, PA:  Jane Addams Peace Association, 1974)

Learing to Abolish War: Teaching toward a Culture of Peace. (New York: Hague Appeal for Peace, 2002)

                                              Learning the Skills of Peacemaking. Naomi Drew      (Jalmer Press, 1994).

Let's Talk About Peace:  Let's Talk About Nuclear War (Oakland, CA:  Parenting in Nuclear Age, 1983)

Managing Conflict: A Curriculum for Adolescents (New Mexico Center for Dispute Resolution)

A Manual on Nonviolence and Children (Philadelphia:  New Society Press, 1984)

Milwaukee Public Schools Curriculum, 1985.

Our Future at Stake (Oakland, CA:  Citizens Policy Center, 1984)

PeaceMaker (Dublin, Ireland: Irish Commission for Justice and Peace, 1988)

Peace Lessons from around the World (New York: Hague Appeal for Peace, 2006)

Peaceworks Kathleen Miller, Judith Walls, Janet Shank (Elgin, IL: Brethren Press, 1989)

                                              Power to Hurt (Dublin, Ireland: Irish Commission for Justice and Peace, 1988)

Preventing Violence in our Schools: Classroom Activities and Strategies for Teachers and Counselors (Carson, CA: Jalmar Press, 2002).

So Everybody Fights? (Dublin, Ireland: Irish Commission for Justice and Peace, 1988)

Teaching Students to be Peacemakers David and Roger Johnson (Minneapolis, MN: International Book, 1195).

                                              Violence Prevention: Curriculum for Adolescents (Newton, MA: Education Development Center, 1987)

                                              Violence Prevention Skills, Lessons, and Activities for Elementary Students Ruth Begun and Frank Huml. (Cleveland, Ohio, 1999).

                                              Violence Prevention Skills, Lessons, and Activities for Secondary Students Ruth Begun and Frank Huml. (Cleveland, Ohio, 1998).

Watermelons Not War! (Philadelphia, Pa: New Society Publishers, 1985).

**MANY OF THESE MATERIALS ARE AVAILABLE FROM THE INSTRUCTOR**