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Letter from the Chair

I eagerly look forward to the 16th of August, when we lead off the annual meetings in Chicago with our own section events. Our two paper sessions cover a wide variety of issues organized around the themes of changing military and political cultures and theories of humanitarian crisis and response. Both themes, in my view, are as engaging for those doing peace studies as they are for those doing military studies—though perhaps for difference reasons and in different ways. The roundtable topics offer a great variety of their own—from my point of view offering more interesting papers for discussion than are possible for all of us to attend. What we will do with this embarrassment of riches?

The great strength of our section is that we grapple with the analysis of collective conflict from many different theoretical perspectives. We might wish to be more comfortable and unchallenged when presenting our own favorite interpretation of events or when asserting what matters most in our subfield of study. But, happily, our wish is never fulfilled. In this section, there is and ought to be a serious conversation in which we are required to explain, to justify if we can, the basic claims and theoretical arguments that are central to what we want others to believe. The prospects for consensus, of course, are not good. What we can expect, instead, are civil yet critical discussions in which
we are forced to clarify what we take for granted and are able to discover what needs to be done to improve the quality of our work.

Fully to appreciate (and participate in) the benefits of this conversation requires us to do two things. First, be there. Attend the section sessions, the business meeting, and the reception. We can only affect what others should hear and attend to if we are there. Second, prepare a little before hand. How many of us who teach—most of us, I’d guess—hope against hope that our students come to class having read and reflected on the matters to be discussed in class? We hope because we know that preparation improves the prospects for learning. Try it now. Let’s follow our own advice. Find a quiet day or two to reflect on the topics to be discussed at the meetings. Don’t hesitate to contact paper authors and ask for copies of their papers in advance. Your preparation may put the paper presenters on edge, but they can take it. The result is greatly to enhance the value of our meetings, to help forge an intellectual community of scholars with diverse, even opposing views, who are nevertheless committed to a dialogue through which the quality of everyone’s work is improved.

For those of you who cannot attend the meetings, let me close by saying thanks (as I will say again at the meetings) to the section officers, committee chairs, committee members, our webmaster and newsletter editor, the staff of the ASA, and others on whom I have relied enormously all year long to do the business of the section. You have made my job easy and pleasant, and helped us carry on the substantive work of the section, which remains a work in progress with all too much to do.

James Burk, Texas A&M University

Taking Stock: Peace, War, and Social Conflict Post-9/11

Morten G. Ender
United States Military Academy

The collective mind about issues of peace and war, the military and social conflict, was changed by the terrorist bombings of September 11, 2001. Sociologists, raised in the aftermaths of WWII and Vietnam, have come out to discuss military operations and tactics (Etzioni, 2001; Kimmel, 2001). A new generation of Americans has experienced a surprise attack on U.S. soil reminiscent of December 7, 1941. Most likely, this generation of Americans will have an exceptionally heightened and intense interest in issues concerning peace, war, the military, and social conflict and they will demand explanations. How will we instruct them? What is the role of military sociologists and peace researchers after 9/11? How are we as sociologists involved in this major socio-cultural and historical event?

For perspective, recall some reflections by founding members of the section (Colwell, 1989). Our section emerged from an ASA-appointed Committee on the Sociology of World Conflicts (Boulding et al., 1974), a committee formed in direct response to the strong need among sociologists to say something sociological about Vietnam and the anti-Vietnam war movements. Joe Elder (Colwell, 1989) wrote:
Several concerned sociological colleagues suggested we academics do what we're best-trained to do—research and analysis... It became startlingly clear to all of us that the analytic study of war had dropped between the slats of the academy, science didn't do it. Nor did history. Nor did economics. Nor did sociology. The thought of organizing a section of the ASA began to take shape.

The catalyst for the section was the experience of war, although, both military sociology and peace research were vital prior to the formation of the section (Boëne, 2000). After the experience of 9/11, it is time again to take stock of our scholarship and reflect on our roles. I want to contribute to that stock-taking by saying how the experience affected what I have been doing in the five domains, not mutually exclusive, in which I live as a sociologist: email; professional conferences; journals; textbooks; and teaching.

**Email:** I learned of the initial September 11th attack while sitting at my computer checking the morning’s email and listening to a stream of jazz on Internet radio. NPR interrupted John Coltrane to report: an airplane had crashed into the WTC. Within hours, I created a subdirectory in my email inbox to divert and save the e-traffic dealing with this attack. Today I have 172 messages in that subdirectory.

Colleagues on the TEACHSOC electronic discussion list responded first and often. The early discussions wondered how to assist students frame the situation sociologically. Similar traffic flowed at West Point with resources generated to assist cadets to deal with the attack, personally and academically. The first general e-call for papers came on September 18; it was titled “The Psychology of Terrorism, Tragedy, Vengeance and Mourning” ([http://www.cliopsyche.com](http://www.cliopsyche.com)). The first Gallup Poll questions appeared on October 2nd ([http://www.gallup.com/tuesdaybriefing.asp](http://www.gallup.com/tuesdaybriefing.asp)).

By mid-October the emails turned away from concerns for students to focus on sharing newspaper articles and other reports about the hysteria surrounding anthrax, academic “witch hunts,” and Osama Bin-Laden humor. On November 2nd, I received a useful link to the Social Science Research Council webpage of links about 9/11 ([http://www.ssrc.org/sept11/](http://www.ssrc.org/sept11/)), which can be accessed through the section’s website ([http://www.la.utexas.edu/research/pwasa/index.htm](http://www.la.utexas.edu/research/pwasa/index.htm)). Among the many thoughtful and insightful articles are a number by sociologists. Other articles by academics and journalists began to arrive about this time. Douglas Kellner, for instance, posted an article about blowback on his website titled” September 11, Terrorism, and Blowbacks” (available at: [http://www.publiceye.org/frontpage/911/d-kellner-911.htm](http://www.publiceye.org/frontpage/911/d-kellner-911.htm)).

By November my email related to 9/11 had dwindled to about 5-10 a month. They are now a mix-bag of responses from colleagues and students, news articles, and weekly reports from the Gallup Poll. I received my first general e-call for contributors to a teaching resource from the editors of Prentice Hall. They were putting together an interdisciplinary print supplement and a Website called “September 11th and Beyond: PH Authors Speak Out.”
We can do better linking important and thoughtful sociological reflections on 9/11 to our website. Send links you find valuable to Lee Smithey, so he can add them to our website. This will draw sociologists, other academicians, journalists, and students to our website and increase their knowledge of the research we perform. We also have a listserv, which can be accessed via our section website, to facilitate discussion of these issues.

**Professional Conferences:** I’ve attended two major conferences since September 11th. The Biennial Conference of the Inter-University Seminar on Armed Forces and Society in Baltimore, MD was in October 2001. Obviously, there were no papers directly related to 9/11; however, every session I attended involved some discussions about the impact, fall-out and aftermath of 9/11 on research and teaching. Some scholars felt their work needed reexamination in light of 9/11.

At the Eastern Sociological Society meetings in Boston, six sessions on “The Sociology of 9/11” included 24 presentations. The papers, mostly works in progress, were diverse. But, of the 28 single and multi-authored presentations, only one was by a current PW&SC section member (Kim, 2002). I suspect more calls for sessions will emerge in the coming months and years examining 9/11 in the context of peace, war, the military, and social conflicts. Sessions are scheduled at the 2002 ASA and SSSP meetings in Chicago. We should be better represented on these panels and our section should tap this interest through sponsorship and co-sponsorship of sessions related to 9/11 and its aftermath.

**Journals:** Clearly, it is too early for the major sociology journals to be publishing articles related to 9/11, but I doubt that a plethora of studies will be undertaken in the next year or two. War and peace have not been major areas of concern among sociologists in the U.S. or Europe (Garnett, 1988; Kurtz, 1992).

Nevertheless, we can clearly influence the discipline, policy, and public discourse through contributions to our specialty journals. It is here that we best address the issues of war, peace, military institutions, and social conflicts (Ender1999). For example, key descriptors of journal articles (N=650) in *Armed Forces & Society* (http://www.bsos.umd.edu/ius/journal.html) appearing between 1974-1998 include “military,” “peace,” “war,” and “armed forces.” Similar topics are covered in the *Journal of Peace Research* (http://www.prio.no). Other important journals of interest to us include the *Journal of Political and Military Sociology* (http://www.jpms.niu.edu/), the on-line *Journal of Peace Research and Conflict Resolution* (http://trinstitute.org/ijpcr/); as well as *Peace Review, Peace and Change*, and the *Journal of Conflict Resolution* (links at: http://www.la.utexas.edu/research/pwasa/journals/journals.htm). We should highlight the utility of the research reported in our specialty journals for clarifying issues that affect social policy and for identifying possibilities for social reform.

**Textbooks:** When the section was first formed, Boulding et al (1974) were “fired-up” about the prospects for preparing a handbook on teaching the Sociology of World Conflicts. Yet, the
results have not met initial expectations. Assembled resources about peace, war, and military institutions have enriched special electives taught around the country (see McDougall, Ender, and Raisz, 1998), but they have not been well represented in introductory sociology textbooks (Ender and Jones, 2002) or in social problems textbooks (Nusbaumer, Kelley, and DiLorio, 1989). Teaching is the dominant form through which we practice sociology. We should better inform writers of textbooks of our specialties. I predict that with each new introductory sociology textbook that emerges in 2003 there will be large, bold photographs of an airplane crashing into the WTC and U.S. troops engaged in military operations in Afghanistan (probably the requisite female-in-full-battle-dress-uniform). Will the accompanying captions and text assist the student in framing the event in ways informed by our research?

Teaching: I observed my introductory sociology students this past fall finding and making room in their papers to write something where they could apply sociology to 9/11. They genuinely impressed me in their Spartan effort to reach beyond the material to think, for example, how the role of understanding culture played into resolving international conflicts. We need teaching resources to assist them. Please submit you contributions to the editors of the next addition of the Teaching the Sociology of Peace and War.

Sadly, the experience of war has served as a catalyst for section growth and development. Enmeshed within the fog of war, we emerge in the clearing a better section. This is our tradition. And now, we should be especially attentive to meet the needs of our students, who will carry the tradition on to the next generation.

References
The Section facilitates the work of its members in several ways. First, Section meetings bring together sociologists working in related, but too-often separate, traditions and subject areas related to peace, war, and social conflict. Second, the Section assists in the development of new courses and innovative approaches to teaching by facilitating exchange of curricular materials. Third, the Section encourages publication in the field. These objectives are pursued through organized meetings and conferences, publications, electronic communication, and other means deemed appropriate by the Council of the Section.

**Officers of the Section.** The officers of the Section shall be a Chair, a Chair-Elect, and a Secretary-Treasurer. The Chair-Elect will automatically become Chair in the year following his or her office as Chair-Elect. The Secretary-Treasurer shall be elected for a period of three years. There shall be a Council, with six members, each serving for three years, with two council seats being vacated and filled each year. The Chair, Chair-Elect, the immediate Past-Chair, and the Secretary-Treasurer shall also serve as members of the Council, with the Chair acting as Chair of the Council.

Attempts shall be made to represent the varied scholarly interests of Section members among the officers and members of Council. The Chair shall rotate among the different areas of interest in the Section.

**Powers of the Officers.** The Council shall be vested in principle with the power to carry out all necessary operations for the Section, acting as representatives for the membership of
the Section. Any action of the Section, including changes in the By-laws, may be brought to a vote of the Section by the Council, by a petition of 10 percent of the members of the Section, or by 25 members of the Section, whichever is less. Questions that are interpreted by the Council to be matters of new program development or policy shall be brought before the membership for discussion (at meetings, in the newsletter, on the website, and/or on the listserv).

**Elections and Voting.** The elections of the Section shall be carried out in cooperation with the American Sociological Association, according to its rules, and coordinated to its schedule.

**Committee on Nominations.** There shall be a Committee on Nominations, appointed each year by the Chair with recommendations and approval of the Council. This is accomplished when the Council convenes at the annual meetings of the American Sociological Association. The membership of the Nominations Committee shall be non-overlapping from year to year and shall consist of at least five members. Two candidates shall be presented for each office by the Committee on Nominations.

**Membership Committee.** A Membership Committee shall have the task of trying to maintain current Section members and recruit new members whose scholarly interests relate to the sociology of peace, war, military institutions, and/or social conflict. The Membership Committee shall be appointed by the Chair with the approval of the Council.

**Elise Boulding Student Paper Award.** The Section shall give a student paper award named in honor of Elise Boulding to recognize her contributions to the study of peace and her role as a founding member of the Section. Submissions are solicited from students (who do not need to be Section members to be eligible). An Elise Boulding Student Paper Award Committee of at least three Section members shall be appointed by the Chair with the approval of the Council. The term of office on the Committee shall be one year (though the same members may serve a second year). This Committee shall read the submitted papers to determine whether to give an award that year. There shall usually be a maximum of one award each year, though there is the possibility of an honorable mention and, in the event that the quality of the submissions warrant, there can be separate undergraduate student and graduate student paper awards.

**Robin Williams Award for Distinguished Contributions to Scholarship, Teaching, and Service.** The section shall give an Award for Distinguished Contributions to Scholarship, Teaching, and Service named to honor Robin Williams to recognize his contributions to the study of social conflict, conflict resolution, and war and his role as a founding member of the Sections. This award shall honor a Section member who has had an outstanding scholarly career in the study of peace, war, genocide, military institutions, or social conflict, has made important contributions to teaching the sociology of peace, war, and social conflict, and/or has given outstanding service to the A.S.A. Section on Peace, War, and Social Conflict. Nominations shall be solicited from Section members.
The choice of award recipient shall be made by a committee consisting of the Section Chair (who shall chair the committee), the Chair-Elect, and the immediate Past-Chair.

**Other Committees** shall be appointed by the Chair with the approval of the Council on an ad hoc basis.

**Membership:** The membership of the Section shall be drawn from members of the American Sociological Association who pay their dues.

**Dues:** The Council of the American Sociological Association shall from time to time determine the base dues for membership in the Section. Additional dues may be recommended by the Section Council and shall take effect if approved by written ballot of the members of the Section.

**Election Results Are In**

The election results are in. Meyer Kestnbaum, Assistant Professor of Sociology at the University of Maryland is our new chair-elect. The new council members are Levon Chorbajian, Professor of Sociology at University of Massachusetts, Lowell and Morten G. Ender, Associate Professor of Sociology at the United States Military Academy. Our congratulations go to these three, all of whom we may expect to see in action at Chicago.

Also on the ballot was our referendum over the by-laws. The question was whether to approve wholesale revisions to the by-laws. Apparently a great many of us thought the update was required. Michael Murphy from the ASA office reports: “Members voted overwhelming FOR the proposed changes to the bylaws.” This is good news. The new by-laws go into effect immediately and a “clean” copy of the by-laws is reprinted elsewhere in this newsletter for your reference. A copy will also be posted on the website.

Finally, our thanks to all those who agreed to run for section office and to the members of the nominating committee—chaired by John Crist—who recruited them. All of us are busy and can provide good reasons why we should not agree to take on the work of running of the section. Those who do the committee work or run for office, along with those who win the elections, help produce the public goods on which we all rely. The section could not thrive without contributions from them all.

Section Paper Sessions at the ASA

Mark your calendar to attend the Section’s paper sessions, all of which will be held on June 16, 2002 at the meetings in Chicago. Check your session listings for the exact time and place. And don’t forget, the Section business meeting (to be held immediately after the round table session). Here is a preliminary listing of the papers to be presented.

Session I: Changing Military and Political Cultures
*Doris Briley Durand, Gary A. Adams, Lotita Burrell and Carl Andrew Castro.*

Wives’ Perceptions of the Inter-Role Conflict Experienced by Their Spouses in the Roles of Soldier and Family Man
*Juanita M. Firestone, Kirby Bowling, and Richard J. Harris.*
Organizational Climate and Responses to DoD “Don’t Ask, Don’t Tell, Don’t Pursue” Policy Survey
Carlos Zeisel.
Violence in El Salvador after the Peace Accords: Political or Societal?
Alan Emery.
Illegitimate State Repression and Oppositional Politics: How White South African Military Strategy Undermined the Goal of Maintaining Racial Separation

Session II: Theories of Humanitarian Crisis and Response
Laura Miller.
Humanitarian Acts Initiated by American Peacekeepers
Anne Holohan.
Webs Not Walls in Crisis Management: Cooperation and Coordination in Kosovo
James Burk and Patricia G. Burk.
The Duty To Intervene: Perfect, Imperfect or Past Imperfect
Lester R. Kurtz and Rennison Lalgee.
Gandhi and the War on Terrorism

Session III: Referred Roundtables
Table 1. Military and Conflict in Russia
John Gullick.
Geopolitical Conflict over the Extraction of Natural Resources in the Russian Far East
Alex Bierman.
The Role of Religion in Coping with Military Downsizing: The Case of Russian Army Officers’ Wives

Table 2. Conflict Resolution
Lynn Woehrle.
From Peaceable Classroom to District-Wide Conflict Resolution Education
Tanya Goodman.

Transformative Moments in the South African Truth & Reconciliation Commission
Table 3. Human Rights and Responsibilities
Bryan Turner and Thomas Cushman.
Sociology and Human Rights
Table 4. Identities, Violence and Political Regimes
Curtis Askew.
Racing Military Service: Military Exclusion and Citizenship in America
Nachman Ben-Yehuda.
Religious Violence and the Way to a Theocracy

Calls For Papers

The International Journal of Human Rights (CASS) is in its 6th year of publication. It is an inter-disciplinary journal that publishes research-based articles on human rights (broadly defined). In addition, we runs review articles, commentaries and forums (or debates). Recent contributors include: Ken Booth; Chris Brown; Jack Donnelly; Richard Falk; Colin Gray; Marianne Hanson; Eric Herring; Caroline Kennedy-Pipe; Hugo Slim; William Rubenstein; Nicholas J. Wheeler.

We are looking to solicit pieces in each of the categories noted above. Contact details of the editorial team are cited below. Please forward this message to anyone who might be interested. Further contact details: Editor (research article submissions) Frank Barnaby frank@barnabyc.fsnet.co.uk (tel 0044 (0)12 64 860 423) Brandreth Station Rd, Chilbolton, Stockbridge Hants SO20 6AW, UK. Associate Editors
Announcements

The United States Institute of Peace announces its topics for the Fall 2002 Solicited Grant Competition.

**Solicitation A: Religion, Conflict and Peacebuilding**

The interconnections between religion, conflict and peace are as complex as they are varied. The Institute invites proposals for research, training, education and pilot projects that promise to advance the understanding of the role of religion in conflict and peace, enhance faith-based peacemaking initiatives, and explore new approaches to peacemaking in conflicts with religious dimensions. The Institute will not consider support for activities that seek to promote religious belief or observance.

**Solicitation B: Democratic Governance and the Role of the Military**

The relationship between military and civilian governments and society at large is a particularly challenging one in states with legacies of military control over politics. States with leaderships that are dominated by the military, as well as those that are making the transition to civilian government, are vulnerable to questions of accountability, transitional justice, power sharing and democratization. Conversely, in weak states without a viable military structure, paramilitary and private armies are on the increase, bringing a new set of threats and challenges to democratic governance.

The grant period for most Solicited Grants is one to two years. Most awards fall in the range of $25,000 to $45,000, although somewhat smaller and larger grants are also awarded. The closing date for receipt of applications is October 1, 2002. For details and applications materials visit [www.usip.org/grants.html](http://www.usip.org/grants.html) or call (202) 429-3842.

**Fulbright New Century Scholars**

The competition is now open for the Fulbright New Century Scholars (NCS) Program, a new initiative for multidisciplinary research collaboration. For the academic year 2002-2003, the research focus is on Addressing Sectarian, Ethnic and Cultural Conflict within and across National Borders.

NCS provides a unique research opportunity for 25-30 scholars from the US and abroad to pursue individual research objectives as well as to engage in ongoing collaboration and interaction focusing on the NCS research theme. NCS Fellows will not only undertake a 3-6 month international research visit during the program year but will also come together for a pre-program orientation and goal setting session, a mid-term meeting, and a final plenary seminar. Benefits include individual awards in the amount of $41,500 plus travel and per diem to cover participation in program seminars and meetings. Deadline for receipt of applications is October 1, 2002. Program details and application materials are available on [http://www.iie.org/cies/NCS/](http://www.iie.org/cies/NCS/).
USIP Fellowships

The United States Institute of Peace invites applications for the 2003-2004 Senior Fellowship competition in the Jennings Randolph Program for International Peace. The United States Institute of Peace is an independent, nonpartisan institution created by Congress to strengthen the nation's capacity to promote the peaceful resolution of international conflict. Fellowships are awarded annually to scholars and practitioners from a variety of professions, including college and university faculty, journalists, diplomats, writers, educators, military officers, international negotiators and lawyers. The Institute funds projects related to preventive diplomacy, ethnic and regional conflicts, peacekeeping and peace operations, peace settlements, post-conflict reconstruction and reconciliation, democratization and the rule of law, cross-cultural negotiations, nonviolent social movements, U.S. foreign policy in the 21st century, and related topics. Fellows reside at the Institute for a period of up to ten months to conduct research on their projects, consult with staff, and contribute to the ongoing work of the Institute. Projects which demonstrate relevance to current policy debates will be highly competitive. The fellowship award includes a stipend, an office with computer and voicemail, and a part-time research assistant. The competition is open to citizens of all nations. Women and minorities are especially encouraged to apply. All application materials must be received in our offices by September 16, 2002.

For more information and an application form, please visit the Institute’s website at <www.usip.org>, or contact the Jennings Randolph Program, U.S. Institute of Peace, 1200 17th Street, NW, Suite 200, Washington, DC 20036-3011, USA, phone: 202.429.3886, fax: 202.429.6063, e-mail: jrprogram@usip.org.

The United States Institute of Peace invites applications for the 2003-2004 Peace Scholar dissertation fellowship competition of the Jennings Randolph Program for International Peace. The United States Institute of Peace is an independent, nonpartisan institution created by Congress to strengthen the nation's capacity to promote the peaceful resolution of international conflict. The Peace Scholar program supports doctoral dissertations that explore the sources and nature of international conflict, and strategies to prevent or end conflict and to sustain peace. Dissertations from a broad range of disciplines and interdisciplinary fields are eligible. Peace Scholars work at their universities or appropriate field research sites. Priority will be given to projects that contribute knowledge relevant to the formulation of policy on international peace and conflict issues. Citizens of all countries are eligible, but must be enrolled in an accredited college or university in the United States. Applicants must have completed all requirements for the degree except the dissertation by the commencement of the award (September 1, 2003). The dissertation fellowship award is $17,000 for one year and may be used to support writing or field research. All application materials must be received in our offices by November 1, 2002.

For more information and an application form, please visit the Institute's website at <www.usip.org>, or contact the
Curriculum Guide Call for Submissions

We invite submissions for the third edition of this curriculum guide, to be published by the Teaching Resource Center, American Sociological Association. The 2nd edition, published in 1998, was well received by social scientists in a variety of fields. A revision of the previous edition is urgently needed, in light of the events of September 11, 2001. We welcome submissions from sociologists in diverse fields, who do not need to be members of the section on Peace, War and Social Conflicts.

The third edition of the curriculum guide will consist of three sections: I. Syllabi and other instructional materials; II. Essays on best practices for teaching; III. Bibliographies and lists of websites. Details on these sections follow.

I. Syllabi, assignments, handouts and other instructional materials. While the following list is not exhaustive, we particularly invite contributions on these topics.
  * Courses that survey peace, war, military institutions, or social conflict.
  * Geographic areas where there is serious conflict, e.g. the Middle East, Central Asia and South Asia
  * Terrorism
  * Forms of structural violence, e.g. conflicts based in social inequality and environmental degradation
  * Analyses of policies, e.g. on law enforcement, the military-industrial complex, weapons, or weapons systems
  * The military as a social institution (e.g. inequalities in the military)
  * Peace movements and allied movements (e.g. civil rights, feminism, environmentalism)
  * Constructive alternatives to violent conflict (e.g. non-violent protest, conflict resolution).

Where syllabi/course materials are posted on-line, we will also accept links to relevant websites.

IT IS IMPORTANT THAT EACH SUBMISSION BE PRECEDED BY A BRIEF DESCRIPTION OF THE CONTEXT OF THE COURSE, E.G. TYPE AND SIZE OF SCHOOL, SIZE OF THE CLASS, AND LEVEL OF THE COURSE (FRESHMAN, SENIOR ETC.) Here is an example: "Portland (OR) State University has 16,000 students. Completion of the capstone course is required of all undergraduates. Our two Sociology 410 "Community Service Through Facilitating Focus Groups" courses fulfilled the capstone requirement, and consisted primarily of seniors. One overarching course goal of was to demonstrate that a service-learning course could serve as an excellent vehicle for teaching research methods."

II. Essays on best practice. We would particularly welcome essays on:
  * The impact on pedagogy of the attacks of September 11, 2001
  * Relationships between violence and war on the one hand, and social injustice and/or environmental damage on the other
  * Field research and/or service-learning assignments
* Incorporating discussion of peace, war and social conflict into courses whose primary topic is something else, e.g. introductory sociology, or courses on deviance, the life course, medical sociology, etc.

We give precedence to (a) previously unpublished work, (b) short essays (of 7 pages or less), (c) discussions of what has already been found to be effective in the classroom.

III. Bibliographies and lists of websites. These are not mutually exclusive categories. We give precedence to contributions that are short, i.e. 3 pages or less. Where websites are included, please (a) focus on sites that are long-lived, (b) indicate if necessary the organization hosting a site, and/or whether the organization is an advocacy one.

Deadline for submissions: December 10, 2002. Submission format. Please send BOTH a hard copy AND a 3.5 inch diskette or e-mail attachment. Send in Microsoft Word format, readable for an IBM computer. Materials are expected to be already checked for spelling and grammar. Margins should be one inch, top and bottom, left and right. Keep in mind that these margins are needed for two-sided copying and biding. Accepted materials may require editorial modification. Single-spacing preferred for syllabi/course materials and bibliographies, double-spacing for essays. Use double-spacing between paragraphs, and between sections and sub-sections.

Please send specific materials to the following:

Section I: Syllabi and other course materials:
John MacDougall, Ph.D
Dept. of Regional Economic & Social Development
500E O'Leary Library, 61 Wilder St.
University of Massachusetts
Lowell MA 01854
USA. 978.934.4303 (work), 978.934.4028 John_MacDougall@uml.edu

Section II-III: Essays, bibliographies/websites
Morten G. Ender, Ph.D
Dept. of Behavioral Sciences and Leadership, Thayer Hall, Room 282E
United States Military Academy
West Point NY 10996 USA
845.938.5638(w) 845.938.2236 (fax) morten-ender@usma.edu
Sociology and Human Rights: Fostering Closer Connections

Thomas Cushman
Wellesley College

In March of this year, Taylor and Francis published the first issue of The Journal of Human Rights. I am the founder and editor of the journal. My aim as editor is to foster interdisciplinary research and dialogue about all aspects of human rights. What is notable about this new journal, however, is that many sociologists are involved in the effort. Traditionally, sociologists have not been as active as political scientists and anthropologists in the study of human rights. Indeed, in the APSA and the AAA, there are organized sections on human rights in which scholars attempt to apply the insights and perspectives of their disciplines to the study of various issues in human rights.

In my opinion, there is no inherent reason why sociological perspectives should be distant from study of human rights. Conflict, inequality, violence, and a host of other topics which are central to sociology and central to the study of human rights as well. Over the last ten years, the discourse of human rights has emerged as a central component of global political culture. Those in our sister disciplines are bringing the insights of their disciplines to the understanding of human rights, but sociologists remain strangely distant from important global conversations on human rights topics. One of my aims as editor of The Journal of Human Rights is to foster sociological work on human rights. I see this work as fundamentally compatible with the goals and interests of the Section on Peace, War, and Social Conflict and the Section is a logical place to ground efforts to foster sociological work in this area.

During the ASA meetings in Chicago this summer, Bryan S. Turner of the University of Cambridge and I will offer a presentation on the relationship between sociology and human rights. Bryan’s path-breaking work illuminates many connections between sociology and human rights and, together, we will try to outline a program for research and theory on human rights issues. We feel that the membership of the Section is the best place to start, and hope that members of the section will join us for lively discussion in Chicago on the topic of “Sociology and Human Rights.”

ASA CALENDER
16 August 2002

7:15 Section Council Meeting
8:30 Paper Session: The Military
10:30 Section Session: Changing Military & Political Cultures
2:30 Section Roundtables
3:30 Section Business Meeting
4:30 Section Session: Theories of Humanitarian Crisis & Response
6:30 Section Reception
Join the Peace, War, & Social Conflict Section of the American Sociological Association

Our members are interested diverse areas, including:
♦ the dynamics of war
♦ peace movements
♦ refugees
♦ the causes of genocide
♦ conflict resolution
♦ nonviolence
♦ military institutions
♦ nongovernmental organizations

If you are a member of the ASA, simply fill out this form, include your section dues and mail it to ASA headquarters. If you are not an ASA member, you can use this form to get more information about the American Sociological Association and the section on Peace, War, & Social Conflict.

Mail to: American Sociological Association, 1307 New York Avenue NW, Suite 700 Washington, D.C. 20005-4701

From: ____________________________________________________________
___________________________________________________________

[ ] I am an ASA member and want to join the section on Peace, War, & Social Conflict. Enclosed is a check for $12 for section dues.

[ ] I am a student member of ASA and enclosed is a check for $7.

[ ] I am not a member of ASA, but am interested in joining. Please send me information about membership in both the ASA and the Peace, War, & Social Conflict section.

For more information, contact:
James Burk, Chair, JSBURK@TAMU.EDU, or
Morten Ender, Membership Chair, M2643@TROTTER.USMA.EDU.