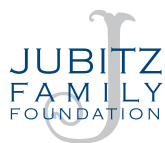


EVOLUTION OF A GLOBAL PEACE SYSTEM STUDY GUIDE

Amnesty International

[PILOT VERSION]





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Forward

We are living in a time when wars and military options seem to be the prevalent and commonly accepted forms of dealing with social conflict worldwide. Kent Shifferd's book "From War to Peace" has been a great inspiration for scholars, students and practitioners who are struggling to come to terms with notions of war and peace. In his work, Shifferd recognizes the dominating war system, and in the public sphere we are constantly reminded that "it's just the way it is". A multitude of myths inform people's perceptions of war:

Humans will always go to war
 War is our default mode of resolving conflict
 War is good for business
 We fight war for freedom
 Suffering is minimized in today's wars
 Modern military warfare kills the bad guys
 War is temporary
 Wars result from the aggressive nature of human beings
 Humans are inevitably driven to war
 Wars are fought against evil
 Wars are launched in defense
 Warriors are heroes
 Wars are unavoidable
 Warmakers have noble motives
 Wars are fought on battlefields
 Wars are ended by enlarging them
 Wars are won
 War brings security
 War is legal

Through historical analysis and knowledge derived from psychology, social science, political science and economics to name a few, the perception of inevitable war can be challenged by recognizing war as a social phenomenon with understood causes and conditions. The war story - as real as it is - is the old story. Now there is a new story, although most educators, the media, and even presidents do not know about it. Great changes have taken place over the last 100 years in terms of global collaboration, constructive conflict transformation and social change.

The concept of the Global Peace System is grounded in the "recognition of some very real, revolutionary historic trends that began in the early nineteenth century with the appearance of the world's first peace societies and then in the twentieth century with the development of international institutions aimed at controlling war, the evolution of nonviolence as a real-world power shifter, the rise of global civil society, the growing permeability of the old national boundaries, and a number of other trends." (Shifferd, 2011, p. 2) Initially 23 trends were considered; currently the global peace system has recognized 28 trends.

While all connected as part of the evolving system, each trend is significant in itself. Several might seem familiar and obvious, yet they are rarely looked at in terms of an evolving system of global peace.

The War Prevention Initiative recognizes the still dominant war system which is embedded in many societies with social, political, economic, psychological, and cultural functions. By producing this educational video, we hope to actively contribute to the creation of a new global paradigm constructed through the Global Peace System.

Introduction

The discussions and activities in this study guide are meant to reinforce and expand upon the ideas presented in the “Evolution of a Global Peace System” short documentary. The study guide contains two main sections. Part One “Background and Theory” provides a more comprehensive approach to the ideas presented in the movie. A synopsis of the video, explanations of key terms and concepts, a detailed coverage of all trends with examples, a multidimensional timeline of the trends, as well as relevant resources will form this part. Part Two “Discussion and Activities” follows the movie with five main lesson segments:

(1) The Global Peace System (whole video) (2) Global Collaboration (3) Conflict Transformation (4) Social Change (5) Global Peace System Reflections

Many of the discussion questions and activities are ongoing questions and may be carried over into the other trend lessons. This study guide is designed to be flexible and work with a variety of age ranges and settings. Depending on the time available, the context within which the guide is used or whether you are working with or without facilitators you may choose to follow through the entire study guide or quickly find the trend category desired to cover and effectively work within the allotted time.



The flexibility of group discussions, individual reflective writings, and the option to include a variety of activities is designed to meet the needs of your group. The activities are noted for which trend categories they will address. The majority of activities support all Global Peace System trends. Lessons are structured within each global trend category as such:

1. Purpose of Lesson
2. Learning Objectives
3. Discussion
4. Activity

We recommend this study guide to students from high school to graduate level, theorists and practitioners in the realm peace education and conflict resolution, activists and non-activists and essentially anyone who is pondering the dilemma that nobody wants war but almost everyone seems to support it. This guide is intended to spark further thought and critical reflection on the Global Peace System than merely educating on its existence. Shifferd's trends are overwhelmingly clear and logical. We can now see that the structures are in place and already working. If we follow Elise Boulding's often cited advice that “there is no time left for anything but to make peace work a dimension of our every waking activity,” then we might be able to demonstrate to Shifferd that 100 years was an overestimate.

We welcome your feedback on the lessons. Please send any critique, ideas and suggestions to philler@pdx.edu.

1 BACKGROUND AND THEORY

About

The War Prevention Initiative has the vision of a world beyond war by 2030 and humanity united by a global system of peace with justice. Our mission is to advance the global peace system by supporting, developing and collaborating with peacebuilding efforts in all sectors of society.

Our work and thinking are guided by a set of underlying assumptions:

Nonviolence is more effective than violence.

A global peace system is evolving.

Poverty, employment, energy, education, the environment and other social and natural factors are interconnected in peacebuilding.

Peace Science and Peace Education provide the path to a more just and peaceful world.

1 - This concept was developed by peace and conflict studies scholar and practitioner John Paul Lederach in his book "The Moral Imagination. The Art and Soul of Building Peace."

In our work we also follow a set of core values:

- Nonviolence – We promote strategic and principled nonviolent solutions over any kind of armed conflict.
- Empathy – We view social problems through the eyes of others and respectfully communicate with each other in the pursuit of mutual understanding.
- Planetary loyalty – We consider ourselves global citizens, living in harmony with humanity and nature.
- Moral imagination¹ – We strive for a moral perception of the world in that we: (1) imagine people in a web of relationships including their enemies; (2) foster the understanding of others as an opportunity rather than a threat; (3) pursue the creative process as the wellspring that feeds the building of peace; and (4) risk stepping into the unknown landscape beyond violence.

This study guide and the "Evolution of a Global Peace System" video form one of our main areas of focus, namely the systematic information and education about the Global Peace System.

The concept of the Global Peace System is important because all trends are observed from a global perspective. At the same time, all trends have regional, local and even personal implications. Examining the reality of global trends based on real-life examples is an active creation of an alternative history and present where the dominant societal narrative still considers war inevitable. While not perfect end-products of peace, the trends are dynamic processes of creating a more just and peaceful world. They show us that different societies and humanity as a whole are experimenting with alternatives to war and violence. Peace, like war, is a reality in the lives of humans. Key components in this process from war to peace are recognizing the reality of the trends, teaching them and understanding Global Peace System concept as a

whole. Finally, we need to embrace the reality of a Global Peace System not as a signal for complacency but for a call to action to participate in the creation of the new paradigm of a world without war.

Synopsis

Global Peace System is a concept prominently identified by historian Kent D. Shifferd, which describes numerous global trends evident in the areas of global collaboration, constructive conflict transformation and social change. The global peace system is multi-layered, overlapping in its institutions, values and ideas, working to perpetuate peace. While significant in themselves, all trends are connected and part of the whole. The concept challenges the belief that the world is more violent than it ever has been². While recognizing a dominating war system, which is embedded in many societies with social, political, economic, psychological, and cultural functions, the realistic trends are considered an active creation of a new global paradigm.

Origins and contemporary use

The terminology and concept of a global peace system were used on a few occasions before Shifferd's more comprehensive work. Political theorist David Mitrany understood that the prevention of wars required the creation of a peace system which he outlined in a 1943 pamphlet and 1966 book.³



This system change was also identified in the late 1970s by peace scholar Robert Johanson and is based on the awareness of planetary limits, interdependency and the need for global policy coordination. Contrary to the advocated and perceived military security in the international system, the peace system provides greater justice, economic well-being and ecological security. Johansen called for the creation of a global peace system by a people's movement. In a global peace system, according to Johansen, "conflict is resolved through nonviolent, political, social, and judicial processes. There are no expectations of war and no national military arsenals."⁴

A peace system, according to peace scholar Robert A. Irwin involves multiple war prevention layers.⁵ First, global reforms which reduce the causes of war involve non-threatening defense policies as well as political, economic, ecological and cultural change. Second, conflict resolution mechanisms on the local, regional, national and global level are needed.

2 - Scholars from different backgrounds, like international relations expert Joshua Goldstein (2011) and Harvard psychologist Steven Pinker (2011), also argued that the world is becoming more peaceful. Their arguments evolve around the futility of conquest, the rise of trade and prosperity or the growing repugnance toward direct or institutionalized violence.

3 - Mitrany, David. (1966). A working peace system. Chicago: Quadrangle Books.

4 - Johanson 1978 p. 16

5 - Irwin 1988



6 - McElwee 2003

7 - Zelizer 2013

8 - Diamond and McDonald 1993

9 - See Zelizer 2013 and Ricigliano 2013; peacebuilding here is considered as integrated efforts in numerous sectors ranging from humanitarian relief to international development (Zelizer, 2013)

10 - Ricigliano 2012, p. 5

11 - Fry 2013

12 - Shifferd 2011

Scholar Timothy McElwee emphasizes three major focal areas in the construction of a global peace system: (1) strengthening international norms and institutions against war; (2) eliminate the conditions that give rise to war and violence; (3) support and encourage alternative means of international conflict transformation.⁶

Sector-based approaches to peacebuilding link international development, humanitarian assistance, gender, the private sector, religion, environmental change, security, media, health and the rule of law.⁷ The so-called multi-track diplomacy framework includes official and unofficial conflict resolution efforts, citizen and scientific exchanges, international business negotiations, international cultural and athletic activities and other international contacts and cooperative efforts. Nine specific tracks which produce a synergy in peacebuilding are: public opinion and communication, government, professional conflict resolution, business, private citizens, activism, religion, funding, and research, training and education.⁸

In contemporary peace and conflict studies, the recognition of a global peace system is increasingly growing. There is, however, a lack of

common terminology. It is argued that there is a global infrastructure of peacebuilding and that there is a need for systems thinking in peacebuilding.⁹ Systems expert Ricigliano states that while difficult to ascribe specific causation to any one group, "the positive trends ... indicate that the international community, practitioners, and academics have learned important lessons about ending wars and building peace."¹⁰

Anthropologist Douglas Fry notes that the creation of a global peace system involves synergistic elements such as a transformative vision that a peace-based global system is possible, the understanding of interdependence and cooperation, an added level of social identity including all human beings, the creation of effective and democratic procedures of international adjudication, and peace-supporting symbols and values.¹¹

Shifferd proposes that there is a good chance to outlaw war within the next 100 years. Examining the history of peace, Shifferd demonstrates that there has been more peace than war in history and that numerous peace movements were active even during wartime. Referring to the Global Peace System, Shifferd states that most of what needs to be invented to end war has been invented. Rather than presenting simplistic, linear causal relationships for explaining war and peace, Shifferd provides strongly grounded arguments emphasizing the complexity and historical continuity of dynamic social systems.¹²

The Global Peace System is not a static end-product of a peaceful world, but a dynamic, imperfect process of human evolution which leads to an increasingly nonviolent world with more equality for everyone. There is consensus among the peace system thinkers – historically and in the present – that while recognizing the dominant war system, the necessity and reality of global trends is not utopian thinking.

28 Trends of a Global Peace System and Examples

[Trend: To show a tendency, to veer in a new direction. (Merriam-Webster)]

The concept of the global peace system is grounded in the "recognition of some very real, revolutionary historic trends that began in the early nineteenth century with the appearance of the world's first peace societies and then in the twentieth century with the development of international institutions aimed at controlling war, the evolution of nonviolence as a real-world power shifter, the rise of global civil society, the growing permeability of the old national boundaries, and a number of other trends."¹³ Initially 23 trends were considered; currently the global peace system identifies 28 trends in the major areas of global collaboration, conflict transformation and social change.¹⁴

While all connected as part of the evolving system, each trend is significant in itself. Several might seem familiar and obvious, yet they are rarely looked at in terms of an evolving system of global peace.

Global Collaboration

Supranational Institutions

war prevention through negotiations, sanctions and collective security

The emergence of supranational parliamentary institutions to keep the peace is well known. Founded in 1945, the United Nations emerged out of the League of Nations.¹⁵ Both organizations were responses to the World Wars. While the United Nations remains imperfect, its goal - to prevent war by negotiation, sanctions, and collective security - is revolutionary in the long history of warfare.¹⁶ The peacebuilding work of UN agencies is crucial to the evolution of a culture of peace. Additionally, the European Union, the Organization of American States, and the African Union monitor regional disputes and engage in peacebuilding activities.

Examples are:

- The United Nations is an international organization founded in 1945 after World War II by 51 countries committed to maintaining international peace and security, developing friendly relations among nations and promoting social progress, better living standards and human rights. Web: www.un.org/en/
- League of Nations: 1919-1946. Founded after World War I to maintain world peace through collective security and disarmament. Web: www.en.wikipedia.org/wiki/League_of_Nations
- European Union: The EU is a unique economic and political partnership between 28 European countries that together cover much of the continent. Web: www.europa.eu/index_en.htm
- The Organization of American States was founded in 1948 and aims for regional solidarity and cooperation among its member states: www.oas.org/en/default.asp
- The African Union was established in 1999 with one of its main objectives to promote unity and solidarity among African states. Web: www.au.int/en/
- The League of Arab States/Arab League was founded in 1945 with the goal to draw closer the relations between member States and coordinate collaboration between them, to safeguard their independence and sovereignty, and to consider in a general way the affairs and interests of the Arab countries. Web: www.lasportal.org

13 - Shifferd 2011, p. 2

14- Shifferd's original trends included the 'democratization of arts', which was later excluded. Peace scientist Patrick Hiller added the trend of 'peace journalism' in consultation with Kent Shifferd.

15- The veto-powered member states forming the United Nations Security Council suggest the UN's supranational character. The General Assembly arguably is an intergovernmental entity.

16 - Critics of UN peacekeeping particularly point to the structure of the permanent members of the Security Council acting out of their respective geopolitical interests. See for example Adebajo (2011).



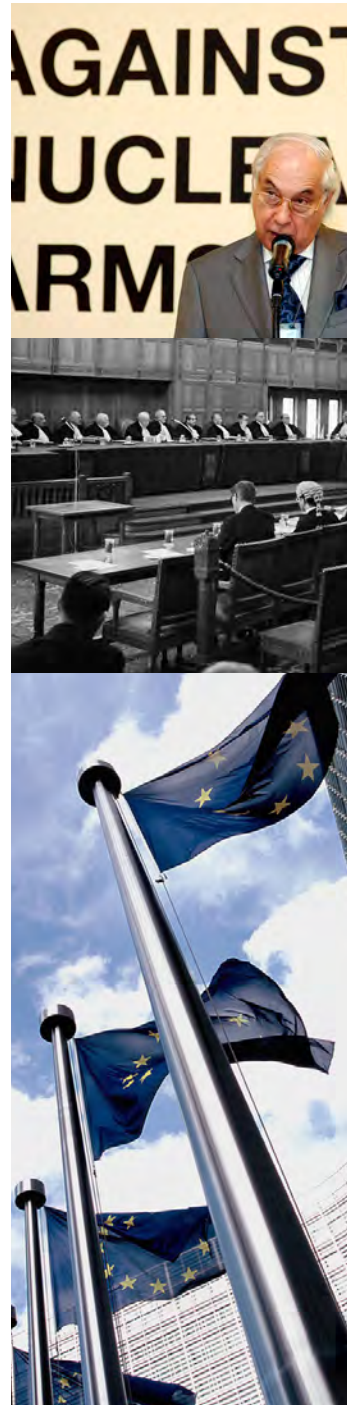
International Law and Treaties

war and violence-limiting treaties accepted by the international community

The successful extension of a regime of international law is largely respected by most nation states and best exemplified by war-limiting treaties such as bans on child soldiers or anti-personnel landmines.

Examples are:

- UN Peacemaker Peace Agreements - A database with over 750 documents that can be understood broadly as peace agreements and related material
Web: www.peacemaker.un.org/document-search
- Arms Trade Treaty (2013)
Web: www.un.org/disarmament/ATT/
- Comprehensive Nuclear Test Ban Treaty (1996)
Web: www.un.org/disarmament/WMD/Nuclear/CTBT.shtml
- Mine ban treaty (1997)
Web: www.icbl.org/index.php/icbl/Treaty
- Chemical Weapons Convention (1997)
Web: www.opcw.org/chemical-weapons-convention



International Justice

inter-locked system to deal with inter-state conflict and war crimes

The International Court of Justice (ICJ) and the International Criminal Court (ICC) are crucial components of an interconnected peace system. The former is the judicial branch of the United Nations and deals with legal disputes between nations. The latter prosecutes individuals for genocide, crimes against humanity and war crimes.

Examples are:

- International Court of Justice cases
 - Territorial and maritime dispute (Colombia v. Nicaragua; 2012)
 - Oil Platforms (Islamic Republic of Iran v. United States of America; 2003)
 - Application of the Convention on the Prevention and Punishment of the Crime of Genocide (Croatia v. Serbia; 1999)
Web: www.icj-cij.org
- International Criminal Court cases
 - Thomas Lubanga Dyilo found guilty, on 14 March 2012, of the war crimes of enlisting and conscripting children under the age of 15 years and using them to participate actively in hostilities.
 - Mr Al Bashir is allegedly criminally responsible for crimes against humanity as President of Sudan; he is at large.
Web: www.icc-cpi.int



Peacekeeping, Peacemaking and Peacebuilding *conflict intervention and reconstruction of social fabric*

Neutral, international peacekeeping forces (e.g. the UN Blue Helmets) composed of several nations operate under mandates to maintain peace and security. Other new developments include non-violent, citizen-based peacekeeping, peacemaking and peacebuilding organizations such as Nonviolent Peaceforce and Peace Brigades International. Their intervention goes beyond intervention through presence and dialog processes to working on the reconstruction of the social fabric in conflict zones.

Examples are:

- United Nations Stabilization Mission in Haiti
Web: www.un.org/en/peacekeeping/missions/minustah
- Nonviolent Peace Force unarmed civilian peacekeeping in the Philippines; Web: www.nonviolentpeaceforce.org/fieldwork/all-projects/philippines-project
- Peace Brigades International observation and international accompaniment work in Colombia since 1994
Web: www.pbi-colombia.org/los-proyectos/pbi-colombia/?L=1
- Meta Peace Team pursues peace through active nonviolence in places of conflict and has peaceful presences at national and state political conventions; Web: www.metapeaceteam.org

International Development

large and small-scale advancement for economic and social opportunities

The emergence of an international development regime includes large-scale international development banks such as the IMF and World Bank.¹⁷ More important, however, is micro-financing as begun by the Grameen Bank movement in India and thousands of smaller non-government organizations focusing on international development for economic and social opportunities through fair labor and trade standards.

Examples are:

- Micro-financing - Muhammad Yunus and Grameen Bank received the Nobel Peace Prize “for their efforts through micro-credit to create economic and social development from below”
Web: www.grameenfoundation.org/
- Fairtrade International promoting an alternative approach to conventional trade based on a partnership between producers and traders, businesses and consumers
Web: www.fairtrade.net
- Rwanda Baskets at Macy’s department stores as part of the Rwanda Path to Peace project; Web: www1.macys.com/campaign/rwanda/story.jsp

¹⁷ - The World Bank and the IMF have long been criticized for their monetary systems, governance structures and anti-developmental natures to the benefit of the powerful world economies.

Global Conferences

gatherings focusing on peace, justice, the environment, and development

In the past twenty years there have been seminal gatherings at the global level aimed at creating a peaceful and just world. This emergence of the global conference movement, initiated by the Earth Summit in Rio de Janeiro in Brazil in 1992, laid the foundations for the modern global conference movement. Focused on environment and development, it produced a dramatic shift toward the elimination of toxins in production, the development of alternative energy and public transportation, reforestation, and a new realization of the scarcity of water.

— Examples are:

- Earth Summit Rio 1992 on the environment and sustainable development; Web: www.un.org/geninfo/bp/enviro.html
- Rio+20 brought together thousands of participants from governments, the private sector, NGOs and other groups, to shape how humans can reduce poverty, advance social equity and ensure environmental protection on an ever more crowded planet
- Web: www.uncsd2012.org
- Triennial World Water Forum as the largest international event in the field of water to raise awareness on water issues and solutions (initiated 1997); Web: www.worldwatercouncil.org
- The Hague Appeal for Peace Conference of 1999 as the largest international peace conference by civil society groups
- Web: www.haguepeace.org



Non-government organizations

organizations providing humanitarian, environmental and peacebuilding services

There are thousands of international non-government organizations providing a wide variety of humanitarian, environmental, peacemaking, peacekeeping, and peacebuilding services. All underscore the development of an emerging, de facto global citizenship.

Examples are:

- Rotary International working for the advancement of international understanding, goodwill, and peace through a global fellowship of business and professional persons united in the ideal of service; Web: www.rotary.org
- The Rotarian Action Group for Peace as a vehicle to provide centralized resources to Rotarians to plan and implement large-scale, community development and humanitarian service projects in the areas of war prevention, peacebuilding, peacekeeping and peacemaking. Web: www.rotarianactiongroupforpeace.org
- Oxfam, an international confederation of 17 organizations networked together in more than 90 countries, as part of a global movement for change, to build a future free from the injustice of poverty; Web: www.oxfam.org
- Fellowship of Reconciliation pursues a vision of a free and demilitarized world in which the earth's resources sustain life and promote the well-being of all people; Web: www.forusa.org
- Nonviolent Peaceforce to promote, develop and implement unarmed civilian peacekeeping as a tool for reducing violence and protecting civilians in situations of violent conflict Web: www.nonviolentpeaceforce.org
- Doctors Without Borders/Médecins Sans Frontières (MSF) works in nearly 70 countries providing medical aid to those most in need regardless of their race, religion, or political affiliation Web: www.doctorswithoutborders.org

Conflict Transformation

Organized Peace Activism

ideology and coordinated action promoting peace and justice

Beginning as a religious impulse, peace thinking became a secular ideology arguing for a lawful international order and respect for human rights of all. The ideology is the basis for coordinated actions promoting peace and justice. It is argued, for example, that the move toward nuclear disarmament was primarily driven by the efforts of worldwide activist campaigns, a force to which government officials did not wish to give the appropriate credit.¹⁸

Examples are:

- Nuclear Freeze Campaign called on the U.S. and Soviet Union to “adopt a mutual freeze on the testing, production, and deployment of nuclear weapons and of missiles, and new aircraft designed primarily to deliver nuclear weapons.”

Web: www.culture-of-peace.info/apm/chapter6-15.html

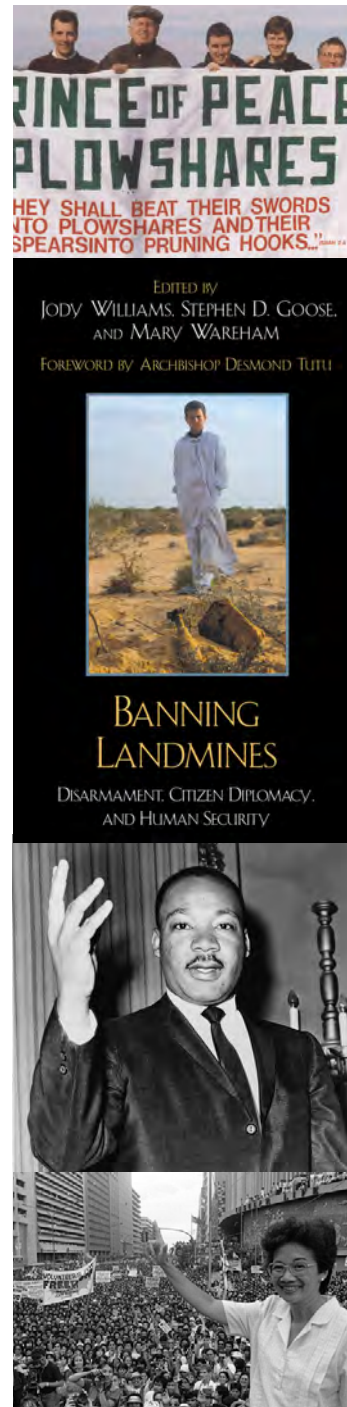
- The Plowshares Movement is an anti-nuclear weapons movement that gained notoriety in the early 1980s when several members damaged government property and were subsequently convicted

Web: www.en.wikipedia.org/wiki/Plowshares_Movement

- Jody Williams is an American political activist who was awarded the Nobel Peace Prize for her work in banning anti-personnel landmines

Web: www.nobelwomensinitiative.org/meet-the-laureates/jody-williams/

18 - See Wittner, L. S. (1993). The struggle against the bomb. Stanford, Calif.: Stanford University Press; Wittner, L. S. (2009). Confronting the bomb: A short history of the world nuclear disarmament movement. Stanford: Stanford University Press.



Nonviolence

more effective form of waging social conflict

The development of nonviolent struggle is a largely successful substitute for war. It began with Mahatma Gandhi, it was carried on by Martin Luther King, Jr., and it was perfected in the successful struggles to overthrow the dictatorial regimes of President Ferdinand Marcos in the Philippines, the Soviet Empire in eastern Europe and the Communist coup in Russia, and the Arab Spring. Nonviolence is scientifically proven to be a more effective form of waging social conflict in different contexts.¹⁹

Examples are:

- Mahatma Gandhi is known worldwide for his role in leading India to independence from the British Empire

Web: www.mkgandhi.org

- The US Civil Rights Movement was largely successfully because of the commitment to strategic nonviolence

Web: www.en.wikipedia.org/wiki/African-American_Civil_Rights_Movement_%281955%E2%80%9368%29

- The Rosenstrasse protest in 1943 by non-Jewish German wives and relatives for abduction of their Jewish husbands by the Gestapo in Berlin

Web: www.en.wikipedia.org/wiki/Rosenstrasse_protest

- Danish resistance to the Nazi German occupation

Web: www.aforcemorepowerful.org/films/afmp/stories/denmark.php

19 - See Chenoweth, Erica, & Stephan, Maria J. (2011). Why civil resistance works: the strategic logic of nonviolent conflict. New York: Columbia University Press; Karatnycky, Adrian, & Ackerman, Peter. (2005). How freedom is won. From civic resistance to durable democracy. New York: Freedom House.



Conflict Resolution

techniques addressing interpersonal, organizational, intergroup and international conflicts

The development and spread of sophisticated new techniques of conflict resolution emerged in dealing with interpersonal, organizational, intergroup and international conflicts. Techniques known as win-win negotiation, mutual gains bargaining, non-adversarial negotiation, and peer mediation are being taught all over the world from grade school to state departments.

Examples are:

- Portland State University's Conflict Resolution Program with a concentration on theory and practice, peace and justice, and international and intercultural conflict resolution prepares students for professional work
Web: www.pdx.edu/conflict-resolution
- The United Nations Standby Team of Mediation Experts supporting mediation efforts on a global level
Web: www.un.org/wcm/content/site/undpa/main/issues/peacemaking/standby_team
- The University of Uppsala in Sweden is the latest Rotary Peace Center receiving fully funded Rotary Peace Fellows
Web: www.rotary.org/en/peace-fellowships
- The Carter Center's Conflict Resolution Program helps warring parties with expertise in mediation, negotiation and peacebuilding
Web: www.cartercenter.org

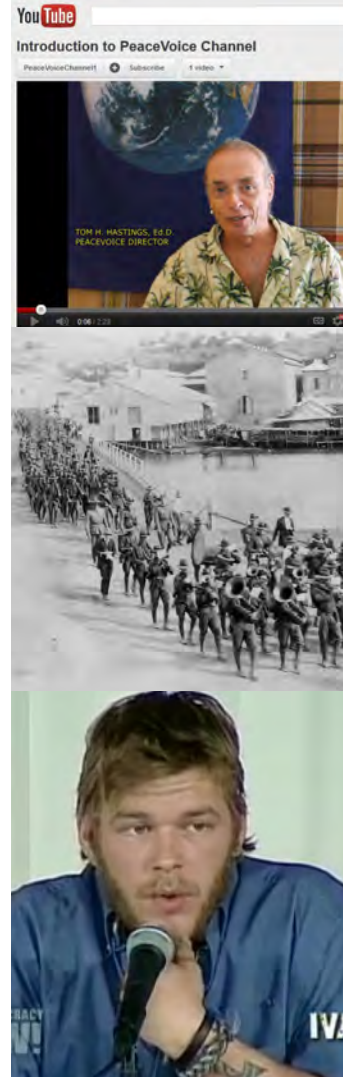
Peace Research and Education

schools, colleges, universities and institutes developing and spreading knowledge

Hundreds of colleges, universities and schools now provide peace education courses, minors, majors and graduate level degrees. Peace research institutions such as the Stockholm International Peace Research Institute (SIPRI) and Peace Research Institute Oslo (PRIO) continuously develop empirical data and disseminate knowledge on how to deal with conflict in nonviolent ways.

Examples are:

- The Stockholm Peace Research Institute is a resource on global security by publishing databases on international relations, security trends, peace operations, military expenditures, and arms transfers to name a few; Web: www.sipri.org
- The Peace Research Institute Oslo (PRIO) conducts research on the conditions for peaceful relations between states, groups and people; Web: www.prio.no
- The groundbreaking book "Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict" by Erica Chenoweth and Maria Stephan proves that nonviolent campaigns have been more successful than armed campaigns in achieving ultimate goals in political struggles, even when used against violent opponents and in the face of repression
Web: www.belfercenter.ksg.harvard.edu/files/IS3301_pp007-044_Stephan_Chenoweth.pdf
- Notable Peace Scholars are Gene Sharp, Johan Galtung, John Paul Lederach, Howard Zinn, Elise Boulding and Kenneth Boulding



Peace Journalism

avoidance of bias when reporting war and conflict

The trend of peace journalism emerged in response to the conventional bias in favor of violence when reporting conflict. Editors and reporters make choices in framing stories, language and atmosphere conducive to promoting peace without compromising the basic principles of good journalism. Nonviolent solutions become more visible and viable.²⁰ It is an embryonic trend, nonetheless, on the way and strongly grounded in demonstrating how bias towards violence can be avoided when covering war and conflict.

Examples are:

- PeaceVoice is a free op-ed distribution service devoted to changing U.S. national conversation about the possibilities of peace and the inadvisability of war
Web: www.peacevoice.info
- Transcend Media Service is a platform for solutions-oriented peace journalism founded by peace scholar Johan Galtung
Web: www.transcend.org/tms
- Kenyan peace journalists focus on peace initiatives in the Rift Valley to amplify successes to prevent election violence Web: www.park.edu/center-for-peace-journalism/documents/2013-04-The-Peace-Journalist.pdf (pp. 8 & 9)

20 - See Lynch, Jake, & McGoldrick, Annabel. (2005). Peace journalism. Stroud, England: Hawthorn Press.

Social Change

War no Longer Considered Honorable

evidence of war profiteering and other motives question understandings of security and defense

Once elevated to honor and heroism, we are now experiencing the sharp decline in old-fashioned attitudes that war is a glorious and noble enterprise. War is no longer considered glorious or the "health of nations" as it was for centuries. The growing body of evidence and knowledge about the networks of power profiteering from war at the expense of the soldiers and citizens alike supports this trend.²¹

Examples are:

- Dwight Eisenhower's famous reference to the military-industrial complex in his 1961 farewell speech is presently widely recognized. Now the notion of subcontracting and privatizing warfare is identified as the military-industrial complex 2.0
Web: www.tomdispatch.com/post/174976
- The Winter Soldier campaign by Iraq Veterans against the War features testimonies from U.S. veterans who served in the occupations in Afghanistan and Iraq, giving accounts of what is happening on the ground; Web: www.ivaw.org/wintersoldier
- The National Priorities Project outlines the costs of national security by demonstrating how the costs of defense in general, the costs of specific wars or the expenditures for specific weapons, largely outweigh the civilian use in healthcare, education, housing, infrastructure, etc; Web: www.nationalpriorities.org/

21 - See Pilisuk, M., & Rountree, J. A. (2008). Who benefits from global violence and war: uncovering a destructive system. Westport, Conn.: Praeger Security International.

en/cost-of

Democratic Systems

democracies don't attack each other

It is historically demonstrable that democracies do not attack one another.²² Democratic political systems grew in the second half of the twentieth century with the post-World War II waves of democracy, decolonization and civil rights movements, post-Cold War waves, and finally the 21st Century democracy waves of the Arab World.

— Examples are:

The Nobel Prize Democracy Map shows the world's democracies; Web: www.nobelprize.org/educational/peace/democracy_map/production/index.html

It is unimaginable that former enemies of World War II like Germany, France and Poland will go to war in a democratic Europe united by the European Union

Web: www.europa.eu/index_en.htm

End of Political Colonialism

self-governance of peoples and nations

The world has moved beyond political colonialism. Beginning in the 1960s, the old European colonial empires disappeared and dozens of peoples and nations became self-governing.

— Examples are:

In 2002 East Timor won full independence from Indonesia in a struggle where Carlos Filipe Ximenes Belo and José Ramos-Horta received the 1996 Nobel Peace Prize for their work towards a just and peaceful solution to the conflict in East Timor.

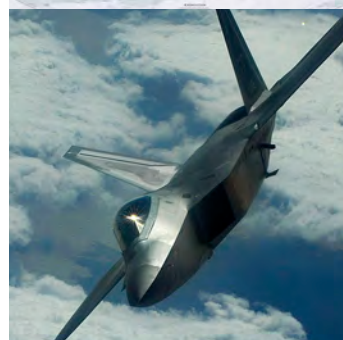
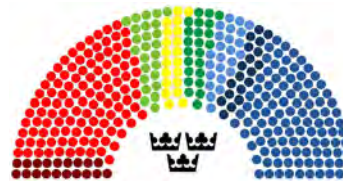
— Web: www.en.wikipedia.org/wiki/East_Timor

In 1960 the United Nations General Assembly adopted the resolution "Declaration on the Granting of Independence to Colonial Countries and Peoples".

— Web: www.un.org/en/decolonization/declaration.shtml

In 1947 Britain withdrew from India after controlling the country for more than 150 years. Web: www.en.wikipedia.org/wiki/In-

22- The debate over the democratic peace proposition is acknowledged here. However, when seen as a global trend, the evidence is in favor of the proposition.



dian_independence_movement

End of Neo-Empire

costs of war and policing the world cause bankruptcy

The changing nature of warfare, particularly the high costs and the further burden of asymmetric warfare are leading to the decline of empire. Nations that try to police the world go bankrupt. In particular the United States' corporate-driven military spending, which exceeds that of the next 15 nations combined, is said to involve ruinous expenditures, undermine democracy and increase the risks to its national security.²³

— Examples are:

The F-22 Raptor is considered one of the most costly war planes ever made and has been highly controversial due to its burden on taxpayers, with a cost of almost \$ 13 billion for the fighters' modernization program; Web: www.washingtonpost.com/wp-dyn/content/article/2009/07/09/AR2009070903020.html?hpid=topnews&sid=ST2009071001019

Every hour, taxpayers in the United States are paying \$ 2.2 million for nuclear weapons (FY2013)

— Web: www.nationalpriorities.org/en/cost-of/

\$ 1 billion spent on clean energy, healthcare, education or tax cuts will create substantially more jobs within the U.S. economy than the same \$ 1 billion spent on the military

Web: www.peri.umass.edu/fileadmin/pdf/published_study/

23 - Data by Stockholm International Peace Research Institute (SIPRI - <http://www.sipri.org/>); See more on this topic by Bacevich, Andrew J. (2002). American empire: the realities and consequences of U.S. diplomacy. Cambridge, Mass.: Harvard University Press; Bacevich, Andrew J. (2008). The limits of power the end of American exceptionalism (1st ed.). New York: Metropolitan Books.



spending_priorities_PERI.pdf

Regions of Long-term Peace

peace like war is self-perpetuating

The emergence of regions of long-term peace is a trend found in Western Europe for almost 60 years, in North America for nearly 200 years and in Scandinavia for more than 300 years. Peace, like war, is self-perpetuating if a critical mass can be established.

—— Examples are:

In 1932 Waterton Lakes National Park (Alberta, Canada) was combined with the Glacier National Park (Montana, United States) to form the world's first International Peace Park.

—— Web: www.whc.unesco.org/en/list/354

In 2012 the European Union received the Nobel Peace Prize "for over six decades [having] contributed to the advancement of peace and reconciliation, democracy and human rights in Europe." Web: www.nobelprize.org/nobel_prizes/peace/laureates/2012/press.html

—— Despite internal conflicts in several Latin American countries, the Cenepa War between Ecuador and Peru in 1995 was an exception in the otherwise long-term international stability of the continent.

End of De Facto Sovereignty

borders are permeable for ideas, trends and multi-cultural development

Old-style national sovereignty is no longer a description of states in the real world. In the modern world, borders are permeable and a nation state cannot keep out dangers like missiles and disease organisms, but it also cannot keep out ideas, economic trends and multicultural development through migration.

—— Examples are:

European Union membership states allow citizens to work self-employed without permits and with certain limitations as employees in other memberstates regardless of their nationality

Web: www.europa.eu/youreurope/citizens/work/job-search/work-permits/index_en.htm

Climate change affects the entire world, creating an opportunity for clean technology to represent a second industrial revolution.

Web: www.ey.com/GL/en/Issues/Business-environment/Six-global-trends-shaping-the-business-world---Cleantech-becomes-a-competitive-advantage

Human Rights

disrespect of international norms considered outrageous

The rise of the human rights movement elevated human rights to an international norm, and when they are not respected it is considered an outrage in most countries. The Universal Declaration of Human Rights is the first global expression of rights to which all human beings are inherently entitled. Human rights organizations and movements are often able to bring effective global pressure on dictatorial regimes to free political prisoners and gain respect for human rights.

— Examples are:

In 1948 the United Nations General Assembly adopted the Universal Declaration of Human Rights.

— Web: www.un.org/en/documents/udhr

Amnesty International's demands for a treaty ensuring the prevention of arms transfers resulting in human rights abuses in the early 1990s contributed to the 2013 United Nations Global Arms Trade Treaty (ATT).

— Web: www.amnesty.org/en/campaigns/control-arms

— Core International Treaties for Human Rights:

— Convention on the Elimination of All Forms of Racial Discrimination (ICERD) (1965)

International Covenant on Civil and Political Rights

— (ICCPR) (1966)

International Covenant on Economic, Social and Cultural Rights

— (ICESCR) (1966)

Convention on the Elimination of All Forms of Discrimination

— Against Women (CEDAW) (1979)

— United Nations Convention Against Torture (CAT) (1984)

Convention on the Rights of the Child (CRC) (adopted 1989,

— entry into force: 1990)

— Convention on the Rights of Persons with Disabilities (CRPD) (2008)

International Convention on the Protection of the Rights of All

Migrant Workers and Members of their Families (ICRMW or more often MWC) (2003)



Women's Rights

decline of patriarchy in large areas of the world

Patriarchy has been associated with war since ancient times. The continual rise of women's rights throughout the Twentieth Century and the emergence of women in positions of leadership and authority have led to the consequent decline of patriarchy in large areas of the world.

— Examples are:

Women's suffrage, the right of women to vote and stand for office, has been achieved at various times in several countries throughout the world; Web: [www.en.wikipedia.org/wiki/Time-](http://www.en.wikipedia.org/wiki/Time-line_of_women%27s_suffrage)

— [line_of_women%27s_suffrage](http://www.en.wikipedia.org/wiki/Time-line_of_women%27s_suffrage)

Angela Merkel from Germany, Aung San Suu Kyi from Burma, Hillary Clinton from the United States, Cristina Fernández de Kirchner from Argentina and Dilma Rousseff from Brazil are only

— a few women who have held global leadership positions

Domestic violence against women is no longer socially accepted in most places of the world and many support systems are in place; Web: www.dmoz.org/Society/People/Women/Issues/Violence_and_Abuse/Domestic_Violence/



Decline of Institutionalized Racism

unjust systems no longer sustainable

The decline of institutionalized racism demonstrates that unjust systems are no longer accepted nor sustainable. Many groups and individuals have dedicated their lives to fight the injustices of racism: Albert Lutuli in South Africa, Martin Luther King, Jr. in the United States, Desmond Tutu, F. W. de Klerk and Nelson Mandela in South Africa.

——— Examples are:

The 13th Amendment to the U.S. Constitution abolished slavery in the United States in 1865

Web: www.archives.gov/historical-docs/document.html?doc=9&title.raw=13th%20Amendment%20to%20the%20U.S.%20Constitution%3A%20Abolition%20of%20Slavery

——— The Civil Rights Act of 1964 marked the end of the Jim Crow racial segregation laws in the United States; Web: www.

——— en.wikipedia.org/wiki/Jim_Crow_laws

In 1993 Frederik de Klerk and Nelson Mandela were co-recipients of the Nobel Peace Prize "for their work for the peaceful termination of the apartheid regime, and for laying the foundations for a new democratic South Africa"

Web: www.nobelprize.org/nobel_prizes/peace/laureates/1993/

Decline of Capital Punishment

immoral punishment no longer accepted in nations of the world

Worldwide only 58 countries maintain capital punishment, 95 have outlawed it, and 35 maintain it but have not carried out an execution for at least ten years. It is considered immoral punishment and is no longer accepted in many parts of the world.

——— Examples are:

In 2011 Oregon U.S. Governor John Kitzhaber declared a moratorium on the death penalty; Web: [www.oregon.gov/gov/me-](http://www.oregon.gov/gov/me-dia_room/pages/press_releasesp2011/press_112211.aspx)

——— [dia_room/pages/press_releasesp2011/press_112211.aspx](http://www.oregon.gov/gov/me-dia_room/pages/press_releasesp2011/press_112211.aspx)
Sister Helen Prejean, whose story was featured in the Oscar-winning drama Dead Man Walking, has been instrumental in sparking dialogue on the death penalty and advocating for its

——— abolishment; Web: www.sisterhelen.org

Since 1990, an average of three countries each year have abolished the death penalty, and today over two-thirds of the world's nations have ended capital punishment in law or practice; Web: www.amnestyusa.org/our-work/issues/death-penalty/interna-

tional-death-penalty

Environmentalism

slow-down of the consumptive excesses that create shortages

The human impact on the environment and the resulting climate change is widely documented and accepted by scientific consensus. The rise of the environmental sustainability movement aims at slowing or ending the consumptive excesses that create shortages, poverty, pollution and environmental injustice in the developing world and oil-dependent economies in the global north.

—— Examples are:

Greenpeace is the largest independent direct-action environmental organization in the world, defending nature and promoting peace; Web: www.greenpeace.org

Adopted in 1995, the Kyoto Protocol is an international agreement linked to the United Nations Framework Convention on Climate Change, which commits its parties by setting internationally-binding emission reduction targets; Web: www.unfccc.int/kyoto_protocol/items/2830.php

—— [kyoto_protocol/items/2830.php](http://www.unfccc.int/kyoto_protocol/items/2830.php)

Brazilian environmentalist Chico Mendes was assassinated during his struggle to preserve the Amazon rainforest; the Chico Mendes Institute for Conservation of Biodiversity (Instituto Chico Mendes de Conservação da Biodiversidade), a body under the jurisdiction of the Brazilian Ministry of the Environment, is named in his honor; Web: www.en.wikipedia.org/wiki/Chico_Mendes



Peace-oriented Religion

growing advocacy of the peace messages in all major religions

Religion has long been used to justify violence and wars. In the contemporary world, religious extremism often ignites violence. At the same time there is a spread of peace-oriented forms of religion, advocating for the peace messages present in all major religions.

—— Examples are:

In his human approach to world peace the Buddhist spiritual leader Dalai Lama advocates loving kindness

Web: www.dalailama.com/messages/world-peace/a-human-approach-to-peace

In the build-up to military intervention in Syria, Pope Francis made a compelling appeal for seeking a peaceful resolution

Web: www.vatican.va/holy_father/francesco/angelus/2013/documents/papa-francesco_angelus_20130901_en.html

During the 2011 Egyptian Revolution Nevin Zaki captured and tweeted the powerful image of Christians joining hands in a circle to protect a Muslim group of protesters as they prayed

Web: www.twitter.yfrog.com/h02gvclj



Conscientious Objection

growing legalization in many nations

Conscientious objection has been part of most nations' military histories. Often illegal and with severe punishment, at present it has been legalized in many nations. Now war-making powers and legal authorities in many nations recognize conscientious objectors by assigning non-combat duties or civil service work outside of the military.

— Examples are:

Until the suspension of conscription, German conscientious objectors could opt for "Zivildienst" (civilian service) in the field of social work

— Web: www.en.wikipedia.org/wiki/Zivildienst

At the end of the First World War, Denmark became the first country with a system of peacetime conscription to pass legislation recognizing conscientious objection; Web: www.ohchr.org/

— [Documents/Publications/ConscientiousObjection_en.pdf](#)

Boxer Muhammad Ali is arguably the most famous conscientious objector, whose words in refusing to join fight in the Vietnam War are well-known: "I ain't got no quarrel with them Viet Congs"; Web: www.en.wikipedia.org/wiki/Muhammad_Ali#Vietnam_War_and_resistance_to_the_draft

Ali#Vietnam_War_and_resistance_to_the_draft

Opposition to Violent Entertainment

successful bans and continuing research as reactions to media violence inspired real violence

The reaction against violence as entertainment, both against violent entertainment media and against war toys is embryonic. There are, however, successful bans and continuing research on violence inspired by media violence.

— Examples are:

The National Alliance for Nonviolent Programming (NANP) is a national not-for-profit network which helps build and support grassroots initiatives to promote and teach media literacy and non-violence in communities nationwide

— Web: www.killology.com/natall.htm

The Media Violence Resource Center is a source available for parents, teachers, pediatricians and other professionals interfacing with families to understand the impacts of violence in television, movies, video games and the internet

Web: www.mediaviolence.org

World Wide Web

with the advent of the internet and cell phones, no atrocities go unnoticed

The creation of the World Wide Web and cell phones has increased transparency of government actions. No atrocity escapes notice, and the ability of citizen peace organizations to coordinate with each other and to respond to crises as well as making easily available crucial information about war, peace and human rights is enhanced by communication technologies. These new forms of communication are force multipliers for the work of peace, justice and environmental protection.

— Examples are:

The Ushahidi platform was used in 2007 post election Kenya to collect eyewitness reports of witnessed violence through emails and text messages placed on an interactive google map

— Web: www.ushahidi.com/products/ushahidi-platform

A study from the University of Washington showed that “after analyzing over 3 million tweets, gigabytes of YouTube content and thousands of blog posts, ... social media played a central role in shaping political debates in the Arab Spring”; Web: www.pitpi.org/index.php/2011/09/11/opening-closed-regimes-what-was-the-role-of-social-media-during-the-arab-spring

— [what-was-the-role-of-social-media-during-the-arab-spring](http://www.pitpi.org/index.php/2011/09/11/opening-closed-regimes-what-was-the-role-of-social-media-during-the-arab-spring)

An anti-gang initiative in Chicago uses Second Life to train “violence interrupters.”



Web: www.interrupters.kartemquin.com/about

Planetary Loyalty

realization of global citizenship with the common need to protect global ecosystems

With the gradual rise of planetary loyalty, people begin to see themselves as citizens of the globe in common humanity with all people and with a common need to protect global ecosystems. The emergence of a globally linked world society is well underway.

— Examples are:

Pancho Ramos-Stierle terminated his studies for a Ph.D. in Astrophysics at the University of California at Berkeley upon realizing that his research supports an institution that actively proliferates nuclear weapons; he is now a well-known activist and community organizer in Oakland, California. Web: www.yesmagazine.org/peace-justice/pancho-ramos-stierle-nonviolence-is-radical

Transcending national boundaries, 350.org is a global grassroots movement dedicated to solving the climate crisis.

Web: www.350.org

Global Peace System Glossary

Note: The glossary contains concepts that are pertinent to the focal areas of the War Prevention Initiative. Some were taken directly from the wonderful work done by the Conflict Research Consortium at the University of Colorado, considered the most commonly used conceptualizations in the field of conflict resolution. Others were compiled through a variety of classical and contemporary print sources in the realm conflict resolution (e.g. Contemporary Conflict Resolution by Ramsbotham, Woodhouse and Miall, 2011).

Activism - Activism need not be a profession in itself, as it is in many cases here. It can be the writing of a letter to the editor or to your congressperson; it can be taking part in one local action or a national one or, for that matter, a worldwide one; it can be attending a rally or marching in a parade; it can be in any form, freely expressing your grievance or your hope (Studs Terkel, 2003).

BATNA stands for “best alternative to a negotiated agreement.” Any negotiator should determine his or her BATNA before agreeing to any negotiated settlement. If the settlement is as good as or better than one’s BATNA, the agreement should be accepted. If the alternative is better, it should be pursued instead of the negotiated settlement. When one party’s BATNA is good (or even if they just think it is good), they are unlikely to be willing to enter into negotiations, preferring instead to pursue their alternative option.

Co-existence means living together peacefully in the same geographical area.

Conflict Management refers to the long-term management of intractable conflicts and the people involved in them so that they do not escalate out of control and become violent.

Conflict Resolution usually refers to the process of resolving a dispute or a conflict permanently, by providing each sides’ needs, and adequately addressing their interests so that they are satisfied with the outcome.

Conflict Transformation is being used to refer to a change (usually an improvement) in the nature of a conflict. The concept of conflict transformation reflects the notion that conflicts go on for long periods of time, changing the nature of the relationships between the people involved, and themselves changing as people’s response to the situation develops over time.

De-escalation is the ratcheting down of the intensity of a conflict which occurs as parties tire out, or begin to realize that the conflict is doing them more harm than good. They then may begin to make concessions, or reduce the intensity of their attacks, moving slowly toward an eventual negotiated resolution.

Dehumanization is a psychological process whereby opponents view each other as less than human and thus not deserving of moral consideration. We typically think that all people have some basic human rights that should not be violated. However, for individuals viewed as outside the scope of morality and justice, “the concepts of deserving basic needs and fair treatment do not apply and can seem irrelevant.” We typically dehumanize those whom we perceive as a threat to our well-being or values. Psychologically, it is necessary to categorize one’s enemy as sub-human in order to legitimize increased violence or justify the violation of basic human rights.

Dialog is a process for sharing and learning about another group’s beliefs, feelings, interests, and/or needs in a non-adversarial, open way, usually with the help of a third party facilitator. Unlike mediation, in which the goal is usually reaching a resolution or settlement of a dispute, the goal of dialogue is usually simply improving interpersonal understanding and trust.

Escalation is an increase in intensity of a conflict. According to Pruitt and Rubin (1986), as a conflict escalates, the disputants change from relatively gentle opposition to heavier, more confrontational tactics. The number of parties tends to increase, as do the number of issues, and the breadth of the issues (that is, issues change from ones which are very specific to more global concerns). Lastly disputants change from not only wanting to win themselves, but also wanting to hurt the opponent. While conflicts escalate quickly and easily, de-escalation, a diminishing of intensity, is often much harder to achieve.

Face Saving – Face is the communicator's claim to be seen as a certain kind of person. When face is threatened, saving face may supplant substantive issues for one or both parties (Folger, Poole, Stutman, 2009). By allowing all disputants to save face, a negotiated settlement is much more likely to be reached.

Global Peace System is a concept prominently applied by historian Kent D. Shifferd, which describes numerous global trends evident in the areas of global collaboration, constructive conflict transformation and social change.

Human needs are necessary universal aspects for humans beyond the physical needs. Conflict theorists identify security, participation, autonomy, recognition, and identity as human needs (Burton, 1990). If those are not met, it is argued, then people engage in conflict. Another proposition suggests that sustainable peace is only possible when the human needs for security, identity, well-being and self-determination are met (Christie, 1997).

Identity conflicts are conflicts that develop when a person or group feels that their sense of self--who one is--is threatened or denied legitimacy or respect. Religious, ethnic, and racial conflicts are examples of identity conflicts.

Military-industrial-complex is a concept describing the conjunction of the military establishment and the arms industry. In modern times the military industrial linkages have emerged as major concentrations of power (Pilisuk, 2008).

Multi-track diplomacy reflects the idea that international exchanges can take many forms beyond official negotiations between diplomats. Examples of multi-track diplomacy include official and unofficial conflict resolution efforts, citizen and scientific exchanges, international business negotiations, international cultural and athletic activities and other international contacts and cooperative efforts.

Negative peace is characterized by the absence of physical violence. In **positive peace** structural violence is also eliminated.

Non-governmental Organizations are international organizations that are not associated with any government. Examples include many religions that cross borders, international humanitarian aid organizations such as CARE or the International Red Cross, sporting organizations

such as the International Olympic Committee, and many scientific, business, educational, and other professional organizations.

Nonviolence is tradition of social struggle and a way of life which embodies a culture, in the words of Gandhi "as old as the hills", which is in search of social justice, not through the use of violence to destroy an adversary, but through seeking to positively transform him by exerting social, moral and material pressures, expressed through bodies that search "truth". (Ameglio, 2006)

Nonviolent peace activists are those individuals who by self-definition are engaged in more or less regular nonviolent resistance. According to Jasper (1997) these individuals often give up commodities of normal private life, lucrative careers or other material advantages.

Nonviolent resistance can be considered as "direct action undertaken at risk but without recourse to destructive force" (Chatfield, 1999)

Parties are the people who are involved in the dispute. Most parties are disputants--the people who are in conflict with each other. Other parties--often called "third parties,"--are parties that intervene in the dispute to try to help the disputants resolve it. Mediators and judges, for example, are third parties.

Peace is both means of personal and collective ethical transformation and an aspiration to cleanse the planet of human-inflicted destruction. (Charles Webel)

Peacebuilding is understood as a comprehensive concept that encompasses, generates, and sustains the full array of processes, approaches, and stages needed to transform conflict toward more sustainable, peaceful relationships. The term thus involves a wide range of activities that both precede and follow formal peace accords. Metaphorically, peace is seen not merely as a stage in time or a condition, it is a dynamic social construct. (John Paul Lederach)

Peacekeeping is the prevention or ending of violence within or between nation-states through the intervention of an outside third party that keeps the warring parties apart. Unlike peacemaking, which involves negotiating a resolution to the issues in conflict, the goal of peacekeeping is simply preventing further violence.

Peacemaking is the term often used to refer to negotiating the resolution of a conflict between people, groups, or nations. It goes beyond peacekeeping to actually deal with the issues in dispute, but falls short of peace building, which aims toward reconciliation and normalization of relations between ordinary people, not just the formal resolution which is written on paper.

Power is the ability to influence or control events. It depends on resources parties can employ to influence others and attain their goals (Folger, Poole, Stutman, 2009). As such, power is viewed as zero-sum. It strengthens some people at the expense of others. Power can also be mutually expanding and capacity building (Moore Lappé, 2005). It builds the capacities of all involved. It is creative, generating new strengths and new possibilities.

Reconciliation is looked at as a process of transforming the relationship between former enemies partly based in the public acknowledgment of past hurts. Is the normalization of relationships between people or groups. According to John Paul Lederach, it involves four simultaneous processes--the search for truth, justice, peace, and mercy.

Social context - The term "social context" refers to the social relationships that exist in a community at a given point in time. A thorough analysis of the social context, for example, is crucial to identify existing power relationships in a conflict situation.

Social movements are heterogeneous collectives with common goals and mindsets interacting directly and indirectly with the civil society and with those in support and/or opposition. Members of social movements are engaged in a dynamic process of self-identification and transformation influenced by their collective belonging.

Stereotyping is the process of assuming a person or group has one or more characteristics because most members of that group have (or are thought to have) the same characteristics. It is a simplification and generalization process that helps people categorize and understand their world, but at the same time it often leads to errors.

Structural violence is considered as the ongoing and institutionalized deprivation of needs of survival, well-being, identity and freedom (Galtung, 1969). Structural violence is embedded into the structures of social order and the institutional arrangements of power on a constant basis (Barak, 2003).

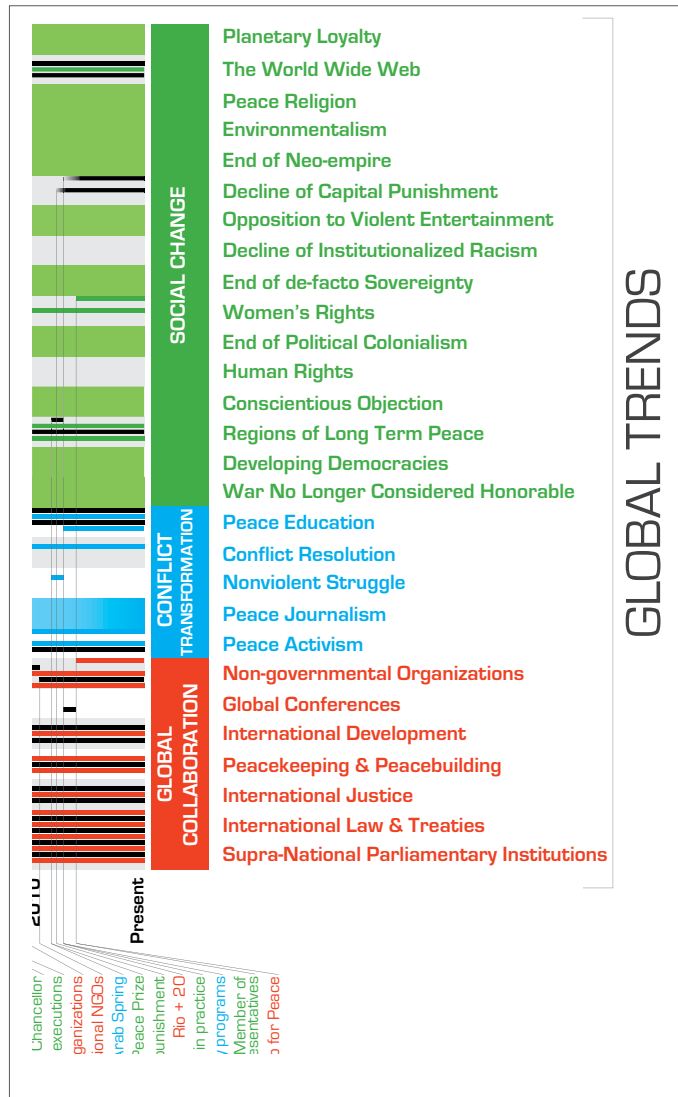
Third Party - A "third party" is someone who is not involved in the conflict who gets involved to try to help the disputants work out a solution (or at least improve the situation by communicating better or increasing mutual understanding.) Examples of third parties are mediators, arbitrators, conciliators, and facilitators.

Triggering Events - A triggering event is an event that initiates a conflict. It can be minor--a simple statement that is misinterpreted, a manufactured event or a careless mistake.

World Peace is a process where we continuously take steps to promote the existence of all human and environmental components in a web a life that sustains us within its workings. (based on Amster)

Worldview – A worldview is a set of beliefs and values that establishes a powerful framework within which people think (reason), interpret (hermeneutics), and know (epistemology) and which is central to human identity (Naugle, 2002). Worldviews must not be seen as an unstable, static tradition-bound "thing", but rather as emergent and contested by the social actors who hold it. We can therefore look at worldviewing as a dynamic rather than a static process.

Evolution of Global Peace System Timeline



How can the knowledge of 28 trends of a Global Peace System be presented in an interesting and meaningful way? How can its systematic nature, its growth and its reality be presented? We concluded that a multi-dimensional, high resolution timeline would be the best option. Without making it simplistic, it visually stimulates and forces the eye to read the different levels of information. The horizontal dimension indicates the time of a little more than the last 100 years. For practical purposes it was considered to add the dates for each decade from 1890. However, several of the trends began earlier. Known historical facts are presented chronologically.

The vertical dimension contains the main categories of "Social Change", "Conflict Transformation" and "Global Collaboration". Three colors allow the user to distinguish between the categories and attribute the examples accordingly. Within the three main categories, the 28 trends constituting the Global Peace System are listed, representing the vertical axis of the timeline. Up to five historical events from the horizontal axis are directly attributed to the respective trend and connected to the trend through a very thin line. Another element is the horizontal gradient for some of the trends. This gradient indicates that from the time the trend started it has been gaining strength.

By using this kind of illustration, the rich historical data which usually would fill many written pages is presented in a high resolution printed or screen form on one page. The overall visual impression is an accumulation of historical peace trends which are intertwined and become stronger over time.

The inspiration for this approach was primarily the work of data visualization specialist Edward R. Tufte. In his work and education Tufte emphasizes taking whatever means necessary to visualize information without accepting the limitations the widely used presentation software application impose on users. He speaks about the need for functional graphs which express and analyze (statistical) information without resorting to pie charts or traditional bars. His work and thinking is considered pioneering in terms of data visualization.

Some of the major elements of Tufte's practical philosophy are: display information, provide large amounts of information in a coherent manner, reveal information at different levels of detail, encourage the eye to compare different pieces of information, go from a general perspective to details and develop a sense of curiosity.

The level of possible detail for this timeline is tremendous; we attempted to present the Global Peace System as meaningful and interesting as possible. We hope to inspire viewers, spark thoughts processes and welcome any feedback.

THE EVOLUTION OF A GLOBAL PEACE SYSTEM

TRENDS OF THE LAST 100 YEARS BASED ON HISTORIAN KENT SHIFFERD'S BOOK "FROM WAR"

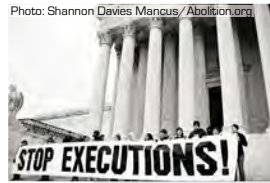


Photo: Shannon Davies Mancus / Abolition.org



Photo: Pancho Ramos



Photo: Mohamed Adel from Alexandria, Egypt via Wikimedia Commons



Photo: knoc.nd.edu

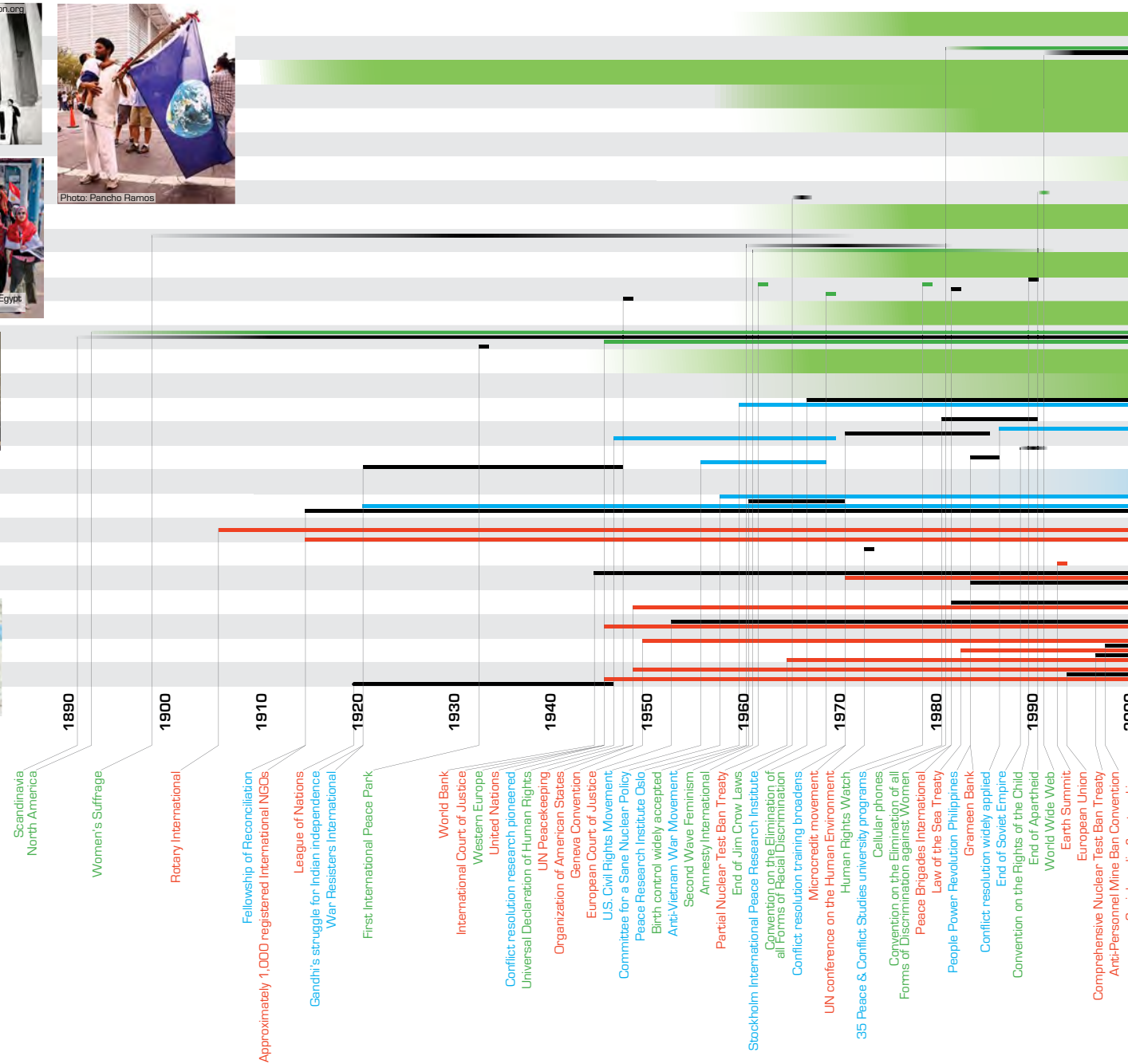


Photo: nonviolentpeaceforce.org

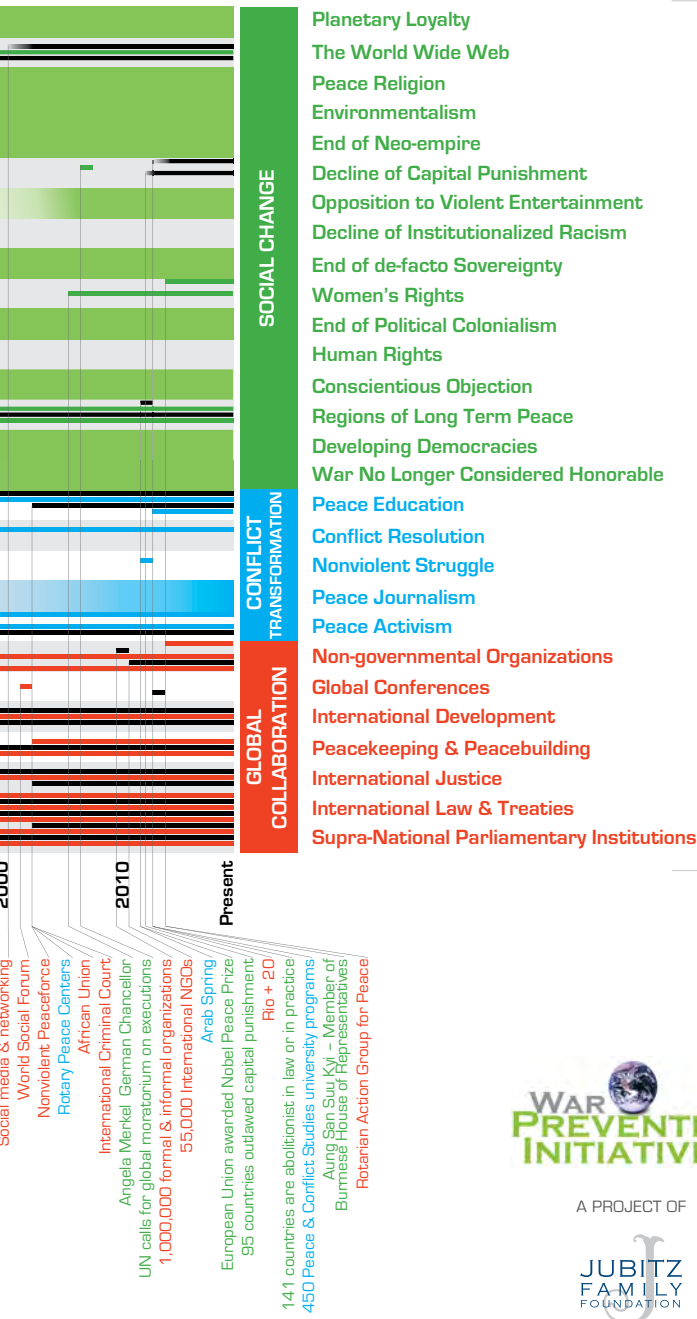


Photo: UN/ Michos Tzavaras

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WARPREVENTIONINITIATIVE.ORG



M
TO PEACE"



A PROJECT OF



Please visit www.warpreventioninitiative.org for an interactive version of the timeline.

Cited sources

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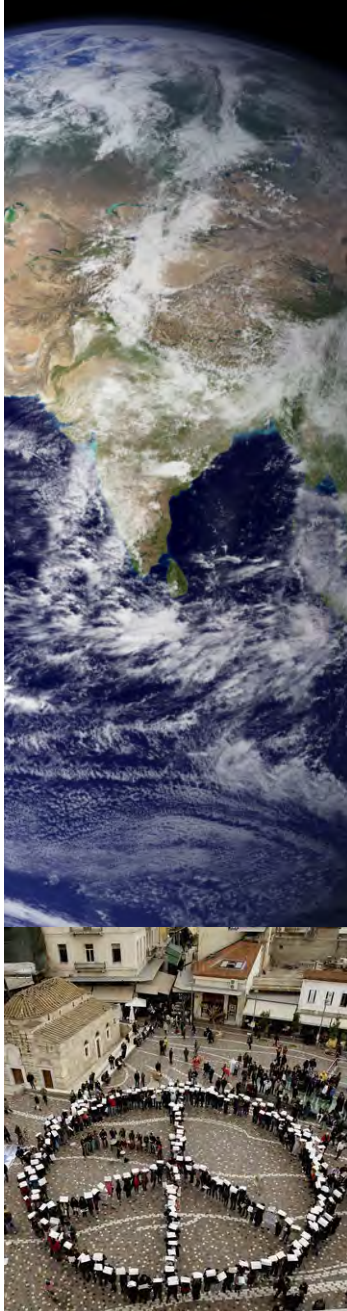
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2 **DISCUSSION, ACTIVITIES, AND REFLECTIONS**

Module 1: The Global Peace System



(whole video)

Purpose of Lesson

This lesson will develop a greater understanding of the general concepts of a Global Peace System. Commonly accepted "truths" about war and peace are critically examined.

Objectives

- To understand and be able to identify the reality of the Global Peace System
- Be able to understand the systemic nature of peace.
- Be inspired to actively participate in the creation of a new paradigm of global peace.

Discussion

Warm-up discussion (Allotted time: 5-20 min)

One or more of these questions may be used for a short opening group discussion, for individuals to spend a few minutes writing about, or just as thought questions immediately before and after the video is viewed. The number of questions posed can vary depending on available time.

- Is peace possible?
- Is war inevitable?
- What do you think a Global Peace System looks like?
- Do you believe our world is shifting away from war and toward peace?
- What Global Trends do you believe are supporting a world of peace?
- Pre movie: Is peace possible? (check how many in the audience raise their hands)
- Post movie: Is peace possible? (check how many in the audience raise their hands and compare); discuss the observation with the group

Discussion (Allotted time: 5-45 min)

These questions are designed to begin discussions concluding the film. Facilitators/moderators may choose to have small groups or full group conversations. The number of questions posed can vary depending on available time.

- Were you aware there was a Global Peace System?
- In your own words what does a Global Peace System look like?
- What did you learn in the video that you did not already know?
- What does it mean to be part of a Global Peace System?
- What steps can individuals and groups take to support the Global Peace System?
- What could some of humanity's goals be to support a Global Peace System?
- Why is it important to look at the trends as an interconnected system?

- How do the trends connect and support the vision of peace?
- Do all trends need to be met in order to support a global peace system?
- Are there trends that stand out more to you?
- Do you see other trends of the Global Peace System evolving?
- In previous wars how do you believe a stronger global peace system could have been more effective? Please provide an example and explain. (Conflict examples: WWI, WWII, Gulf War, United States 9/11 response)
- Do you feel nations can approach conflicts within the framework of the Global Peace System instead of resorting to war?
- Do you feel there is a tendency of favoring war over peace when dealing with large-scale conflicts? If so, do you believe this to be a worldwide tendency?
- Can world peace be a reality?
- How do you envision security in a Global Peace System?
- What will I take away from this experience?
- Will I choose to do anything different in my life?
- Who can I talk to and share the goals of a Global Peace System with?

Activities

These activities are intended to further the groups' understanding and support continued discussions through creative, engaged, and critical thinking. We suggest to browse through all activities and choose the best for your specific group and available time. The time allotted for each activity is an estimate and depends on group size. Feel free to modify the activity times to meet the needs of your group.

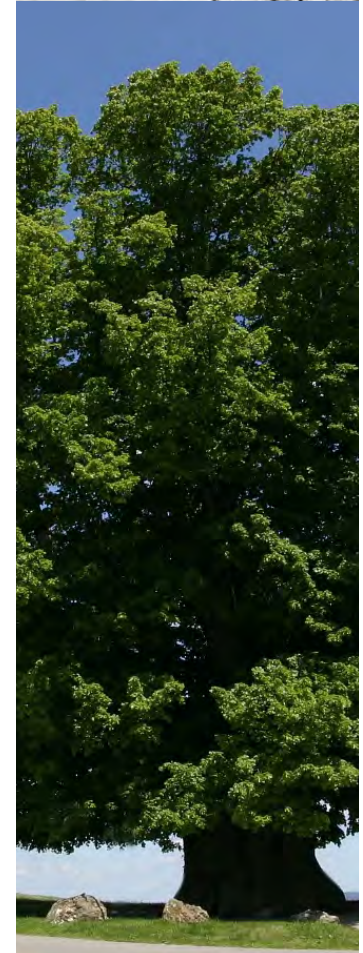
Hope Tank (Allotted time: 30-60 min). Full group or small groups.

In either small groups or as a full group brainstorm and create a list of ideas how humans can create and support a Global Peace System. Think about the global trends, the stories from the video, and your own experiences. (15-30 min)

- How do we support a world without war and focus on a peaceful world?
- What do we need to do as individuals and groups of people?
- How do we encourage others to support the Global Peace System?
- How do we implement these hopes to become our realities?

For small groups. After your Hope Tank is written have come back as a collective group. Begin a group discussion and talk about the different areas of your hope tanks. (15-30 min)

- Are there overarching hopes?
- What are the main categories?
- Are these hopes universal?
- How do they support a Global Peace System?





Envisioning a Global Peace System

(Allotted time: 60-90 min). Small groups.

Peace scholar Elise Boulding believed that in order to have the future we desired, we have to envision what it looks like today. The War prevention Initiative envisions a world without war in 20 years. Your goal is to envision how the Global Peace System will look in 20 years and how it was accomplished.

In small groups (3-5) together envision the future. Put yourself 20 years into the future and create the world you want to live in. Think about the Global Peace System and how the evolving trends are supporting a world without war. What needs to happen in the different areas in the next 20 years to create a world without war. (45-60 minutes)

As a group discuss the world you want to live in 20 years. Once your group has a vision go back through the previous 20 years and find the key issues in time that support your end vision. Feel free to write or draw out your group vision. You may use a timeline format or any other style to present your groups shared vision.

Remember everyone in your group may not share the same vision of how to get to a world without war. This is a great opportunity to listen to each other and understand different perspectives. Find resolutions to encompass a shared groups vision.

- What is your vision?
- What was the pry point (enough is enough) in which the world shared your vision?
- Are there specific trends that support your vision?
- In detail be prepared to share your vision and how it took effect.

Creating a Global Peace System map

(Allotted time: 40-60 min). Small groups.

In systems thinking, the individual elements are interrelated and influence on another in the whole. Often those relationships are presented in visual maps.

In small groups create a map of the Global Peace System. Indicate the trends and show how they related to each other. In creating your systems map you can be creative. Choose whatever form of visualization you think is best to convey the information.

Spend 15-30 minutes (depending on time frame) creating the map in your group. You will have the opportunity to casually present your group's vision (5-10 min per group).

- Discussion and Debriefing (15-30 min)
- Compare your Global Peace System maps.

As a group think about:

- What was similar?
- What was different?
- How did you feel when someone did not share your vision?
- How did you react?

Thinking about the Trends (Allotted time: 20-40 min)

Start as individuals and then mingle with others.

On a sheet of paper choose two trends that you believe are most important to support a Global Peace System and write them down. Now choose two trends that you feel are important to you on a personal level and write them down.

Think about (10 min)

- Are they different?
- If so, why do you think they are?
- If they are the same, why do you think they are?

With your notes and a writing utensil, walk around and briefly talk and share with others your results. (5-10 min)

Come back as a group and discuss.

- Did others share similar or different responses?
- How did you feel talking to someone who had different responses?
- Did you find that you felt a general curiosity to why others had similar or different perspectives?
- Did you feel the need to persuade them to see it as you did?
- What other thoughts and reaction did you have from this experience?

28 Trends of a Global Peace System and Examples section

(Allotted time: 30-45 min). Small groups.

Divide into small groups. Each group should pick 2 or more trends and find examples supporting that specific trend. Feel free to look at the examples in the Background and Theory section of this study guide.

(15-20 min)

Think about:

- How do you see the example supporting the trend?
- Was this example well known by other group members?
- How did you know about the example?

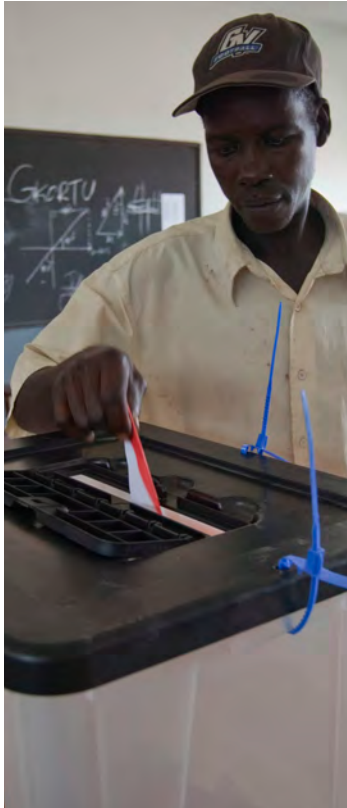
Each group will present their examples and talk about why they chose those specific examples. (15-25 min)

Supporting a Global Peace System

(Allotted time: 30-60 min). Small groups.

In small groups think about ways humans can support a Global Peace System. Create a list and explain each idea in detail. (15-30 min) Groups should be prepared to share their lists with other small groups or as a collective group. (10-15 min)





After groups have shared their lists have a collective group discussion. (5-15 min)

Think about these questions:

- Did common themes emerge?
- How do the themes support a Global Peace System?
- How do we implement these support systems?

Current Events & Global Peace Trends

(Allotted time: 10-20 min). Collective group Discussion.

As a collective group critically think about current world events and the 28 Global Peace Trends. Make a list of events (3-5 min) and as a group discuss and answer the following questions:

- Where do you see the world event(s) fitting in to one or more of 3 Global Trends categories: Global Collaboration, Conflict Transformation, and or Social Change?
- What specific trends do the current events fall into? If they do not fit into any specific trend what action would need to happen in order for them to fit into a trend or group of trends?
- Which specific trends support the current events?
- If they do not fit into one or more of the 28 trends do you see a new trend emerging? (10-15 min).

Listening & Sharing (Allotted time: 10-15 min)

In pairs one at a time answer the following questions. Each person will have 30 sec - 1 minute depending on time allotment to answer their question. This is an opportunity to actively listen to another person without providing feedback and an opportunity to share your thoughts without feedback. This is about saying and sharing exactly what is on your mind. There are no right or wrong answers. It does not have to be spoken in sentence form. It may be single word expressions or phrases. This is your opportunity to share what is on your mind. The facilitator should announce every 1 minute for partners to swap.

- First person - Is war inevitable? Why? (30 sec- 1 min per person)
- First person- What do I think of the 28 trends?
- First person - Which aspect from the Evolution of a Global Peace System video stood out to me? Why?
- First person- What will I do to support a Global Peace System?

First and Second person together in a shared conversation answer: Is peace possible? Why? (1-2 min)

Bring everyone back together as a collective group. On a piece of paper have everyone spend the next 1- 2 minutes reflecting on their conversations. Think about how it felt to be able to talk openly and unconditionally to another person. How did it feel to just be able listen to another person without feeling the need to provide feedback? How did the shared conversation play out?

Module 2: Global Collaboration

- Supra-National Institutions
- International Law & Treaties
- International Justice
- Peacekeeping, Peacemaking and Peacebuilding
- International Development
- Global Conferences
- Non-governmental Organizations

Purpose of Lesson

The Global Collaboration lesson will develop a greater understanding of the global community's efforts to work together in supporting a more just and peaceful world built by and fostering the Global Peace System.

Objectives

- To understand and explain the 7 trends within Global Collaboration with a more in-depth perspective.
- Be able to explore trends in history and present in relation to supporting a Global Peace System.
- Think critically about the importance of global collaboration, roles and relationships between nations, peoples, and civil society actors.

Discussion

Supra-national Parliamentary Institutions

"Today we are being tested. In all we do let us send a clear message that there can be no peace without justice." (1:59).

- What does this statement mean to you?
- What tests do you think humans are being challenged with?
- What is the significance of this statement coming from the United Nations General Secretary?

International Law and Treaties

"A limited nuclear war involving less than half a percent of the world's nuclear arsenal would cause climate disruption that could cause a global famine." (3:49).

- What steps still need to be taken to end the concerns for nuclear war?
- Can we get rid of all nuclear weapons? (you can watch: "Demand Zero" www.globalzero.org/demand-zero/2030)
- Is the threat of nuclear weapons still real today?





International Court of Justice

- How do you see the International Court of Justice supporting a Global Peace System?

Peacekeeping, Peacemaking and Peacebuilding

- How do you see peacekeeping, peacemaking and peacebuilding as three distinctive and significant elements of a Global Peace System?
- Who do you believe should take on the roles of peacekeepers, peacemakers and peacebuilders? Why?

International Development

Dr. Muhammad Yunus, founder of the Grameen bank, was awarded the Nobel Peace Prize for the efforts through microcredit to create economic and social development from below.

- What other forms of international development do you think would help support a Global Peace System?

Global Conferences

- How do you think ideas generated at global conferences can be implemented?
- What type of global conference would you like to see developed to help support a future of peace?

Non-Governmental Organizations

- Why do non-governmental organizations matter?
- Rotary International set the goal to rid the world of Polio. Can you envision the next big goal for an organization like Rotary International?

Activities

These activities are intended to further the groups understanding and support continued discussions through creative, engaged, and critical thinking.

We suggest to browse through all activities and choose the best for your specific group and available time. The time allotted for each activity are an estimate and depend on group size. Feel free to modify the activity times to meet the needs of your group.

Creating a new Supra-National Institution

(Allotted time: 45-60 min). Small groups.

In small groups, think about the needs of our global earth community. As a group design a new Supranational Institution that would support the Global Peace System. You may choose to write or draw out your information. Be as creative as you desire. Look at the 28 Trends of a Global Peace and examples section and find what your group believes would help benefit the global community. Answer the following questions: (30-45 min)

- What is the name for your institution?
- Why did your group decide to create this institution?
- What is the purpose?
- How will it function?

Be prepared to present your institution as a group to the collective group. (15 min)

Writing a Treaty or International Law

(Allotted time:45-60 min). Small groups.

In small groups discuss ideas about creating a new treaty or international law that your group thinks would benefit the global community. Be creative and develop a simple treaty or law. For examples see the 28 Trends of a Global Peace and examples section. As a group answer these questions: (30-45 min)

- What is the name of your treaty/law?
- Why did you create it?
- What is the purpose?
- How will it go into effect?

Be prepared to present your treaty or law as a group to the collective group. (15 min)



Module 3: Conflict Transformation



- Peace Activism
- Nonviolent Struggle
- Conflict Resolution
- Peace Research & Education (Peace Education)
- Peace Journalism

Purpose of Lesson

The Conflict Transformation lesson will help develop a greater understanding of destructive conflicts and generate options for constructive conflict transformation.

Objectives

- To understand the framework of conflict transformation specifically focused on nonviolent struggle and how it can be used to support a Global Peace System.
- To connect and evaluate historical events with current events focusing on understanding the process of conflict transformation and emphasizing the historical shift through the trends.
- To explore different approaches to conflict transformation and provide options to further information.

Discussion

Peace Activism

- What are some present and historical examples you can think that have involved peace activism?
- Can you name some peace activist and share what you know about them?

Nonviolent Struggle

Mahatma Gandhi in India, Martin Luther King Jr. in the United States, the fall of the Soviet Empire in Eastern Europe, the communist coup in Russia and the emergence of Arab Spring are well known examples of nonviolence.

- Are you familiar with ongoing nonviolent campaigns?
- What are the issues addressed in different nonviolent campaigns?
- Where else have you seen nonviolence play a role?
- How do you hear about nonviolent actions around the globe?

Go online and check national and/or international newspapers. Find an example of a current (or in very recent history) nonviolent action or nonviolent campaign. It should not take you long to find one, although it will not necessarily be depicted as “nonviolent action”. Try to situate the action within Sharps 198 methods. You can find the remarkable document here: www.aeinstein.org/organizations/org/198_methods-1.pdf. Then assess the action/campaign with regard to sustainable conflict resolution/transformation.

Conflict Resolution

Johan Galtung says, "Wherever there is violence there is unresolved conflict. Unresolved conflict means there is an incapability of goals including means that has not been resolved, that has not been superseded, that has not been transformed, that has not been transcended." (11:06)

- What options do we have to help positively transform destructive conflicts?

Peace Research and Education

- Why do you think it is important to have peace research and education?
- How do you think peace research can inform public policy on matters of war and peace?

Peace Journalism

Conventional journalism has an implicit bias toward violence.

- Have you read any peace journalism news before? If so how was it different?
- How can you imagine peace journalism influencing the public's perception of war and peace issues?

Activities

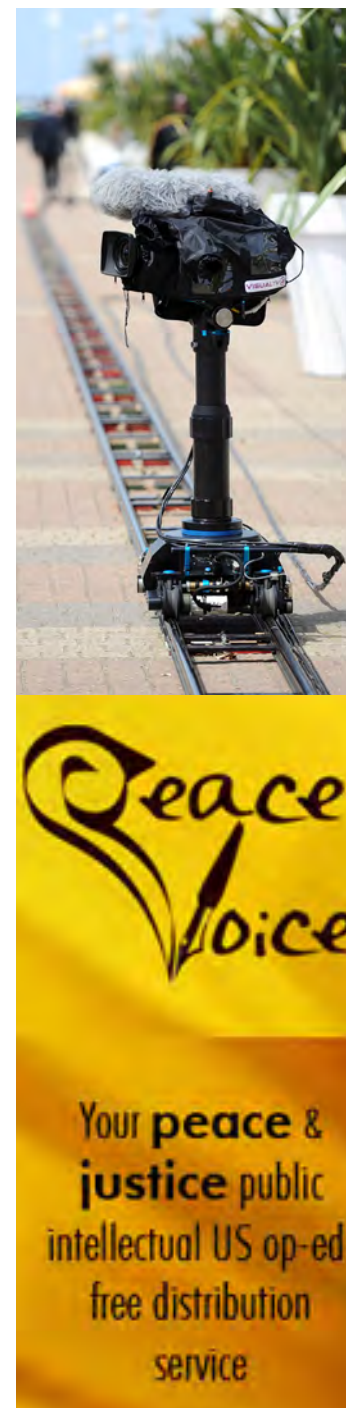
These activities are intended to further the groups understanding and support continued discussions through creative, engaged, and critical thinking. We suggest to browse through all activities and choose the best for your specific group and available time. The time allotted for each activity are an estimate and depend on group size. Feel free to modify the activity times to meet the needs of your group.

Peace Journalism versus Mainstream Conventional Media: Telling the Story of Peace (Allotted time:30-60min). Small groups.

War Journalism is biased toward war and violence. It brings an element of fear to the the public through dehumanization. It focuses on highlighting the differences between people and supports zero sum outcomes where a definite winner is sought after. War journalism creates distinct images of good and bad focusing on scare tactics.

Peace Journalism focus is on finding alternative solution to violence. It helps to deescalate the fear to the public by making the people in the news real. It is not about creating fear but it about connecting the human element to the news. It removes the ideas of us versus them and supports positive alternatives to violence. Peace journalism challenges war journalism by providing different voices with alternative peaceful resolutions.

This activity will support comparing and contrasting the difference between conventional war journalism and peace journalism. Each group will be given a news article to read. As a small group read the article and determine what type of journalism is represented in your article (5-10 min). If time permits each group can be given 2 journal articles covering the same news topic to compare and contrast.





9 September 2013 Last updated at 08:12 ET

Syria conflict: Kerry taking action

COMMENTS (429)



Answer these questions in your small group: (15-20 min)

- Do you think the piece your group read is conventional war journalism or peace journalism?
- What brought you to your answer?
- How does the title of the article make you feel? What about the word choices within the article? Which words do you think support war or peace journalism?
- Do you see a clear difference?
- How do you think what we read affects our worldview?

After each group has finished reviewing and answering the questions be prepared to share your findings as a collective group. (10-20 min)

- Discuss how peace journalism and mainstream media write about the news.
- How does media shape our views of conflict?
- How do you see mainstream media reporting in a Global Peace System?

Examples:

Syria

- usnews.nbcnews.com/_news/2013/08/31/20261265-syria-strike-targets-white-house-has-likely-narrowed-down-options-experts-say?lite
- www.yesmagazine.org/peace-justice/syria-six-alternatives-to-military-strikes (Peace Journalism)
- www.bbc.co.uk/news/world-middle-east-24016844
- www.yesmagazine.org/peace-justice/how-the-people-s-wish-for-peace-won-out-for-now (Peace Journalism)
- www.peacevoice.info/2013/09/09/syrian-red-line-an-opportunity-to-set-new-tone-of-global-leadership-and-collaboration/ (Peace Journalism)

Terrorism

- www.yesmagazine.org/issues/can-love-save-the-world/in-the-eyes-of-the-world (Peace Journalism)
- www.foxnews.com/opinion/2012/09/11/our-leaders-are-wrong-war-on-terror-is-not-over/
- www.huffingtonpost.com/2011/09/09/september-11-newspaper-front-pages_n_940867.html?s343471&title=Washington_Post (50 headlines from newspapers showing how they reported the day after 9/11.

Arab Spring

- www.foxnews.com/world/2013/07/09/egypt-crisis-opens-wider-debate-over-democracy-hold-after-arab-spring/
- www.yesmagazine.org/planet/tunisia-egypt-and-the-big-picture (Peace Journalism)
- www.nytimes.com/2011/02/05/world/middleeast/05egypt.html?pagewanted=all&_r=0
- www.yesmagazine.org/people-power/thank-you-egypt (Peace Journalism)
- www.transcend.org/tms/2011/04/u-s-backed-bloodshed-stains-bahrain%E2%80%99s-arab-spring/ (Peace Journalism)

Middle East

- www.foreignpolicy.com/articles/2012/04/23/why_do_they_hate_us
- www.economist.com/blogs/pomegranate/2013/03/christians-middle-east

Health Care

- www.peacevoice.info/2009/09/16/we-can%E2%80%99t-afford-health-care-you-lie/#more-123 (Peace Journalism)
- <http://foxnewsinsider.com/2012/06/28/12-most-frequent-false-claims-about-health-care-reform>

Bradley/Chelsea Manning

- www.cnn.com/2013/08/21/us/bradley-manning-sentencing/index.html?hpt=hp_t2
- www.commondreams.org/headline/2013/08/21-2 (Peace Journalism)

Boston Bombings

- www.peacevoice.info/2013/04/16/we-are-better-than-this/ (Peace Journalism)
- www.dailymail.co.uk/news/article-2311634/Boston-LOCKDOWN-ENTIRE-city-told-stay-indoors-manhunt-second-bombing-suspect.html

Peace Activism Approaches (Allotted time: 45-60 min). Pairs

In pairs, think about the current challenges and conflicts that are affecting humanity. Some examples for broad categories may be: world peace, environmental concerns, animal rights, education, poverty, arms trade, health concerns, or any issue challenging the global trends. Once you have a specific topic or cause think about how you could promote and direct some type of social, political, economic and or environmental change through peace activism. There are hundreds of ideas for demonstrating peace activism. Potentially you may choose to include; letter writing, boycotts, sit-ins, hunger strikes, social media, or civil disobedience. You do not have to design an entire campaign just some overall ideas how you could promote your cause.

Some ideas to think about while creating your plan for peace activism: (30-45 min)

- Look to historical and current peace activism for ideas. Think about how Gandhi helped India gain independence from Britain, or how Dr. Martin Luther King shared his dream for a more just world while current campaigns advocating for nonviolent approaches in the Middle East conflicts. Look at the Occupy Movement or the current No War in Syria gatherings.
- Think about the issue you choose. How does it affect Earth's community?
- Why is it important to you to promote and or direct change for the issue?
- How will you bring awareness to these issues?
- What change(s) are you seeking?
- Who are you seeking change from? Government? Individuals? Other?
- How will the change positively affect Earth's community?
- What trends do you think can support the items on your list?





As a collective group have each pair share their cause and peace activism approach.

After the pairs have shared as a collective group discuss: (15 min)

- Were there common themes for causes and approaches to activism? If so, why do you think this occurred?
- How do the global trends support the issues discussed?
- How will the collective group's peace activism help support a Global Peace System?
- What did you learn about peace activism?
- What does conflict mean to you? (Allotted time: 15-20 min)

Collective group.

As a collective group make two separate list of words that you think of when you hear the word conflict and the word peace. (5-10 min)

Think about the following questions and have a group discussion: (10 min)

- Do the words reflect negative or positive reactions to conflict?
- Why do humans tend to find conflict negative?
- Can conflict be positive? How?
- How can we change the view of conflict to resonate a more positive tone?
- Has this discussion changed your view of conflict?

Deconstructing and Transforming Conflicts

Small groups to collective group. (Allotted time: 30-60 min)

Give each group a conflict from the list provided or supplement with a current world conflict and have them work together to transform the conflict positively without the use of any form of violence. Groups are encouraged to be creative. Groups may use conflict resolution tools and or create their own. Remember this activity is not about finding the perfect solution it is about finding alternatives to violence and war.

Some conflict resolution tools:

- Negotiation
- Mediation
- Dialogue
- Treaty Agreements
- Nonviolent Struggle
- Multi-track diplomacy
- Peacemaking
- Peacebuilding
- Peacekeeping
- Reconciliation

There are other options as well so be creative and help transform these conflicts peacefully.

Conflicts Scenarios : (20-40 min)

- In a small country three different groups are struggling with sharing water. Group 1 lives in the main waterway area and has had an unwritten agreement passed on through generations to share the water with Group 2. There have never been any violent conflicts between these two groups. Group 3 migrated toward the water last year and starting taking the water without asking 4 months ago. Group 3 is sneaking in during the night and carrying out large quantities of water causing less water during the current hot months for Group 1 and 2. There has been some conflict developing between Groups 1 and 2 and Group 2 has threatened Group 3. Group 1 has told Group 2 they can no longer use the water. Group 1 has begun protecting their waterways with armed community members. The closest other body of water is a 2 hour walk each way. How can these groups find a peaceful resolution?
- A NGO is seeking permission to enter a country to provide immediate aid of clean water, food, basic medical supplies, and shelter to refugees. The country has closed all borders and will not allow anyone in or out of the country for fear of retaliation from neighboring countries. The country's leader has denied the NGO entry as they do not want any western influence in their country. There is evidence that the refugees basic human needs are not being met and the NGO has the ability to help with little to no risk to others in the country. How can this conflict find a peaceful resolution?
- A political leader has been in office for 40+ years. The general population is desiring a more democratic society and has requested that the leader step down. The leader has refused causing outrage from a portion of the population. The country is quickly dividing up into various groups and violence is on the rise. Parents are keeping their children home from school for fear violence will occur and they will not be able to keep their children safe. Small businesses are closing their doors early meaning less money is coming home to families. The cost of living is quickly rising. The situation in the country is looking dark as arms are being supplied by other countries. How can this conflict find a peaceful resolution?
- Pick any current world conflict. As a group discuss the conflict and seek a peaceful resolution.
- Remember this is not about finding the perfect solution it is about finding alternatives to war and violence.
- If activity is completed in small groups share your peaceful resolutions with the collective group. If other groups picked the same conflict was a resolution approached differently? (10-20 min)



Module 4: Social Change



- War Not Prestigious (War No Longer Considered Honorable)
- Democratic Systems (Developing Democracies)
- End of Political Colonialism
- End of Neo-Empire
- Regions of Long-Term Peace
- End of de-facto Sovereignty
- Human Rights
- Women's Rights
- Decline of Institutional Racism
- Decline of Capital Punishment
- Environmentalism
- Peace Oriented Religion (Peace Religion)
- Conscientious Objection
- Against Violent Entertainment (Opposition to Violent Entertainment)
- The World Wide Web
- Planetary Loyalty

Purpose of Lesson The Social Change lesson will help develop a greater understanding of the social trends in which humans are seeking a more just and peaceful world.

Objectives

- To build a foundation understanding the importance of social changes striving for world equity and peace.
- To explore historical and current social changes and see the impact they have on supporting a Global Peace System.
- To understand that we can make a difference. It may only take one person to start a social movement focused on creating positive change. But we must work together to strengthen and support one another leading to the shift from war to peace as "One People. One Planet. One Peace" (Shifferd, 2011, p. 202).

Discussion

War is not Prestigious

Old fashioned attitudes that war is glorified and a noble enterprise have shifted.

- How do you see the attitudes of war today?

Democratic Systems

"Democracies do not attack one another." (13:00)

- What are your thoughts about this quote?

End of Political Colonialism

- How do you see a self-governing world support a Global Peace System?

End of Neo-Empire

- How do you see this trend supporting a Global Peace System?
- Do you see this trend continuing into the future?

Regions of Long-Term Peace

- What countries have maintained peace between them?
- What can we learn from these regions of long-term peace? Example: United States, Canada, Mexico.

End of de-facto Sovereignty

- How do you see this trend supporting a Global Peace System?

Human Rights

Human Rights Watch and Amnesty International are leading NGOs putting global pressure on dictatorial regimes to free political prisoners and respect human rights.

- Can you share any stories you have read or heard about where global pressures help support human rights?

Women's Rights

- Do you think we would be living in a different world if large areas of the world had been matriarchal instead of patriarchal?
- How are people showing support for women's rights worldwide?

Decline of Institutional Racism

- In your lifetime what positive changes have you seen or experienced that supports this global trend?
- What steps can humans take to continue supporting this trend?

Decline of Capital Punishment

Oregon Governor John Kitzhaber says, " I do not believe those executions made us safe, certainly, I do not believe they made us more noble as a society and I simply cannot participate in something that I believe to be morally wrong. "

- How does this statement make you feel?
- Do you feel that societies which do not have the death penalty are more peaceful areas than those countries that support the death penalty?

Environmentalism

- How are humans making the effort to make our world more sustainable?
- What ways are we protecting the ecological system?
- Do you see a global change in attitude toward protecting Earth?





Peace Oriented Religion

- What examples of peace-oriented forms of religion have you seen, heard, read, or experienced?
- How do we support religion to justify peace?
- What role does religion have in supporting a Global Peace System?

Conscientious Objection

John F. Kennedy said, "War will exist until that distant day when the conscientious objector enjoys the same reputation and prestige that the warrior does today." (19:52)

- Do you think we are close to that distant day?
- What might we do to move closer?

Against Violent Entertainment

- How do you think violence in entertainment influences some humans to act out in violence?
- How do we influence the entertainment world to shift away from high adrenalin and violent based entertainment to more peaceful entertainment?
- What types of entertainment do you see in a Global Peace System?

World Wide Web

How has social media influenced your global knowledge? Do you think it has influenced global knowledge? Do you think the influence is positive, negative, or both?

Planetary Loyalty

Pancho Ramos-Stierle said, "A world of oneness and unity" and "Citizens of the globe."

- What do you think Pancho meant by these statements?
- How do we become citizens of the globe with oneness and unity?
- How do you define a culture of peace?

Video Conclusion

The video concludes with the following request (22:16):

Be Part of the Global Peace System

Educate yourself on the Issues

Demand Truthful Media

Communicate

Hold Your Leaders Accountable

Help the United States Kick Our Oil Addiction

Build the Peace Movement

Support Members of the Military Who are Speaking Out

Teach Peace

Celebrate, Honor and Commit to Peace-Dedicated Days, Memorials, Gestures, Symbols, etc.

Embrace Nonviolent, Constructive Conflict Resolution

Techniques in your Everyday Lives

Join Peacebuilding and Social Justice Campaigns

Protect Our Civil Liberties and Oppose Backlash against

Immigrants

Support the Creation of a Department of Peace

- How do we accomplish these goals to become part of the Global Peace System?
- How can you support a Global Peace System?
- What other ideas do you have to add to this list?

Russell L. Schweickart Lunar Module Pilot for Apollo 9 shared his vision from space, "You begin to recognize that your identity is with the whole thing. And that makes a change. When you look down and can't imagine how many borders and boundaries you cross again and again and again...And you don't even see them. The thing is a whole, so beautiful. You're no longer inside something with a window looking out at a picture. Now you are out there, there are no limits to it. There are no limits. There are no boundaries."

- When you look at a picture of the Earth what do you see?
- How does that compare to when you look at a map? Or when you look out the window of a car, train, or plane?

Think about your experiences as you have traveled even across city lines.

- What differences do you see?
- Do these man made border lines really have the power to divide humanity?
- How can we embrace the borders and city lines to bring people together supporting cultures of peace and a Global Peace System?





Activities

These activities are intended to further the groups understanding and support continued discussions through creative, engaged, and critical thinking. We suggest to browse through all activities and choose the best for your specific group and available time. The time allotted for each activity are an estimate and depend on group size. Feel free to modify the activity times to meet the needs of your group.

Social Change Trend Specific Activities

The Next Social Change – Small groups. (Allotted time: 45-60 min)

In small groups discuss what you think should/could be the next big social change. Casually outline the who, what, when, where, why and how your social change can be implemented. Take into consideration historical social changes, how they took form, and their impacts for our world. Think about realistic goals and changes to help support the Global Peace System. (30-45 min). Answer the following questions:

- How will your social change benefit society?
- What trends support your social change?

Be prepared to share your social change with the entire group. (15 min)

A Borderless World Small Groups or collective group. (Allotted time: 30 min)

In small groups or as a large group discuss a world without borders. Consider the different aspects of social, business, financial, and political. Think about the following questions as you design a borderless world.

- Do you think a borderless world would be successful?
- What steps could we take to begin the process?
- What changes would we experience?
- What would your groups borderless world look like?
- What would conflict look like in your borderless world?
- How would conflict be addressed?
- How would the Global Peace System be supported?

If activity is done in small groups share your ideas and visions with the collective group.

Build a Peace Movement Small groups (Allotted time: 60 min)

In small groups design a mini-campaign to support the Global Peace System, Your group may choose a specific issue or the Global Peace System in general. Think about the variety of issues happening in our world and how the Global Peace System can help mitigate the issues. For example your group may focus on a broad campaign for ending war, supporting peace, or may specifically looking at banning GMO foods, universal healthcare, or free education.

- Create a name for your campaign.
- What is your vision?
- Write a mission statement.
- What are your campaign goals?
- Why did your group choose

As a collective group share your peace movement. (10-15 min)

Module 5: Global Peace System Reflections

These reflection questions cover all trends and have been designed with the hope to encourage and enhance critical thinking. They may be thought about as individuals through short reflective writing or quiet meditative reflection time. If written, try short 5-10 minute reflection papers. This reflection is not about quantity it is about quality critical thinking. This may be used as a reflection only or it may be turned in with or without a name as desired by the facilitator. Please remind the group they will not be sharing or discussing their answers unless they choose.

- What, if anything, will I do differently when I leave this conversation today?
- Do I feel I can talk to others about the Global Peace System? If so, what would I say?
- How will I look at the world today when I leave this conversation?
- How do the trends of the Global Peace System unfold in my life?
- Why do you think war has dominated our history?
- How do we tell the story of the Global Peace System
- How can I start the conversation with others about supporting the global trends?
- What does peace mean to you?
- How can I be part of a Global Peace System?
- Do I see myself as part of the Global Peace System?
- What steps can I take to help make peace possible in my lifetime?
- Are there trends where I knowingly or unknowingly already participated?
- What is my vision of world peace?
- What are my goals to support a Global Peace System?



Conclusion

The Global Peace System is real and it is growing. We are not looking at a nicely packaged, easily achievable end product. We are rather facing a dynamic, complex process of human evolution toward a world beyond war. While the trends discussed in this study guide are real and we often are not directly involved, we still have to be active participants in the strengthening of the Global Peace System. This takes time and commitment. It is unrealistic to rid many societies - in particular our own - from the grip of militarism overnight. Nevertheless the existence of an alternative system should give us hope that our individual actions and choices can impact today, tomorrow and the future. It is our choice to accept the world fostered by war and violence or a world fostered by peace and nonviolence. The choice seems simple, as the path to peace embraces compassion, tolerance, love, acceptance, and kindness.

We hope that the video, Evolution of a Global Peace System, and this study guide created by War Prevention Initiative have enlightened your curiosity and planted seeds to encourage and support the opportunity for you to see and share with others the world in a more positive and peaceful way.

Peace is alive and is absolutely possible. You have the opportunity to create your own unique path in this world while being part of a growing Global Peace System. Think about what you can do to encourage, support, and co-exist peacefully. What will you do?

About the Authors

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Joy Henry holds a B.A. in Communication with an emphasis in intercultural and communication and conflict. She is a Master's Candidate in Conflict Resolution at Portland State University. Joy is pursuing her M.S. in Conflict Resolution with a focus on peace and nonviolence. She is currently a Graduate Teaching Assistant with plans to continue in academia following her grandfather and mother's footsteps as a professor and a private consultant. She enjoys teaching, training, research, development and public speaking. Joy restarted and is the director and student leader of SUN, Students United for Non-violence. She has helped welcome

peace and nonviolent activist from all over the world for the past 3 year at Portland State University. Joy handles event organizing, public relations, facilitating and public speaking for SUN events. She helped start up the Portland Peace Team and is currently developing a deescalation manual for them. Joy worked in the private sector in the airline industry holding a multitude of positions including; trainer, supervisor, shop steward and customer service agent. She has years of film, television, stage, voice and print experience.

Joy is passionate about creating cultures of peace that support a world where acceptance, tolerance, love, compassion and equality thrive. She values all of Earth's community and believes that destructive conflicts can be positively transformed without the need for violence and war.

In her free time she enjoys writing, live theatre and opera as well as spending time with loved ones. Joy lives in Portland, Oregon.

Patrick T. Hiller, Ph.D



Patrick T. Hiller holds a Ph.D. in Conflict Analysis and Resolution from Nova Southeastern University and a M.A. in Human Geography from the Ludwig-Maximilians-University in Munich, Germany. He is scholar-in-residence and adjunct instructor at the Conflict Resolution Department at Portland State University. Following an interdisciplinary approach, his work and research interests encompass conflict resolution, peace studies, environmental issues, ethnicity, human rights, nationalism, social justice, Mexico, Latin America, social/peace movements, identity formation, culture and conflict and migration. He studied and worked on

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His writings and research are almost exclusively related to the analysis of war and peace and social injustice and , most often in the form of structural violence and power dynamics with an emphasis on human dignity, solidarity among all peoples, equal participation of all peoples, the role of the governments and the promotion of peace.

Patrick is editor of the open-access, peer-reviewed journal Resistance Studies Magazine and member of the editorial team for the Peace and

Conflict Studies Journal, member of the Governing Council of the International Peace Research Association, member of the Advisory Council of the organizations International Cities of Peace and PeaceVoice, member of the Board of Directors of the Oregon Peace Institute, as well as member of the Resistance Studies Network and the Peace and Justice Studies Association.

In his free time, Patrick enjoys the outdoors and is a committed triathlete. He lives in Hood River, Oregon with his wife and son.

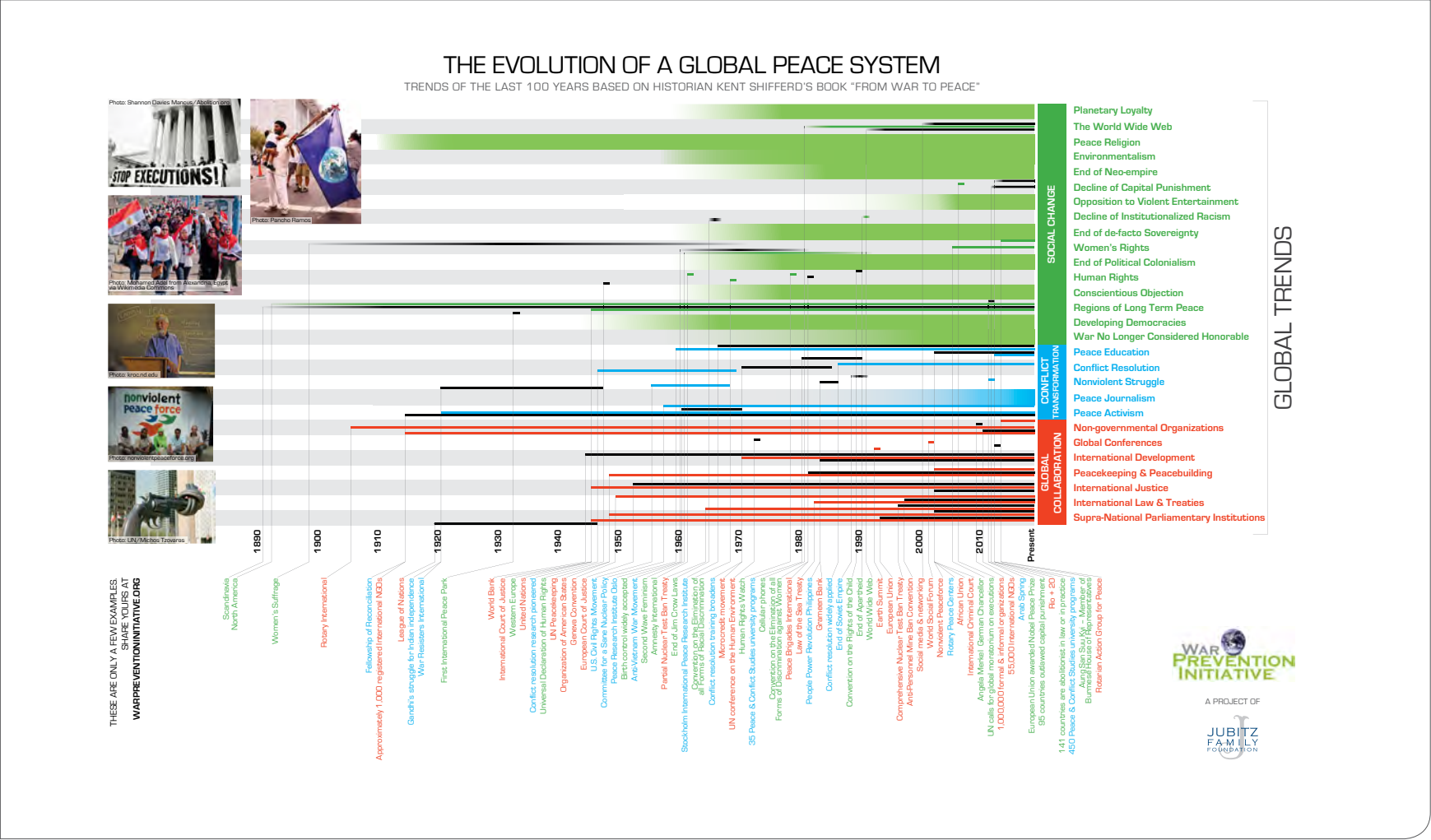
Appendices

Appendix 1 - Rotarians and the Global Peace System

Discussion (Allotted time: 5-20 min)

- How do you see Rotary International work connecting with the Global Peace System?
- What can Rotary International and/or the Rotarian Action Group for Peace do to help support the Global Peace System?
- What steps do you think Rotary and Rotarians can take to strategically engage, educate and empower the Global Peace System?
- What role do you see Rotarians holding in the future?
- What do you think should be the next humanitarian action that Rotary International engages in?
- How do projects at your club level fit into the global peace system?
- How do we tell the story of peace to Rotarians?

Appendix 2 - Timeline “Evolution of a Global Peace System”



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