Letter From The Chair

Dear Section Members:

In this newsletter you will find a listing of all our section events for the ASA annual meeting in Philadelphia. We will kick off our section activities with a reception on Monday evening. The next day, we have an interesting set of panel and roundtable presentations, along with our business meeting. Everyone is welcome to attend these events, especially those who have not been active in the section before. One of the benefits of being a smaller group is that it is easier to get involved. We encourage you to do so.

The annual meeting will also mark the end of my term as chair. I would like to take this opportunity to thank the members of the program, nominations, membership and award committees for their work this year. I would especially like to express my gratitude to Josh Klein for his diligent work as our newsletter editor, to Amy Hubbard who has skillfully managed our website, and John Crist who has aptly kept track of our finances. The members of our council also deserve my heart-felt thanks and I am delighted to welcome Joyce Apsel and Yuko Kurashina – who will join the council – and Lee Smithey, who will serve as Chair-Elect.

It has been an honor to serve the section in this capacity. As we hear ongoing reports of war, conflict, and terrorist attacks, I am continually reminded of the importance of our work.

With warm regards,

Sharon Erickson Nepstad

Conference Events

The program for the 2005 annual meeting is now available on ASA’s website. As you plan your time in Philadelphia, please make sure to take note of our section events. Our reception will be held on Monday night, August 15, from 6:30 to 8:10 p.m. On Tuesday, our section day kicks off with roundtables from 8:30-10:10 a.m., followed by our business meeting at 10:30 a.m. In the afternoon, we have two panels. The first one addresses the theme "Factors Fostering or Inhibiting Violence in Social Conflicts," which will be held from 12:30-2:10 p.m. The next panel is at 2:30, entitled "Peace, War and Military Institutions:"
Implications for Practitioners and Policy." Details of these meetings are below, listed in chronological order.

**Session and Event Details**

**Paper Session. Peace and Conflict**

Scheduled Time: Sun, Aug 14 - 8:30am - 10:10am, Building: Philadelphia Loews Hotel

Session Participants:
- Session Organizer: Robert D. Benford (Southern Illinois University Carbondale)
- Presider: Robert D. Benford (Southern Illinois University Carbondale)
- Repression and its Paradoxes, Lester R. Kurtz (University of Texas), Lee A. Smithey (Swarthmore College)
- The Militarization of Race, Gender, and Sexuality in the Iraq War, Joane Nagel (University of Kansas), Lindsey Feitz (University of Kansas)
- How America Morally Debates War: Ethical Reasoning in U.S. Editorials on Whether to Attack Iraq, Douglas V. Porpora (Drexel University), Alexander Nikolaev (Drexel University), Dina Awerbuch (Drexel University)
- Feeling Safe (Enough) to Support an Aggressive Foreign Policy: Atomic Civil Defense and Homeland Security, Andrew Szasz (University of California-Santa Cruz)

Discussant: Clarence Y. H. Lo (University of Missouri at Columbia)

**Teaching Workshop: Teaching the Sociology of Peace, War, and Social Conflict**

Sponsor: Teaching Workshops

Scheduled Time: Sun, Aug 14 - 12:30pm - 2:10pm, Building: Philadelphia Marriott

Session Participants:
- Session Organizer: Lynne M. Woehrle (Mount Mary College)
- Presider: Lynne M. Woehrle (Mount Mary College)
- Against Scapegoating: A Sociological Critique of Rene Girard, Keith Doubt (Wittenberg University)
- From the Hague to Abu Ghraib and Guantanamo: A Cultural Analysis of International Law Pertaining to Crimes of War, Stjepan G. Mestrovic

**Teaching Workshop:** 

**Section on Peace, War, and Social Conflict Reception**

Scheduled Time: Mon, Aug 15 - 6:30pm - 8:10pm, Building: Philadelphia Marriott

Presider: Sharon Erickson Nepstad (Duquesne University)

**Roundtables**

Scheduled Time: Sun, Aug 14 - 8:30am - 10:10am, Building: Philadelphia Loews Hotel

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Participants will be invited to share their own teaching strategies as well. This workshops is intended to enhance dialogue among those who teach regularly about these issues and those who are interested in bringing them into the classroom for the first time. Handouts provided.

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**Table 01. Theory and Culture**

Session Participants:
- Session Organizer: Josh R. Klein (Iona College)
- Categorical Assaults: Intergroup Conflict and the Manipulation of Cultural Status Beliefs, Brian H. Colwell (University of California-Santa Cruz)
- A Two-dimensional Theory of Nonviolence, Daniel P. Ritter (University of Texas at Austin)

**Table 02. Culture, Conflict and Institutions**

Session Participants:
- Session Organizer: Josh R. Klein (Iona College)
- Against Scapegoating: A Sociological Critique of Rene Girard, Keith Doubt (Wittenberg University)
- From the Hague to Abu Ghraib and Guantanamo: A Cultural Analysis of International Law Pertaining to Crimes of War, Stjepan G. Mestrovic

**Table 03. Culture, Environment and War**

Session Participants:
- Session Organizer: Josh R. Klein (Iona College)
- Rhetorically Associating Democracy and War: The Iraq Case, Josh R. Klein (Iona College)
- Landmines: An Environmental Health Crisis, Sara E. Smits (Syracuse University)

**Table 04. Empire and Conflict**

Session Participants:
- Session Organizer: Josh R. Klein (Iona College)
- Institutionalized Violence and Imperialist Culture: Anti-Imperialism and the Philippine American War, Erin Leigh Murphy
- Oil Interests and the US Invasion of Iraq, Hassan Elnejjar (Dalton State College)
- Whither Nicaragua? Neoliberalism, Revolution and Empire, Chris Agee (CUNY-Graduate Center)

**Table 05. Religion and War**

Session Participants:
- Session Organizer: Josh R. Klein (Iona College)
A comparison between Algeria and Turkey: Muslimism versus Islamism, Neslihan Kevser Cevik (Arizona State University)
Migration and Conflict: Muslims and Catholics in the Ivory Coast, Justin M. Buszin (Brown University)
War on Terror, Law and Religion: A Comparative Study of Muslim Immigrant Communities in Europe and America, Gulseren Kozak-Isik (University of Minnesota)

Table 06. The Domestic and Civilian Impacts of the Military and War
Session Participants:
Session Organizer: Josh R. Klein (Iona College)
Making a Base into a Home: A Qualitative Study of Base and Local-Area Conditions Most Important to Military Families, David E. Rohall (Western Illinois University)
The Long-Term Effects of War on Rural Cambodian Widows, Susan Hagood Lee (Boston University)
Surveillance in a Domestic War Zone, Robert Hollenbaugh (University of Southern California)

Business Meeting
Section on Peace, War, and Social Conflict Council and Business Meetings
Scheduled Time: Tue, Aug 16 - 10:30am - 12:10pm
Building: Philadelphia Marriott

Paper Session. Factors Fostering or Inhibiting Violence in Social Conflicts
Scheduled Time: Tue, Aug 16 - 12:30pm - 2:10pm, Building: Philadelphia Marriott
Session Participants:
Session Organizer: Lee A. Smithey (Swarthmore College)
Presider: Lee A. Smithey (Swarthmore College)
Narrative Networks and the Dynamics of Ethnic Conflict and Conciliation, Tammy Ann Smith (Columbia University)
A Globalized Conflict: Explaining Contemporary Anti-Semitic Violence in Ten European Countries, Robert B. Smith (Massachusetts Institute of Technology)
A Comparative Study of Anti-Semitic Attacks in Algeria in the 1920s and 1930s, Lizabeth A. Zack (University of South Carolina Upstate)
The Terrorist, its Agents, and the Citizens: State Terror and the Need for an Interactive Sociological Perspective, Natasha M. Sacouman (University of Maryland-College Park), Meyer Kestnbaum
Discussant: Gregory M. Maney (Hofstra University)

Paper Session. Peace, War, and Military Institutions: Implications for Practitioners and Policy
Scheduled Time: Tue, Aug 16 - 2:30pm - 4:10pm, Building: Philadelphia Marriott
Scheduled Time: Tue, Aug 16 - 2:30pm - 4:10pm, Building: Philadelphia Marriott
Session Participants:
Session Organizer: Laura L. Miller (Rand Corporation)
Presider: Laura L. Miller (Rand Corporation)
Corporate Warriors: Changing Forms of Private Armed Force in America, Larry Isaac (Vanderbilt University), Daniel Harrison (Furman University)
Perceived Cohesion During Initial Training in the Finnish Defence Forces, Mikael Salo (Finnish National Defence College), Guy L. Siebold (U.S. Army Research Institute)
U.S.-Led Global War on Terrorism: Perspectives and Perceptions, Gloria Luz Martinez Nelson (Univ. Philippines - Los Banos)
Discussant: Brigitte U. Neary (Univ. of South Carolina Upstate)

Essay
Where Are We?: Core Knowledge about Peace, War, and the Military in Introductory Sociology
by Morten Ender, United States Military Academy

As teachers of sociology, we should ask ourselves, “if not us, then who?”—who will educate undergraduates about matters of peace, war, social conflict, terrorism, genocide, and the military institution as an organization and at the intersection of the larger society, as well as other matters on (non)violence?

Ian Roxborough confronts sociologists to think more about war while simultaneously indirectly touching on the major reason for the lacunae of core war (peace) knowledge at the undergraduate level. He writes, “I suspect that the stance of most sociologists with respect to the study of war is somewhere between a muffled yawn and a vague suspicion that we ought not to soil our hands with the devil’s work” (2004:508). In his essay, he challenges sociologists to theorize and undertake empirical studies of war similar to our disciplinary brothers and sisters in political science and history. In one way, his call is for more research and writing on what we might call “frontier” sociological knowledge on war (and peace and the military)—essentially new and cutting-edge knowledge about these matters published in scholarly sociological journals.

Likewise, we should be interested in the trickle down of once frontier knowledge as it becomes core knowledge—knowledge about peace, war, and the military that has stood the test of scholarly time, rigor, and scrutiny and emerges to become the foundational, fundamental, and basic ideas of sociology, presented to undergraduates. I will try to address the advocacy of core knowledge in the remainder of this essay.

In a forthcoming Journal of Political and Military Sociology article (Ender & Gibson, forthcoming), Ariel and I report on the content of 31 English
language introductory sociology textbooks used by sociologists around the world. We framed our analysis at the intersection of two areas of social inquiry—the general absence and treatment of core knowledge in introductory sociology textbooks (see Keith & Ender, 2004a; 2004b; 2005; Schweingruber, 2005; Wagenaar, Keith, & Ender, 2004) and the civil-military gap (see Feaver & Kohn, 2001; Ricks, 1997; Snider, Priest, & Lewis, 2001).

Below are some select findings from the forthcoming article:

- Plethora of differing concepts or key terms (N=167);
- Top 3: “war,” types of war (e.g., “Cold War”), and “military industrial complex”;
- Assortment of different primary and secondary sources (N=385);
- New York Times is the single, most referenced source;
- Trailing NYT top 3: Social and Cultural Dynamics (Sorokin), War (Dyer), and The Power Elite (Mills);
- 3 most referenced: Charles Moskos, Morris Janowitz, and Samuel Stouffer;
- Array of different photographs (N=146), graphs, and tables;
- Most featured photo: lone student standing down tanks in Tiananmen Square;
- Most highlighted chart: the financial cost of war;
- Primary location of concepts, references, photos, and graphs: Politics chapter.

In the study, we have tried to highlight a “discipline concern” in the larger view that civilian knowledge of things military (and similarly peace and war) is limited. While this might be changing as the mass media continues to provide a great deal of information in the last few years to the public about war and the U.S. military following wars in Afghanistan and Iraq, one continues to wonder how students frame this information and if wars will penetrate the content of sociology textbooks.

Similar to introductory sociology in general, pseudo-frontier peace, war, and military knowledge trumps core knowledge.

We contend that student academic experiences are shaped best by academic discipline and the resources used—in our case sociology, the instructor, and the textbook. These are powerful mediums for educating students about matters of peace, war, and the military in U.S. society and abroad. In the absence of such rich and comprehensive resources, the civilian-military knowledge gap—at least among the college educated—exists, develops, and ultimately widens.

Note that sociology textbooks receive a great deal of scrutiny by sociologists. Sociologists are especially productive and forthright when it comes to studying their resources. There were 43 studies addressing textbooks published in Teaching Sociology between 1986 and 2000 (Keith & Ender, 2004b) with the exclusion or inclusion of particular topical areas the major focus (Zinn & Eitzen, 1996).

Clearly, the introductory sociology course serves a significant proportion of students on many college and university campuses and functions as a mainstay course in the liberal arts education of American college students. The introductory sociology textbook, as its name infers, is the major tool of the introductory sociology instructor. Between 1987 and 2000, 377 introductory sociology textbooks have been studied and reported upon in the scholarly journal Teaching Sociology with a mean of approximately 27 textbooks per study (see Keith & Ender, 2004b for review).

We concluded from our study that the treatment of peace, war, and the military at the introductory sociology level is sparse and sporadic at best. Similar to introductory sociology in general, pseudo-frontier peace, war, and military knowledge trumps core knowledge. Introductory sociology does little to narrow the civil-military knowledge gap.

In light of our findings, I offer some tentative recommendations not highlighted in the article but provided here to serve as potential enrichments in the treatment of the military, peace, and war in introductory sociology textbooks:

1. The integration of a chapter or major section of the textbook dealing with the military, peace, and war and including a range of elements including military related affairs, international militaries, paramilitary organizations, modes of peace, non-violent collective action, conflict resolution strategies, domestic and international terrorism, and socio-demographics of the military is warranted. The Bradshaw et al (2001) textbook has broken some ground in this area;

2. In the absence of non-traditional textbooks, sociology instructors could supplement the classes with additional reading such as a recent Population Bulletin that deals with socio-demographics of the U.S. military (see Segal & Segal, 2004);

3. Dialoging at international, national, and regional meetings between military sociologists and peace studies scholars, teachers at primarily undergraduate institutions, and textbook authors;

4. Broadening the topical areas within the sociology discipline incorporating topics throughout individual chapters similar to what other reviewers of textbooks have proposed regarding the strengthening of introductory sociology textbooks—perhaps even suggesting the introductory course become a two semester course as the discipline expands—to facilitate the expansion base of core sociological knowledge;
5. Developing familiarity with representatives of the Peace, War and Social Conflict section of the American Sociological Association;


7. Greater use of Sociological Abstracts to stay abreast (Note that I conducted a January 2005 back to 1963 key-word search that yielded the following “hits.” The key word “peace” had 3,714 hits; military 8,175, and war 14,749. “Military Sociology” had 150 hits);

8. Monitoring literature reviews. For military related sociology, I recommend the following: Boëne (2000); Caforio (2003); Moskos (1976); Lang (1965); and Segal and Segal (1983);

9. An excellent resource on peace is the International Peace Research Institute, Oslo, Norway at http://www.prio.no/ on-line and for background on Peace Studies see Galtung, 2005;

10. More substantive captioning of photographs, graphs, and charts to include web-based links for greater access to more detailed information;

11. Workshops on teaching about peace, war, social conflict, terrorism, and the military institution;

12. Making websites such as the PW&SC, Peace and Justice Studies Association, and the Inter-University Seminar on Armed Forces and Society not only more undergraduate instructor friendly but high school sociology instructor friendly as well and finally;

13. Utilization of the web as a form of public sociology to foster a more fluid relationship between textbooks and the internet. For example, links to the Peace, War and Social Conflict section website http://www.asanet.org/sections/peace.html with some supplemental readings and other introductory level resources would assist students.

Notes

1See L. Groff and P. Smoker, Creating Global-Local Cultures of Peace, available on-line June 11, 2005 at: http://www.gmu.edu/academic/pcs/smoker.htm. I thank Lee Smithey for this reference and other suggestions and references on previous versions of this essay.

References


Best Undergraduate Paper Award: "Sex, Neighborhood, Religion-Predicting Attitudes Towards Democracy in Post-Saddam Iraq," Rachel K. Beck, United States Military Academy

A panel of Sociology faculty judges from those dealing with the topics of peace, war, social conflict, or military institutions presented by sociology students from around the world at the ASA meetings. The excellent and varied research displayed in this year's entries made the committee's work very difficult. At the graduate level, we decided to award 1st, 2nd and 3rd place winners as an indication of the quality of the submissions. We look forward to presenting the awards at the Peace and War Section meeting in Philadelphia. As always, the committee members did an outstanding job. I personally thank John Crist, Daniel Egan, Jen Hlavacek, and Clayton Peoples for their hard work and excellent reviews of the papers submitted. Juanita M. Firestone, Chair 2004-2005 Elise M. Boulding Student Paper Awards Committee.

The 2004-2005 Elise M. Boulding Student Paper Awards Committee

Winning Papers

Graduate Level Papers

1st place: "Trained to Torture? The Human Rights Effects of U.S. Military Training at the School of the Americas," by Katherine E. McCoy, Department of sociology University of Wisconsin-Madison

2nd place: "Uncovering Collective Rape: A Comparative Study of Political Sexual Violence," by Jennifer L. Green, Department of Sociology, The Ohio State University

3rd place: "The Effects of Government-Issued Terror Warnings on Presidential Approval Ratings," by Robb Willer, Cornell University

Meeting Announcement

"The 21st Annual Conference of the Wisconsin Institute for Peace and Conflict Studies will take place Nov. 3-4, 2005 at Marian College of Fond du Lac, WI. The theme for the conference is "Reexamining Human Rights," and the keynote speaker will be Dr. John Davies, who is currently Co-Director of the Partners in Conflict and Partners in Peacebuilding Projects, and Senior Faculty Associate with the Center for International Development and Conflict Management (CIDCM), Department of Government and Politics, at the University of Maryland. The conference will combine papers, roundtables and workshops from participants from over a dozen different professions and academic disciplines. For more information, visit the institute's website at http://www.uwsp.edu/history/WIPCS/WIPCS1.htm, or email the conference organizer, Brandon Claycomb, at bclaycomb@mariancollege.edu."

Call for Papers

Journal of Contemporary Ethnography, Special Issue on "Racist and Far-Right Groups." Edited by Kathleen Blee. Inviting empirical contributions that use ethnographic, observational, intensive interviewing, and related methods to understand organized racist and extremist right-wing groups. Papers should provide a strong sense of the specific context of the group. Papers can focus on groups in the U.S., but studies in non-U.S. locations are very welcome. Inquires and a brief proposal directed to the guest editor <kblee@pitt.edu> are encouraged.
Complete papers are due to Professor Kathleen Blee, Guest Editor, Department of Sociology, University of Pittsburgh, Pittsburgh PA 15260, USA by January 17, 2006. Details about submission requirements and style are found at:

Professor Kathleen Blee
Department of Sociology
University of Pittsburgh
Pittsburgh PA 15260
(412) 648-7590

Section Listservs

Section Announcement Listserv:
Please send your announcements to any of the following officers and they can post your announcement to the listserv:
Chair, Chair-Elect, Secretary-Treasurer,
Immediate Past Chair. Announcements are automatically sent to all section members via email.

Section Discussion Listserv:
To join the section discussion listserv you need to do the following:
1. In the address field type in
majordomo@listserv.asanet.org; leave subject field blank
2. In text of the message type subscribe peace_war
3. Make sure there is nothing else in the message (no signature)
4. Send the message. You will receive confirmation, and an authorization key with which to confirm that you really want to join the list. Once you reply positively to that you will get a welcome message.

Join the Section on Peace, War and Social Conflict, or Renew Your Membership

If you are a member of the ASA, now is the time to consider showing your support for the work of the Section on Peace, War and Social Conflict by joining the section or renewing your membership. To do either online, you can go to
https://www.e-noah.net/ASA/Login.asp.

If you are not already a member of the American Sociological Association, and would like to join the Association and the Section, you can do so online by going to

Any questions you might have regarding membership in the Association or the Section can be addressed to membership@asanet.org; or you can telephone the ASA at 202-383-9005, ext. 389.