

Peace Education Spring 2011

SIS 619.019 and 419.019
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Welcome to Peace Education. This course is about big ideas and practical strategies. We will explore key theories and teaching approaches for ending war, and nurturing peaceful values, attitudes and behaviors in diverse populations in formal and non-formal settings. We will re-examine conventional assumptions about human nature, war, obstacles to peace, youth, violence, and learning. We will study exemplary curricula, ideas, practices and skills for creating peaceable classrooms, schools, and communities. We will learn about peace-oriented societies and investigate if they can be spread. Our approach will necessarily be interdisciplinary, drawing on history, feminist and gender studies, critical race theory, educational research, biology, anthropology, archeology, economics, communications, geography, sociology, psychology, political science, international relations, military history, peace research, fine arts, and labor studies, among other intellectual traditions. The course serves as one of eight in the Applied Conflict Resolution stream or concentration of the International Peace and Conflict Resolution Masters Program.

Learning Objectives (as expressed by the students):

- To search for the best ways to teach peace, compare, contrast and improve upon them;
- To learn how to write an effective curriculum for diverse groups in cross-cultural settings;
- To learn how to heal traumatized populations through peace education, especially child soldiers;
- To review evaluation studies and research on the impact and effectiveness of peace education;
- To gain an appreciation of just and peaceful societies, where, how and why they exist;
- To model, experience and practice a peaceable classroom and healthy dynamics in a group;
- To encourage students to become reflective peace practitioners and critical learners;
- To enhance our imaginations, intellectual flexibility, creativity & problem-solving capacities;
- To encourage positive action and create beauty in the world;

Pedagogy:

This course builds on Maria Montessori's philosophies and methods, Paolo Freire's *comprehensive education for human liberation* and Henry Gardner's Multiple Intelligence Theory. The pedagogical design encourages self-generated learning, using more than 27 methods of instruction, including art, music, films, case studies, drama, storytelling, journaling, simulations, role-plays, small group work, student-led reviews of books and articles, guest speakers, independent research, participatory action-research, observations, quiet reflections, writing for publication, and presentations. We will work to create a collaborative, cooperative learning community, based on healthy dynamics in small groups. You can expect to be up and out of our chairs, moving around the classroom quite a bit. I will seek to create an atmosphere of rigor, excellence, respect, trust and fun,

Learning Outcomes, by the end of this course you should be able to:

- Demonstrate knowledge of the major concepts and methods in peace education;
- Acquire knowledge in key areas of Peace Education to effectively communicate your own emerging vision and approach to teaching others;
- Prepare and present an effective learning unit for possible classroom use by teachers;
- Demonstrate effective skills in facilitating the learning of others at multiple levels;
- Connect course content to current public events and issues in the news.

- Develop and execute research projects integrating theory and analysis.
- Demonstrate writing and speaking skills to clearly and effectively convey knowledge.
- Apply concepts and theories from international economics to issues of peace and mass violence.

Required Texts

Douglas Fry. *Beyond War: The Human Potential for Peace*, 2007 (NY, NY: Oxford University Press) ISBN 978-0-19-530948-5

George Lakey. *Facilitating Group Learning: Strategies for Success with Diverse Adults Learners*, 2010 (San Francisco, CA: Jossey-Bass) ISBN 978-0-47076863

[this book will be made available in class from your instructor so we can receive a group discount]

Claire McGlynn, et. al, editors. *Peace Education in Conflict and Post-Conflict Societies, Comparative Perspectives*, 2009. Electronic Reserve on Blackboard (New York: Palgrave Macmillan) ISBN: 0230608426 9780230608429, Edition: 1st ed.

Articles are listed on the syllabus each week and on Blackboard in sub-folders for that date

- 12 evaluation studies of Peace Education programs around the world [found in special folder on BB]
- An extensive list of websites for peace education work in prisons, with gangs, for soldiers, with toddlers, for K-12 students, and with other populations.

Requirements and Expectations

You will be asked to rate your own participation each week on a “Presence and Engagement” sheet. You will learn how to write a curriculum and then be asked to present it with a partner to the class. You will lead evaluative reviews of assigned readings using the QIP method (Questions, Interesting Points, Problems). If you have difficulty understanding the readings, please call me. You will be asked to do a participatory community action project and write a 10 to 15 page paper (see end of the syllabus). You should write a brief entry in a personal journal each week about your reactions and insights to our class. Your attendance every week is required and is vital to our success since we will be doing a great deal of hands-on learning. If you miss a class for a valid reason, such as a severe illness, court hearing, religious holiday or a funeral, please see me and your grade will NOT be affected.

EVALUATION/GRADE DISTRIBUTION		
Presence and Engagement	20%	Weekly self-evaluation of your role in discussions and class activities (evaluation sheet provided)
Curriculum Unit	20%	Write a lesson plan and curriculum unit for a selected population of your choosing
Evaluative Reviews of Readings	15%	Teams present main ideas from the weekly readings
Participatory Community Action Project or Observation	30%	Go out of your comfort zone into a new setting to interview, observe, organize or witness, 10-15 pp.
Personal Journal	15%	Write brief insights and reflections each class.

A = Excellent: Work shows outstanding thought, skill, creativity, and intellectual sophistication.

B = Very Good: Original work, significantly above the basic requirements.

C = Adequate: Work meets the basic requirements.

D = Achievement worthy of credit even though it does not meet the basic requirements in every respect.

CLASS SCHEDULE

January 10th Creating Community, Introductions & Course Background

Learning Objectives for this Week:

1. To get acquainted;
2. To highlight the educational philosophy and pedagogy for the course;
3. To hear a little bit about Multiple Intelligence Theory and then practice it through art and visualization.

8:10 Welcome and Introductions

8:30 Why are you taking this class? Best and worst classroom experiences?

9:15 BREAK

9:10 Select volunteers for next week to: 1) debrief what we learned; 2) serve as time keeper

9:40 Multiple Intelligence Theory by Henry Gardner

10:00 Self Portraits

Assignments: Buy and read *Beyond War* by Douglas Fry, first 8 chapters by January 24th

Read "What is Comprehensive Peace Education?" 2 pp by B. Wien (on Blackboard & sent over email)

January 17th NO CLASS Martin Luther King Day (*Celebrate nonviolence & social justice!*)

Watch Dr. Martin Luther King, Jr. in 1967 in three parts on YouTube calling for draft resistance.

January 24th Challenging Assumptions about Violence and Peace Education in Pakistan

Learning Objectives for this Week:

1. To engage in critical thinking about human nature and the history of the human race;
2. To learn about an exemplary peace education approach in contrast to what we usually hear about Pakistan.

8:10 Team to debrief January 10th class. What was covered? What did we learn? What was left out?

8:30 Ferdaouis Bagga leads evaluative review of first 8 chapters of the Douglas Fry book.

9:30 BREAK

9:45 Guest Speaker via Skype: Dr. Sameena Imtiaz, Executive Director,
Peace Education and Development (PEAD) Foundation in Pakistan

Assignment: Begin writing your reactions to this class in a hard copy journal.

Read by 1/31: Finish Douglas Fry's book by next week. Evaluative team to lead a review with Barbara.

"The Seville Statement on Human Violence" from UNESCO (posted to Blackboard).

"Bones Reveal Truth in 'Noble Savage Myth'," *Washington Post*, Science, p. A9, 4/15/2002

Choose a timekeeper and an evaluative review team for next week. *Bring music, art or a taste of peace to share next class*

January 31st Questioning Dominant Paradigms: The First Building Block of Peace Education

Learning Objectives for this Week:

1. To challenge the most commonly held central belief in U.S. culture.
2. To hear an alternative macro history of the world.

8:10 Team to debrief last class. What did we cover? What did we actually learn or retain? What was left out? What went well? What to improve? Insights or ideas for teaching or explaining peace to others?

8:30 Review of the syllabus. Questions? Expectations? Housekeeping?

9:00 Team leads a review with Barbara of the last 8 chapters of the Douglas Fry book.

9:45 Small groups discuss "The Seville Statement on Human Violence" + Wash Post article

10:10 The Ah Ha! Method of Learning - A Short History of the Human Race

Read by 2/7: Betty Reardon, "A Review of Peace Education", 25 pp. Reprinted with permission

B. Wien, "A History of Peace Studies in the U.S.: Four Waves and Unresolved Questions, 2009

Leonisa Ardizzone, "Towards Global Understanding: The Transformative Role of Peace

Education", 16 December 18, 2001 *Current Issues in Comparative Education*, Teachers College,

Columbia University, ALL RIGHTS RESERVED, © 2002

Choose a time keeper and 3 evaluative review teams for next week. Bring music, a work of art or a taste of peace.

February 7th Theoretical Foundations of Peace Education

- 8:10 Student-led debrief of last class
8:25 Overview of the central schools of thought in the history, evolution & development of Peace Ed
9:10 BREAK
9:25 Three evaluative review teams share their perspectives on this week's readings using the QIP method.

Read for 2/14: Elise Boulding, "A Journey into the Future: Imaging a Nonviolent World" in *Peace and Conflict Studies*, A Journal of the Network of Peace and Conflict Studies, May 2002 ISSN 1082-7307 Volume 9, Number 1

"Getting out of the Red Zone: Youth from the Juvenile Justice and Child Welfare Systems Speak Out about the Obstacles to Completing their Education and What Could Help", A Publication of the Expanding Educational Opportunities for Vulnerable Youth Project, San Francisco: CA October 2003
Good News from the DMC Action Network (Disproportionate Minority Contact) newsletter, issue #1, Nov. 2008

Choose a timekeeper and 3 evaluative review teams for next week. Bring music, art or a taste of peace to share for our next class on 2/14

February 14th Peace Ed in Prisons and Nonviolent Solutions to the Harsh Treatment of Youth of Color

1. To learn how to heal traumatized populations through peace education and nonviolent approaches;
2. To encourage justice and positive action in the world.

- 8:10 Student-led discussion of what we learned last week. Areas of improve? What was powerful?
8:25 3 Evaluative Review Team to discuss the readings (10 minutes each)
9:00 BREAK
9:10 Guest Speaker: Liane Rozzell, Executive Director, Friends and Allies of Virginia Youth

Read for 2/1st: Carolyn Boyes-Watson, *Peacemaking Circles and Urban Youth: Bringing Justice Home*, 2008. Please thumb through this book and read some of the amazing stories. Try to read what you can of the book (multiple copies have been put on 3 day reserve for you).

Leonisa Ardizzone, "Generating Peace: A Study of Nonformal Youth Organizations", *Peace & Change a Journal of Peace Research*, Vol. 28, No. 3, July 2003, published by the Peace History Society and the Peace and Justice Studies Assoc (PJSA).

Research: Begin looking for quantitative or qualitative evaluation studies on Peace Education. Ask the AU librarians for help. Comb peace education journals. This is a long-term assignment. We will explore these studies later in the spring. Start your research now. See also the 12 reports and studies already posted on Blackboard under a specially marked folder "Evaluation Studies".

Choose a timekeeper and 2 evaluative review teams for next week. Bring music, art or a taste of peace to share next X

February 21st Community-Based Responses to Youth Violence and Trauma

Learning Objectives:

1. To hear about research on transformative justice and community-based responses to violence;
2. To learn exciting, innovative and holistic anti-violence programs for youth;
3. To learn about Critical Race Theory and Black Feminist Theory.

- 8:10 Student-led discussion of what we learned last week. Areas of improve? What was powerful?
8:25 2 Evaluative Review Teams to discuss the readings (15 minutes each)
9:05 BREAK
9:15 Guest Speakers: Johonna McCants, Corina Garcia and Marisa Stubbs to discuss how Black Youth advance their own critical understandings of violence and the criminalization of their communities. Our speakers will share information about youth-led movements to create safe, peaceable communities and schools in Washington D.C. as an alternative to policing, prisons and punitive policies.

Read for 2/28: Laura Finley, "How can I Teach Peace When the Book only Covers War?" *OJPCR: The Online Journal of Peace and Conflict Resolution* 5.1 Summer: 150-165 (2003) ISSN: 1522-211X
www.trinstitute.org/ojpcr/5_1finley.htm

"Education for a Peaceful Future: Integrating Peace into all Disciplines", Smith and Carson, 1998

Choose a time keeper and 2 evaluative review teams for next week. Bring music, art or a taste of peace to share.

February 28th Peace Education in Schools and Exemplary Curricula

1. To gain an appreciation of the rich & diverse body of peace curricula, approaches & literature;
2. To stimulate your creativity and ideas for developing a teaching unit.

8:10 Student-led discussion of what was learned last week. Areas of improve? What was powerful?

8:25 Evaluative Review Teams to discuss the two articles from last week (20 minutes each)

9:10 BREAK

9:20 Review a peace education collection from many countries featuring exemplary materials. Read quietly.

10:15 Presentation of three of the evaluation studies posted on Blackboard.

Choose a timekeeper and 3 evaluative review teams for each reading assigned on 3/7 to present on 3/14.

March 7th NO CLASS! AU SPRING RECESS keep up your journal, have fun!

Read for 3/14: Henry David Thoreau's essay "The Duty of Civil Disobedience, 1849 (find it on the web)
Obedience to Authority by Stanley Milgram, 1974 (brief description on BB and web), and
"Why Johnny Can't Disobey", Sarah J. McCarthy, *The Humanist*, Oct 1979 (e-reserve on BB)
"New Tactics to Tackle Bystander's Role in Bullying" ScienceDaily, January 27, 2009 (handout)

Watch by 3/14: <http://www.archive.org/details/TheAmericanTraditionOfNonviolence2010>
Watch it, download it in several formats, and burn your own DVD

March 14th On the Origins of Social Courage & the Dangers of Obedience/Conformity

To examine the long-term consequences of obedience and conformity;

1. To explore the origins of social courage and causes of nonconformity;
2. To learn about the history of nonviolence in the United States.

8:10 Student-led debrief of what was learned in class two weeks ago on 3/7;

8:20 2 teams lead evaluative reviews of obedience readings assigned on March 7th (25 min each team)

9:15 BREAK

9:25 Team leads an evaluative review of the on-line nonviolence video (20 minutes)

9:45 Exercises on civil disobedience

Watch by 3/21: "Soldiers of Conscience" (86 mins) and "Faces of the Enemy" (50 min) both on reserve at library

Read: First ½ of Lakey book (we will not discuss this book in depth right away. Just get started on it)

Choose a time keeper and two evaluative review teams for next week about the 2 films.

March 21st Dehumanization, Enemy Images and Soldiers in Revolt

Learning Objectives for this Week

1. To critically examine how we learn to hate other groups, races or nationalities;
2. To understand the role of propaganda in convincing people to adopt enemies and go to war;
3. To analyze the origins of social courage and hear stories of those who refused to kill.

8:10 Student-led debrief of what was learned in class last week;

8:30 Teams lead evaluative review of each film (15 min each)

9:00 "Collateral Murder" video clip, the "Contagious Love Experiment" and Skype Session with Josh Steiber

Special Opportunity on Saturday March 26th CAAPS Conference, Trinity University

The Capital Area Association for Peace Studies (CAAPS) conference for undergrad and graduate students from 12 area Peace and Conflict Studies programs will present curricula, papers, and action projects. Present your participatory action project, or select two of the evaluation studies on Blackboard, critique them.

March 28th The End of War

Learning Objectives for this Week:

1. To hear how to teach peace to diverse audiences;
2. To understand how the human race is evolving away from war fighting;
3. To hear a first-hand account of a soldier working to end war.

Guest Speaker: Paul Chappell, Captain U.S. Army, and West Point Graduate

Suggested reading: *Will War Ever End?* By Paul Chapell (on reverse in the AU library)

Required reading for 4/4: Joanna Wedge, "Where Peace Begins: Education's Role in Conflict Prevention and Peacebuilding", 2008 (London: A Special Report by Save the Children) on BB.
Look at evaluation studies on Blackboard. Try to find new ones that are not posted.

April 4th Peace Education in Uganda and Liberia

Learning Objectives for this Week:

1. To hear about the rehabilitation of child soldiers through peace education
2. To hear about an authentic African peace education program

Guest Speakers: Mainlehwon Ebenezer Vohn Bende, Director, Center for Teaching Peace Liberia
Arthur Serota, Director, United Movement to End Child Soldiering (UMECS)

Visit by 4/11: www.nationalpriorities.org. Review all the resources at this website.

April 11th Understanding Militarism and the War System

Learning Objectives for this week:

1. To understand the costs of war, real security, and funding human needs
2. To discuss and develop an integrated understanding of real security

8:10 Student-led debrief of what was learned last week;

8:30 Webinar with Greg Speeter of the National Priorities Project (one hour)

9:30 BREAK

9:45 Lecture by Barbara on the War System

Begin Claire McGlynn Book and Finish George Lakey Book

Watch by 4/18: "Maria Montessori: The Science Beyond the Genius" DVD 2006 (on reserve at library)

April 18th Student Presentations of their Curriculum Units

Learning Objectives for this Week:

1. To learn how to develop a curriculum
2. To facilitate the learning of others
3. To hear innovative ways to teach peace

8:10 Student-led debrief of what was learned last week;

8:30 Curriculum presentations begin (15 minutes each)

Watch by 4/19: http://www.youtube.com/watch?v=1Qd-fAnHjPg&feature=player_embedded Gandhi Rap song

Read by 4/18: *Beyond the Bomb* by Mark Somers, 1985. Out of print. Xerox provided instructor)

April 25th Nonviolence and Alternative Security Strategies

Learning Objectives for this week

1. To explore different theories of power and the many forms it can take;
1. To learn about the history of nonviolent struggles.

8:10 Student-led debrief of what was learned last week;

8:25 Evaluative Review team to lead discussion on Somers book

8: 45 "A Force More Powerful", Parts 2 & 3 (1 hours)

9:45 BREAK

10:00 Barbara to present a lecture on nonviolence

Further viewing: "Bringing Down a Dictator" student-led movement called *Otpor!* (DVD on reserve) not required
Finish Claire McGlynn and George Lakey books

Visit by 4/15: www.peacefulsocieties.org and <http://www.visionofhumanity.org/gpi-data/#/2010/conf/>

May 2nd Traits of Peaceful Societies and Putting It all Together: Semester Wrap Up

Learning Objectives for this week:

1. To learn about nonviolent cultures and societies, their underlying structures and conditions;
2. To enhance your own vision of a nonviolent world.
3. To integrate all that you learned this semester

8:10 Student-led debrief of what we learned last week;

8:30 3 evaluative review teams critique McGlynn book, peaceful societies site and global peace index

9:15 BREAK

9:30 Putting it all together: The A Ha! Method of Learning

10:30 End of the Year Wrap Up and Closing Circle

Just a few Suggestions for Your Participatory Action Research and Observations

1. Attend a gun rally, show or arms bizzare. Interview people about their view of war and violence.
2. Attend a Congressional appropriations hearing on funding for the wars in Iraq and Afghanistan.
3. Attend a mass arrest of nonviolent protesters. Record what you witness as an objective third party.
4. Visit a toy store and document the number of violent vs. cooperative toys available and location of display.
5. Create a public peace event or art exhibit on the role of bystanders. Record reactions of passersby.
6. Meet with a member of Congress about the war in Afghanistan and present the results of your visit.
7. Design and conduct a survey about public attitudes toward war and peace. Interview at least 50 people
8. Compile a list of peace organizations and conflict resolution agencies in Washington DC. Visit two. Ask them how they evaluate their work.

Incompletes: Incompletes are granted only in rare circumstances. A request for an incomplete must be discussed with the professor ahead of time, and are given only in accordance with university policy. Dissatisfaction with your impending grade is not a satisfactory reason for an incomplete.

Academic Integrity: By registering as a student at American University, all students acknowledge their awareness of the *Academic Integrity Code* each semester at the time they acknowledge their awareness of university registration policies. Students are responsible for becoming familiar with their rights and responsibilities as defined by the *Academic Integrity Code* and are responsible for knowing the requirements for their particular courses and for learning the conventions of documentation and acknowledgment of sources required in academic discourse. Academic Violations include (but are not limited to) plagiarism; inappropriate collaboration; dishonesty in examinations and papers; work done for one course and submitted to another; *deliberate falsification of data*; interference with other students' work; and copyright violations. If you are unfamiliar with the concept of plagiarism, this site provides a helpful introduction:

<http://libraries.ucsd.edu/locations/ssh1/guides/preventing-plagiarism/index.html>

MISCELLANEOUS

Disabilities/Special Circumstances: If you have a disability or special circumstance that require my attention please make this known to me ASAP so that we can work out accommodations that will allow you to best benefit from the course. Additionally, if you have a scheduling conflict owed to religious observations, please notify me of this ASAP so that, if necessary, we can work out alternative arrangements. Finally, if you are unsure about whether you have a special

circumstance that merits my attention, please communicate with me so that I can work with you. The alternative, assuming, for example, that you can miss class without first clearing it with me will count as an unexcused absence.

Available Resources to help you succeed in this course:

In addition to the resources of the school (e.g. your academic counselor), a wide range of services is available to support you in your efforts to meet the course requirements. These include, as some examples:

Library (X 3238). They offer help with research projects. On-line use can find useful tutorials and guides to address such questions as “What is an APA style guide?” Two particularly good pages to browse include:

<http://www.library.american.edu/Help/index.html>

<http://www.library.american.edu/subject/index.html>

Writing Center (X 2991, Batelle-Tompkins 228). They offer writing consultations.

Academic Support Center (x3360, MGC 243). They offer study skills workshops, individual instruction, tutor referrals, and services for students with learning disabilities. Writing consultations are also available in their Writing Lab.

Disability Support Services (x3315, MGC 206). They offer technical and practical support and assistance with accommodations for students with physical, medical, or psychological disabilities.

Counseling Center (x3500, MGC 214). They offer counseling and consultations regarding personal concerns, self-help information, and connections to off-campus mental health resources.

Emergency Preparedness

In the event of a declared pandemic (influenza or other communicable disease), American University will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU e-mail and Blackboard, while students must inform their faculty immediately of any absence due to illness. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies. In the event of a declared pandemic or other emergency, students should refer to the AU Web site (www.prepared.american.edu) and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty and/or respective dean’s office for course and school/ college-specific information.

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THE SEVILLE STATEMENT on violence



What is it?

The Seville Statement on Violence is a scientific statement which says peace is possible because war is not a biological necessity. The Statement was written by an international team of specialists in 1986 for the United Nations sponsored International Year of Peace and its follow-up. The Statement was based on the latest scientific evidence and it has been endorsed by scientific and professional organizations around the world.

The Seville Statement says there is nothing in our biology which is an insurmountable obstacle to the abolition of war and other institutional violence. It says that war is a social invention and that peace can be invented to replace it. The Statement consists of an introduction five propositions and a conclusion. Each of the five propositions challenges a particular mis-statement that has been used to justify war and violence.

The Statement was adopted by UNESCO in 1989. The following is a version of the Statement in plain words. The full text is available from the Peace Pledge Union Project.

Introduction

This Statement is a message of hope. It says that peace is possible and that wars can be ended. It says that the suffering of war can be ended, the suffering of people who are injured and die and the suffering of children who are left without home or family. It says that instead of preparing for war we can use the money for things like teachers' books and schools and for doctors, medicines and hospitals.

We who wrote this Statement are scientists from countries North and South, East and West. The Statement has been endorsed and published by many organizations of scientists around the world including anthropologists, ethnologists, (animal behavior) physiologists, political scientists, psychiatrists, psychologists and sociologists.

We have studied the problem of war and violence with today's scientific methods. Of course, knowledge is never final and someday people will know better than we know today. But we have a responsibility to speak out on the basis of the latest information.

Some people say that violence and war cannot be ended because they are part of our natural biology. We say that is not true. People used to say that slavery and domination by race and sex were part of our biology. Some people even claimed they could prove these things scientifically. We now know they were wrong. Slavery has been ended and now the world is working to end domination by race and sex.

5 propositions

It is scientifically incorrect when people say that war cannot be ended because animals make war and because people are like animals. First it is not true because animals do not make war. Second, it is not true because we are not just like animals. Unlike animals, we have human culture that we can change. A culture that has war in one century may change and live at peace with their neighbors in another century.

It is scientifically incorrect when people say that war cannot be ended because it is part of human nature. Arguments about human nature cannot prove anything because our human culture gives us the ability to shape and change our nature from one generation to another. It is true that the genes that are transmitted in egg and sperm from parents to children influence the way we act. But it is also true that we are influenced by the culture in which we grow up and that we can take responsibility for our own actions.

It is scientifically incorrect when people say that violence cannot be ended because people and animals that are violent are able to live better and have more children than others. Actually, the evidence shows that people and animals do best when they learn how to work well with each other.

It is scientifically incorrect when people say that we have to be violent because of our brain. The brain is part of our body like our legs and hands. They can all be used for co operation just as well as they can be used for violence. Since the brain is the physical basis of our intelligence, it enables us to think of what we want to do and what we ought to do. And since the brain has a great capacity for learning, it is possible for us to invent new ways of doing things.

It is scientifically incorrect when people say that war is caused by 'instinct'. Most scientists do not use the term 'instinct' anymore because none of our behavior is so determined that it cannot be changed by learning. Of course, we have emotions and motivations like fear, anger, sex, and hunger, but we are each responsible for the way we express them. In modern war, the decisions and actions of generals and soldiers are not usually emotional. Instead, they are doing their jobs the way they have been trained. When soldiers are trained for war and when people are trained to support a war, they are taught to hate and fear an enemy. The most important question is why they are trained and prepared that way in the first place by political leaders and the mass media.

Conclusion

We conclude that we are not condemned to war and violence because of our biology. Instead, it is possible for us to end war and the suffering it causes. We cannot do it by working alone, but only by working together. However, it makes a big difference whether or not each one of us believes that we can do it. Otherwise, we may not even try. War was invented in ancient times, and in the same way we can invent peace in our time. It is up to each of us to do our part.

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The Milgram Experiment

A lesson in depravity, peer pressure, and the power of authority

In the aftermath of the Holocaust and the events leading up to World War II, the world was stunned with the happenings in Nazi Germany and their acquired surrounding territories that came out during the Eichmann Trials. Eichmann, a high ranking official of the Nazi Party, was on trial for war crimes and crimes against humanity. The question is, "Could it be that Eichmann, and his million accomplices in the Holocaust were just following orders? Could we call them all accomplices?"

Stanley Milgram answered the call to this problem by performing a series of studies on Obedience to Authority. Milgram's work began at Harvard University where he was working towards his Ph.D. The experiments on which his initial research was based were done at Yale University from 1961-1962.

In response to a newspaper ad offering \$4.50 for one hour's work, an individual turns up to take part in a psychology experiment investigating memory and learning. He is introduced to a stern looking experimenter in a white coat and a rather pleasant and friendly co-subject. The experimenter explains that the experiment will look into the role of punishment in learning, and that one will be the "teacher" and one will be the "learner." Lots are drawn to determine roles, and it is decided that the individual who answered the ad will become the "teacher."

Your co-subject is taken to a room where he is strapped in a chair to prevent movement and an electrode is placed on his arm. Next, the "teacher" is taken to an adjoining room which contains a generator. The "teacher" is instructed to read a list of two word pairs and ask the "learner" to read them back. If the "learner" gets the answer correct, then they move on to the next word. If the answer is incorrect, the "teacher" is supposed to shock the "learner" starting at 15 volts.

The generator has 30 switches in 15 volt increments; each is labeled with a voltage ranging from 15 up to 450 volts. Each switch also has a rating, ranging from "slight shock" to "danger: severe shock". The final two switches are labeled "XXX". The "teacher" automatically is supposed to increase the shock each time the "learner" misses a word in the list. Although the "teacher" thought that he/she was administering shocks to the "learner", the "learner" is actually a student or an actor who is never actually harmed. (The drawing of lots was rigged, so that the actor would always end up as the "learner.")

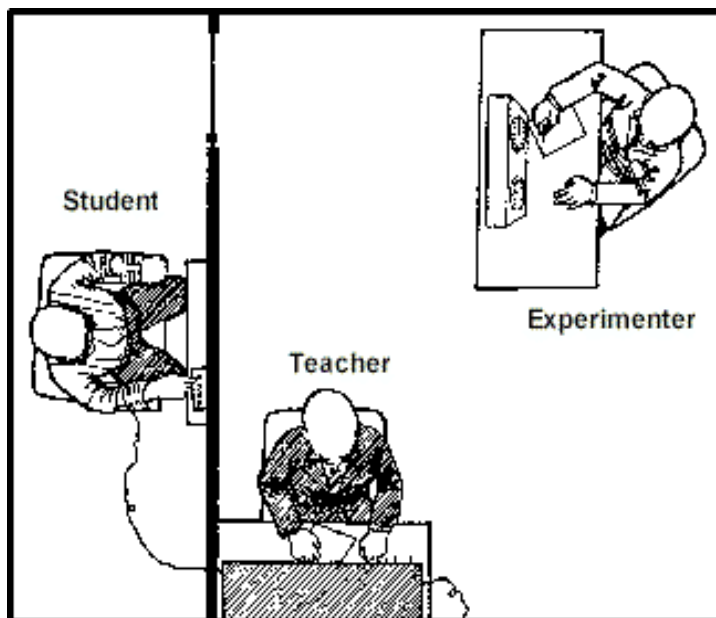
At times, the worried "teachers" questioned the experimenter, asking who was responsible for any harmful effects resulting from shocking the learner at such a high level. Upon receiving the answer that the experimenter assumed full responsibility, teachers seemed to accept the response and continue shocking, even though some were obviously extremely uncomfortable in doing so.

Today the field of psychology would deem this study highly unethical but, it revealed some extremely important findings. The theory that only the most severe monsters on the sadistic fringe of society would submit to such cruelty is disclaimed. Findings show that, "two-thirds of this study's participants fall into the category of 'obedient' subjects, and that they represent ordinary people drawn from the working, managerial, and professional classes (Obedience to Authority)." Ultimately 65% of all of the "teachers" punished the "learners" to the maximum 450 volts. No subject stopped before reaching 300 volts!

Milgram also conducted several follow-up experiments to determine what might change the likelihood of maximum shock delivery. In one condition, the touch-proximity condition, the teacher was required to hold the hand of the learner on a "shock plate" in order to give him shocks above 150 volts.

The most amazing thing to note from this follow-up experiment is that 32% of the subjects in the proximity-touch condition held the hand of the learner on the shock plate while administering shocks in excess of 400 volts! Further experiments showed that teachers were less obedient when the experimenter communicated with them via the telephone versus in person, and males were just as likely to be obedient as females, although females tended to be more nervous.

Milgram's obedience experiment was replicated by other researchers. The experiments spanned a 25-year period from 1961 to 1985 and have been repeated in Australia, South Africa and in several European countries. In one study conducted in Germany, over 85% of the subjects administered a lethal electric shock to the learner.



"I observed a mature and initially poised businessman enter the laboratory smiling and confident. Within 20 minutes he was reduced to a twitching, stuttering wreck, who was rapidly approaching nervous collapse. He constantly pulled on his ear lobe, and twisted his hands. At one point he pushed his fist into his forehead and muttered 'Oh God, lets stop it'. And yet he continued to respond to every word of the experimenter, and obeyed to the end."