

2010

Become the Change Newsletter for Spring/ Summer 2010

Center for Nonviolence and Peace Studies

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Professor Collyer talking with Dr. David M. Dooley at Dr. David M. Dooley Inaugural Research and Scholarship Poster Presentation April 7, 2010. Professor Patricia Morokoff listens in.

Nonviolence Training Increases Sensitivity to Violence

-By Professor Charles Collyer

Nonviolence training includes the idea that conflict may occur at different levels of intensity, from normal debate and discussion, to the pervasive emotionality of escalation, to overt fighting between the parties to the conflict. (This idea is found in the "Levels of Conflict" module of Kingian Nonviolence training.)

It also includes the idea that nonviolence addresses not only external physical violence but also internal violence of the spirit. (These are Dr. King's words; they come from one of his principles of nonviolence.)

Considering these ideas, it is not surprising that many people who have gone through nonviolence training have reported that the meaning of "violence" was clarified for them, and actually changed. They typically describe an expansion of what violence means, to include psychological and other nonphysical forms of intentional harm, as well as physical harm.

To a psychologist, this change looks like an increase in awareness, or sensitivity, to violence - the opposite of "desensitization," which has been more often studied in the research literature.

A few years ago, we began to look for practical ways to measure sensitivity to violence. We have now done several studies in which sensitivity is measured using rating scales in which different violent behaviors are judged as being more or less severely violent. The full content of the research poster, summarizing these studies is shown on pages 4-5.

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New Center Intern Gwenaelle Szelka

-Laura Dussault

Maybe you have been hearing some French being spoken at the Center these days? If so, that's because the Center staff added our first international intern Gwenaelle Szelka from France for the spring semester and Summer 2010. She is doing her research articulating nonviolence and sports with youths at risk. Gwen has been collaborating with the Center for the International Nonviolence Summer Institute 2010 and she is also involved in a program in violence prevention in Central Falls, as well as some nonviolence trainings in Newport.

“WARS ARE POOR CHISELS FOR CARVING OUT PEACEFUL TOMORROWS.”
 -MARTIN LUTHER KING JR.

From the Director's Desk . . .

Another academic year has flown by, leaving us only a few short weeks for final planning and preparations for our 9th annual International Nonviolence Summer Institute in July. The Center continues to thrive, with increasing student involvement, new course developments, a busy off campus training schedule, national meeting presentations, two grant funded school projects, guests and distinguished visitors, emerging international partnerships for teaching and research, web and social media upgrades – in fact there is so much news, I am out of space to tell you about it. So read more in this issue of our newsletter.

- Paul Bueno de Mesquita

PSY478: Nonviolence Course Prepares Students for Campus Leadership

Spring semester saw 26 students from various majors complete an interdisciplinary course in nonviolence based on the principles and practices of Dr. Martin Luther King, Jr. The course was offered in response to the URI **Stop the Hate** campaign last fall. Students learned to analyze types and levels of conflict, and studied historical examples of how nonviolent strategies and direct action have led to significant political and social change. Students demonstrating mastery of content and workshop facilitation skills earned Level I certification as nonviolence trainers. These URI trainers will be busy next year working with student organizations and residence halls to help build a positive URI campus community for all.



Students Celebrate Completion of Training
 RJ Raskin, Paul BdeM, Michaela Cashman, Jon Vose, Ryan Alexander, Laura Dussault, David Nelson, Cortney Sheehan, Stephen Yang, Cortney Hall, front: Karina Luna and Christina Connelly.

Nepal Nonviolent Activist Visits URI

By Laura Dussault

Prakash Bhattarai, noted Nepali nonviolence activist, recently visited our Center and URI campus to explain how nonviolence strategies led to peaceful political change and an end to monarchy rule in Nepal in 2006. Prakash spoke at the Multicultural Center to a full room of interested students, faculty staff and community members. Before visiting URI, Prakash had just completed his graduate degree in International Peace Studies, from the Kroc Institute for International Peace Studies at the University of Notre Dame. He formerly worked for a human rights organization and monitored human rights violations in his home country of Nepal.

Prakash co-founded an organization focused on youth participation in human rights, democracy, and political affairs.

Prakash talked about the political and social context surrounding the People’s Nonviolent struggles in his home country of Nepal. Specifically, he discussed the 1950 Democracy movement, the 1990 People’s Movement, with special emphasis on the 2006 People’s Movement and the role of youth. He shared his personal motivations and experiences involving social and political activism in Nepal. While at URI Prakash also engaged in planning discussions to lay the groundwork for establishing a partnership between the URI Center and his organization in Nepal. Such collaboration will promote student and faculty exchanges, joint research, and forge an international relationship with URI for peace.



S.N.I.C. Busy Spreading Peace on Campus

By Michaela Cashman

It’s safe to say that the Student Nonviolence Involvement Committee is bringing peace back in style at URI. With a little laughter and a lot of determination, SNIC was really able to step up to the plate and get active on campus. Spring Semester 2010 was our most successful term yet, regarding both strong membership and programming. SNIC was well represented at the Student Leadership Conference at URI this year, and is now an integral part of I AM U, URI, a unity in diversity network on campus. We had our first Relay for Life team, and raised over \$800 for the American Cancer Society. SNIC participated in other campus events, like the Culture Fair and Earth Day on the quad. With David’s artistic flair we constructed a 7’x5’ “face in hole” of a college student riding Rhody Ram. Our biggest accomplishment of the semester was the documentary premier of “Little Town of Bethlehem”. Director Jim Hanon of Ethnographic Media came to the University in April to premier his Israeli-Palestinian Conflict documentary to the open public. SNIC was able to rally 50 students to the event who promptly engaged in dialogue after the film. So what’s next for SNIC? September 21st marks International Day of Peace, and we have a couple tricks up our sleeve for the big day. We hope that everyone enjoys their summer season and we look forward to coming back in the fall to take peace by full force.

Center Represents URI at National Summit on Interpersonal Violence and Abuse Across the Lifespan: Forging a Shared Agenda

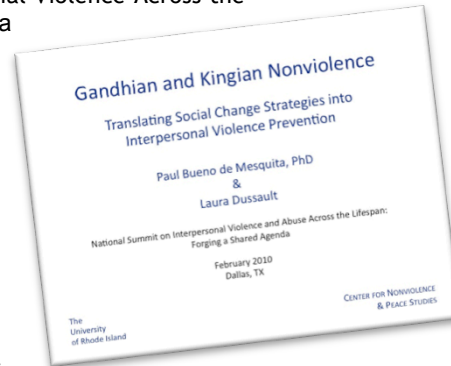
By Paul Bueno de Mesquita and Laura Dussault

Last spring semester, we submitted a paper that was accepted for presentation at a national summit meeting in Dallas, TX sponsored by the National Partnership to End Interpersonal Violence Across the Lifespan (NPEIV) and the Institute on Violence, Abuse and Trauma (IVAT). We were invited to participate as members of a symposium panel focused on *Unique & Integrated Approaches to Violence Prevention*. Our presentation was titled ***Gandhian and Kingian Nonviolence: Translating Social Change Strategies Into Interpersonal Violence Prevention***. Our presentation was well attended by a number of professionals and researchers working in the field of family violence prevention. Here is a brief summary:

Despite a number of social and psychological interventions designed to address the problems of interpersonal violence, the incidence and prevalence of physical and social aggression continue to increase at all levels of society. Current approaches to violence prevention have been predominantly empirically driven in an attempt to meet evidence-based criteria, with little or no attention given to the important theoretical role that nonviolence philosophies might play as a basis for integrating theory research and practice. Results of education and training programs conducted through the Center for Nonviolence and Peace Studies at the University of Rhode Island suggests the potential power of adopting a nonviolence philosophical perspective as the basis for effective interpersonal transformation.

We reviewed the professional and research literature in preparing for our talk and we found there was a paucity of articles in peer reviewed journals that focused on nonviolence concepts as applied to problems of family and domestic violence. We therefore focused our paper on family violence as a specific context of interpersonal violence and to explore ways in which Gandhian and Kingian strategies for nonviolent social change can be applied as a possible therapeutic antidote to violence. We presented key principles and practices of nonviolence conflict reconciliation as a framework for violence prevention and intervention efforts that target individuals involved in family violence. We concluded with recommendations for translating nonviolence social change strategies into a more integrative approach to solving problems of interpersonal violence.

Laura did a great job at her first ever presentation at a national level meeting. Her knowledge of nonviolence combined with her work in the field of domestic violence was an important part of our presentation. Personally Laura gained a lot of knowledge and made several contacts at the Summit that will help her in her future efforts. For example, she met Linda Hunter from the Texas Association Against Sexual Assault who envisions creating communities where interpersonal violence is an exception. Linda believes that if you can view this as a possibility then it will be more likely to become a reality (she quoted the president and CEO of Blue Shield of California Foundation as saying, “we need to imagine and tell the story of what “violence-free” looks like.”). Also there was Erin Simile who talked about coaching families to Speak, Listen and Cooperate without the need for power and control. Noted researcher, Daniel O’Leary met us at the Poster Session and became so interested in our topic that he attended the symposium to learn more. The next day at the Plenary Session Laura met Melba Vasquez, who spoke about interpersonal violence interventions, and prevention expert Ken Dodge, who gave a great presentation on the use of words to describe violence like ‘Predator’ and how policies to prevent violence have not been effective. The film *Private Violence*, a documentary on the Women’s Rights Movement was previewed. On the last day at lunch, Laura ended up sitting with Dr. Christopher Kilmartin, an internationally-recognized expert on gender and violence prevention, who is also a college professor, author, stand-up comedian, actor, playwright, consultant and professional psychologist. Dr. Kilmartin gave Laura a copy of his book and later sent a DVD of one of his performances. As a result, he might possibly be on campus to perform at Diversity Week at URI in October. So stay tuned!



Center Grant Activity

By Laura Dussault

The Center developed and submitted three grants proposals this year. First, in collaboration with Cultural Connections, the Center was selected as the training partner for the exciting *Raise Your Voice* project in Providence high schools, using humanities to teach nonviolence. The project was popular with teachers and students, and enormously successful. This effort led to a second proposal, to expand the approach, combining nonviolence and humanities-based education to teach civics and democracy called the Gandhi-King Teacher Institute. Successfully funded by the Rhode Island Council for the Humanities, the institute was held in July and English and Civics teachers from several high schools around the state participated in the three-day professional development program. Third, we also applied for a grant from New Roots Providence to help the Center develop organizational sustainability. Though not funded, the proposal preparation process was helpful in documenting a historical record of the Center, identifying the current and future needs of the Center, and considering strategies for future grant proposals.

“Peace is not merely a distant goal that we seek, but a means by which we arrive at that goal.” –Martin Luther King Jr.

Sensitivity to Violence

Charles E. Collyer and Jenlyn Furey

Department of Psychology & Center for Nonviolence and Peace Studies

Collaborators: Farhad Atash¹, Amethyst Brell, Paul Bueno de Mesquita¹, Jonathan Corey², Donald Cunnigen¹, Justine Egan¹, Patricia Gallagher³, Frank J. Gallo⁴, Kathryn Johnson¹, Dustin Jordan², Valerie Maier Speredelozzi¹, Talia McCray⁵, Jessie Melisi, Jenna Moschetto¹, Aviva Moster¹, Linda Palazzo¹, Jyh Hone Wang¹, Ardith Wood¹

Definition and Preview

Sensitivity to violence is a person’s tendency to perceive the violence around him or her. In our research, this tendency is measured by asking people to rate the intensity or severity of given examples of violence.

Thus, one person, asked to rate the severity of violence of “bullying” on a scale from 1 to 10, might give it an 8. Another person might give bullying a 5. Other things being equal, we would say that the first person was more sensitive.

We have found in several studies that this type of rating data exhibits orderly, informative patterns relating to the relative perceived severity of many behaviors, individual differences in sensitivity, and the impact of nonviolence training on violence cognition. New theory and applications are being developed in the areas of emotional adaptation, nonviolence education, police behavior, bullying, elementary and secondary students’ perceptions of danger and safety, and aggressive driving.

Bridging Academic Research With Traditions of Nonviolent Social Change

We use well-established research tools from the behavioral sciences to address questions raised by Gandhi and King, and other leaders outside the academic world who have sought ways to solve problems nonviolently.

For example, both King and academic psychologists include what he called “internal violence of the spirit” (nonphysical violence) in the concept of violence. Bullying, domestic violence, and other forms of violence may be verbal, relational, and social as well as physical. The meaning of violence, and what it encompasses, is one aspect of violence cognition.

Four Types of Violence

Do people make a sharp distinction between physical and nonphysical violence? Yes and no. Factor analysis of our rating data suggests that people distinguish four main kinds of violence, two of them physical and two of them nonphysical. However, these types seem to fall along a continuum of violence severity ranging from murder at one end to gossip at the other.

More Severe Physical Violence e.g. Murder	Less Severe Physical Violence e.g. Fighting	More Severe Nonphysical Violence e.g. Vandalism	Less Severe Nonphysical Violence e.g. gossip
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other.

Aggravation and Mitigation Effects

Can the perceived severity of a violent behavior be increased (aggravated) or decreased (mitigated) by additional information? Yes. It appears that simply asserting that a behavior had some justification decreases its rated severity, and so is sufficient for mitigation.

In the courtroom, juries make similar judgments about the seriousness of crimes and appropriate punishments. Understanding the conditions for mitigation and aggravation is applicable in this important context.

Emotional Adaptation

In a theoretical analysis, Wilson & Gilbert’s recent AREA (Attend, React, Explain, Adapt) stage model of emotional adaptation was shown to provide a framework for both desensitization to violence and our observed effect of nonviolence training on sensitivity to violence.

Police Use of Force

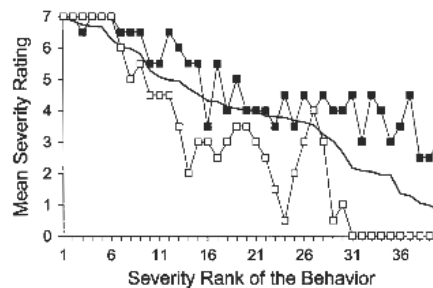
Dr. Frank Gallo has used ratings of “present danger” to analyze police perceptions of arrest and custody situations. His applications of sensitivity research have led to new police training and reporting procedures.

The rated severity of violence of a behavior is correlated with the amount of force a person says they would use in response to that behavior. Among police officers and police academy candidates this correlation is higher (+.80) than among college students (+.40). This may reflect a stronger tendency to meet force with proportional force

among members of law enforcement. The implications of this finding are being studied.

Relative Sensitivity to Violence

Average ratings of severity of violence decline gradually over the continuum from murder (Rank 1) to Gossip (Rank 40). An individual person’s data, however, might show relatively high sensitivity to violence (upper curve with filled data points) or low sensitivity (lower curve with open data points). This difference in sensitivity is typically broad-spectrum, seen across the whole continuum of behaviors.



A broad-spectrum view of violence cognition contrasts, to some extent, with studies and interventions targeted on specific behaviors such as bullying. Do anti-bullying programs influence more than bullying? Could bullying be reduced by targeting some other behaviors? The data suggest that these questions are worth exploring. As noted below, nonviolence training seems to be a promising way to affect many behaviors at the same time.

Self-Awareness of Sensitivity

Cluster analysis of ratings was used to divide a group of people into Violence Sensitive and Violence Tolerant subgroups. Would people classify themselves as Sensitive and Tolerant if asked to do so, in the same way as the cluster analysis? Yes, to a statistically significant extent. People are aware of their “standing” on the sensitive-tolerant dimension, although there is a bias toward describing oneself as “sensitive.”

How People Define Violence

It is ironic and tragic that conflict often arises over disagreements about the actual meaning of terms such as violence, abuse, threat, attack, and disrespect. Our research offers an empirical way to study differences in the meaning of violence for different kinds of people.

Do Violence Sensitive and Violence Tolerant people differ in how they define violence? Yes, they do. Violence Tolerant people tend to define violence solely in terms of physical harm; Violence Sensitive people tend to define violence explicitly in terms of either physical or nonphysical harm, or both.

Effect of Nonviolence Training on Sensitivity to Violence

We measured sensitivity to violence before and after nonviolence training, in two different studies. Sensitivity increased following the nonviolence training. The increase was broad-spectrum, meaning that sensitivity to all types of violence increased following training. This is consistent with the notion that as one result of training, the meaning of violence expands from physical harm only (King’s “external physical violence”) to include psychological and other nonphysical harm (King’s “internal violence of the spirit”).

Perceptions of Safety and Danger

As part of a collaborative Transportation Center project in Providence, perceptions of safety and danger were studied at an inner city high school. Areas of the city perceived to be dangerous or safe were mapped for both day and nighttime hours, and for both boys and girls. Sensitivity to violence among urban high school students was found to be quite low, which happens to accord with the stereotype that young people are desensitized to violence. The students' sensitivity increased somewhat following nonviolence classes, suggesting that the low sensitivity is reversible.

Self-Esteem

Some people have objected to nonviolence education in schools on the grounds that it will make students passive and lacking in life skills. However, this claim was not supported empirically. A study examined the self-esteem of fifth grade students receiving nonviolence education in comparison to a control group, finding no difference between the groups. Students receiving nonviolence education said that they felt more confident in their ability to solve problems after being trained in nonviolence.

Teaching Nonviolent Problem-Solving (ongoing)

Elementary school students in South Kingstown are participating in a curriculum development project, using art lessons based on six Kingian Nonviolence steps toward nonviolent problem solving.

Bullying (ongoing)

Elementary school students in two districts, Central Falls and West Warwick, are being surveyed on perceptions of bullying and sensitivity to violence. Does sensitivity predict bullying and/or victimhood?

Personal Histories (ongoing)

URI students are being surveyed on personal histories of violence and sensitivity to violence. Is there a relationship between self-reports of violent experiences and sensitivity to violence?

Aggressive Driving (beginning)

A newly acquired driving simulator in the Industrial and Systems Engineering Department will be used to study measures of aggressive driving in relation to sensitivity to violence. The first study will address tailgating, the number one cause of rear-end collisions in traffic.

Recent Papers and Presentations

Collyer, C. E. (2007). Disagreement about what is violent. Colloquium, URI, January 29, 2007.

Collyer, C. E. & Gallo, F. J. (2007). Severity ratings yield four types of violence and two clusters of people. Annual Meeting of the Association for Psychological Science, Washington DC, May 26, 2007.

Collyer, C. E. and Zepp, I. G., Jr. (2007). *Nonviolence: Origins and outcomes*. 2nd ed. Victoria BC: Trafford. ISBN 142510425-8.

Collyer, C. E., Gallo, F., Corey, J., Waters, D., & Boney-McCoy, S. (2007). Typology of violence derived from ratings of severity and provocation. *Perceptual and Motor Skills*, 104, 637-653.

Collyer, C. E. (2007). Making the history of nonviolence more available. *Peace and Conflict*, 13(3). 387-389.

McCray, T., Collyer, C. E., Atash, F., & Cunnigen, D. (2007). What do I consider safe?: Analyzing perceptions of violence by space, time, and type among teenagers in Providence, RI. Access to Destinations Conference, University of Minnesota, August 24, 2007; Transportation Research Conference, Amsterdam, The Netherlands, October 17, 2007.

Collyer, C. E. & Melisi, J. (2008). Sensitive and tolerant raters differ in their magnitude estimates of extremely violent behaviors. *Perceptual and Motor Skills*, 106, 759, 762.

Gallo, F. J., Collyer, C. E., & Gallagher, P. (2008). Prevalence of force by and against police in Rhode Island jurisdictions: Implications for use-of-force training and reporting. *Criminal Justice Review*, 33(4), 480-501.

Brell, A., Moster, A., Collyer, C. E., & Hill, M. (2009). Violence-sensitivity vs violence tolerance: Studying students' thoughts on violence. Annual meeting of the American Psychological Association, Toronto, August 2009.

DiCicco, B. & Collyer, C. E. (2009). Applying the AREA model to studies of violence, shame, and desensitization. Annual meeting of the American Psychological Association, Toronto, August 2009.

Furey, J. & Collyer, C. E. (2010). Nonviolence education and fifth graders' self esteem: An exploratory study. National Association of School Psychologists, Chicago, March 2010.

Collyer, C. E., Johnson, K., Bueno de Mesquita, P., & Palazzo, L. (2010). Sensitivity

**RAISE YOUR VOICE-
Examining Culture, Clash, Community & Change**

By Laura Dussault

The Center partnered with *Raise Your Voice*. Risa Gilpin and Dorothy Bocian head the project. *Raise Your Voice* is a community-based program focused on the themes



of tolerance and nonviolence. The program results in the creation of individual artists books by each participant inspired by research and story collecting and capturing lessons learned throughout the project.

By asking participants to raise their voices, be heard, and examine the steps for building community and finding avenues to peaceful reconciliation, they become part of a broader network of civically engaged individuals who have the tools to act as agents of change. The picture is thanks to the blog so check out the blog to see what they are doing in the community... <http://raiseyourvoiceexamining.wordpress.com/about/>

Nonviolence is the answer to the crucial political and moral questions of our time-the need for mankind to overcome oppression and violence without resorting to

violence or oppression.

-Martin Luther King Jr.



Update from the ACI

By Linda Palazzo

4/14/2010 was the graduation at ACI. There were 11 graduates. Linda stated this was the toughest class yet due to missed classes for flooding and snow and fighting. One particular guy was just taking for good time credit and Linda said that was not what the class was meant for. She explained it was to help him improve his life so he would not end up back in ACI and the guy changed his views and actually got a lot from the training.

Linda is offering a Resolving Conflicts Nonviolently class as she already has two students that will be taking for community service this May.



Stephen Yang, URI '08, Teaching and Practicing Nonviolence

By Laura Dussault

Since completing his nonviolence training at the Center's Summer Institute in 2008, Stephen Yang spent time in a national teaching fellowship for Citizens School a nonprofit organization which is an alternative education program that tackles low student test scores through harboring urban youth with the local community and his nonviolence training helped him mentally for this program. Stephan spent last year in the Philippines working with an NGO, another nonprofit that focuses on corporate social responsibilities projects that are designed to eliminate poverty through education. Here he created a curriculum along with activities designed to support these students from extreme poverty with different modules that were created to meet the goals of program. Through team building activities that involved dialogue with students from different school districts, he used this to create a beloved community by focusing on having the same goals for academic success despite the different places they were from. Stephan was chosen for Boston Residency Teacher Program that is a district based teacher program and this semester was teacher assistant for PSY478: Nonviolence. He believes the nonviolence courses at URI are important for the student body and the University of Rhode Island (URI) as a whole. The Center is now developing a larger presence on campus because nonviolence is recognized as a discipline that is absolutely essential for all students in all aspects of life. It is also inarguably a discipline that will insure the continuity of social justice domestically and internationally. So, students that attended our class are vanguards of peace and they will bring the light of the Center into the URI community and beyond. We need to see more students involved and engaged with the Center.



Martin Luther King Jr. Week Feb. 1-5, 2010

The Center took an active role in the 22nd Annual Martin Luther King Jr. Week that had the Theme: "Creating the Beloved Community On Campus and Beyond." Michaela Cashman and David Nelson of SNIC as well as Vanessa Quainoo, Paul Bueno de Mesquita and Laura Dussault all attended the *Multi-faith Celebration*. "Lift Ev'ry Voice" was sponsored by the Center and artists pay tribute to MLK and the Civil Rights Movement through the spoken word with featured guest Jaziri X of Pittsburgh, PA, MC, activist and President of LYRICS, Inc (Leading Young Rappers in Career Success). *The Unity Luncheon* with keynote address by Rev. Lynn

Baker Dooley and a selection led by pianist Michael Britt, Director, Corporate and Foundation Relations, URI Foundation. SNIC took part in the Dialogue Project as well. Dr. Lynne Derbyshire, Associate Professor and Chair, Communication Studies, and Gail Faris, Assistant Director of Women's Center, facilitated *History of Women Leaders in the Nonviolence Movement*. *Songs for Civil Rights* was co-sponsored by the Cognitive Dissidents, the Departments of Psychology and Communication Studies, the College Writing Program, the Memorial Union, and the Multicultural Center. Linda Palazzo by Sgt. Linda Palazzo, Office of Parking Services, and a certified Kingian nonviolence trainer facilitated a Kingian Nonviolence Workshop.



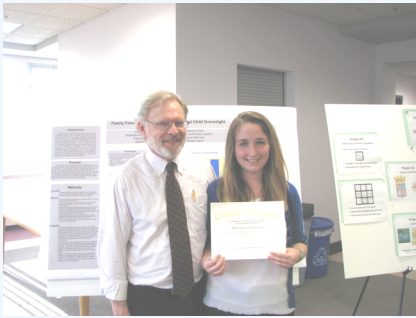
RACE - The FALL 2010 URI HONORS COLLOQUIUM PROGRAM

-Gail Faris

Researchers suggest we abandon the concept of 'race' as studies and emphasize human similarity instead of difference. At the same time, a powerful cultural and political machine manufactures and universalizes the word 'post-racial' to hail a new era. An Obama Era. Yet perceptions about race still organize everyday experience, public policy, opportunity for individual achievement, and mutuality across racial and ethnic lines. Please join us Tuesday evenings this fall to hear from and speak with nationally recognized scholars and public figures on the particular ways that race shapes contemporary social life. For more info and complete schedule go to <http://www.uri.edu/hc/>



Keynote speaker, Rev. Lynne Baker-Dooley, with 2010 MLK Week Unity Luncheon guests



Michaela Cashman with Prof. Charles Collyer, receives the Julien Davis Award for Service from Psych. Dept.

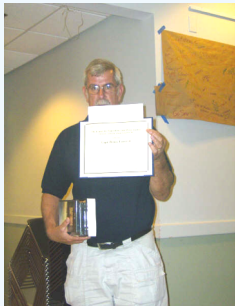
In Memorium -- Bruce W. Tancrell

By Linda Palazzo

A Call to Remembrance of A Courageous Life
July 30, 2010.

Peace, I leave with you.
My Peace, I give unto you.
(John 14: 27)

It was with great humbleness that I reflected on meeting and winning over to our side (CNPS) one ACI Captain Bruce W. Tancrell. I was asked to tell about The Center For Nonviolence and Peace Studies and to reflect



on my meeting Captain Tancrell at the ACI. I started my reflections by placing a yellow rose in the center of the four roses placed by his children before they rendered their reflections. It went like this: "At the Center of

Nonviolence is the Principle of Love." I ended with, "The believer of Nonviolence has a deep faith in the future, and Bruce had that faith."

May I say that it is a tribute to all who are reading this because if you are reading the Center's newsletter you too must be dedicated to world peace, harmony and mutual understanding among all people.

I am saddened that we as a Center have lost a Level 2 trainer who had aspirations to train in Nigeria and other international countries. My heart is gladdened to know his family asked for contributions to The Bruce W. Tancrell Scholarship to our Center so Bruce's dream can and will live on, so others may learn and gain knowledge and continue with youth training programs. Peace Captain.



Peace and Children

By Sue Morgan

Peace Camp, a day camp for children between the ages of 5-8 took place at the Neighborhood Guild in Peace Dale weekdays from July 6-16th. The goal of Peace Camp was to teach children skills of peace they could use in their everyday lives and to provide a peaceful environment in which they could explore friendships and have fun.

Volunteers facilitated lessons for the children on interbeing, interconnectedness, how the way we

treat people affects the way they treat us, sharing, connecting with others, understanding anger, peaceful conflict resolution, finding peace through expressive movement, and environmental responsibility. An educator from The Wood/Pawcatuck Watershed Association spent time with the children exploring and explaining the ecosystem of the creek that runs between the Guild and the public playground area.

A favorite activity for the children was "Random Acts of Kindness," in which the children painted terra cotta pots, potted them with flowering plants and gave them to random people who happened to be at the Guild on the final day of camp. The success of Peace Camp was summed up by Ryan, age 7, in his response to the request to "Tell me one thing you didn't like about Peace Camp". Ryan's response? "The day I couldn't come." For more information about Peace Camp, contact Director Susan Morgan at (401)783-1237.

Ethnographic Media Film Release & Panel Program -Laura Dussault

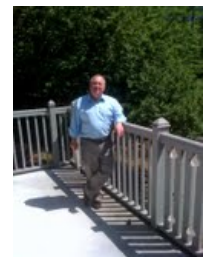
Ethnographic Media (EGM) announces the North American release of its newest film, *Little Town of Bethlehem*. Little Town of Bethlehem is a documentary film that follows the story of three men of three different religions and their lives in Israel and Palestine. EGM has invited several select universities and centers to convene to participate in the panel September 22, 2010 in Providence with the three men featured in the film. Providence is one stop among the 9 places they will travel nationally between September 21 (International Day of Nonviolence) and Oct. 1, 2010.

Nonviolence Trainings conducted last spring by the Center

- Jan 5th Alton Jones Staff Training, Whispering Pines
- Jan 8th & 30th Raise Your Voice Project, Providence, RI
- Jan 23rd St. Anselm College, Manchester, New Hampshire
- Jan 31st Youth Confirmation Program
- Christ the King Church, Kingston, RI
- Feb 15th - 16th Jim Walter Partnership Center, Univ. of So. Fla.
- Feb 23rd Peace and Justice Committee
- Christ the King Church, Kingston, RI
- Feb 24th - 26th National Summit on Interpersonal Violence and Abuse Across the Lifespan, Dallas, TX
- April 23rd St. George's School, Middletown, RI
- May 12th PSY478 - URI Level I nonviolence trainers

Congratulations Alton Jones Whispering Pines Staff

Congratulations to the first URI staff to complete Nonviolence Training! Last semester the entire staff participated in a one-day nonviolence training in conflict reconciliation. Thanks to the leadership and initiative of Tom Mitchell and George Lewis for bringing nonviolence to the workplace at URI.



PLEASE CONTACT US:

Center for Nonviolence & Peace Studies
Multicultural Center, Suite 202
74 Lower College Road
Kingston, RI 02881

www.uri.edu/nonviolence

nonviolence@etal.uri.edu

Phone: 401.874.2875

Fax: 401.874.9108

FACULTY & STAFF

Paul Bueno de Mesquita, PhD
Director & Psychology

Bernard LaFayette Jr., EdD
Visiting Distinguished Scholar

Marie Cobleigh
Executive Assistant

Abu Bakr
Planning Services and Professional
Development

Charles Collyer, PhD
Psychology

Lynne Derbyshire, PhD
Communication Studies

Gail R. Faris, MS
Women's Center

Cynthia Hamilton, PhD, Emeritus
African-American Studies

Linda Palazzo
URI Security - Bay Campus

Vanessa Quainoo, PhD
African/African American Studies

Art Stein, PhD, Emeritus
Political Science

Laura Milena Baracaldo
International Nonviolence Liaison

Michaela Cashman
Student Nonviolence Involvement Coalition

Jonathan Lewis
The Gathering for Justice Liaison

Gwenaelle Szelka
International Intern

Laura Dussault
Newsletter Editor



International Nonviolence Summer Institute 2010

*Kingian Nonviolence Conflict
Reconciliation*



Three training options are offered:

- Introduction to Kingian Nonviolence July 6 – 10
- Nonviolence Training Certification (Level I) July 6 – 16
- Advanced Nonviolence Training Certification (Level II) July 12 – 16

Online registration at www.uri.edu/nonviolence/

People registered from Colombia, Ethiopia, Gabon, Ghana, India, New Zealand, Liberia, Namibia, Pakistan, Sierra Leone, Somalia, Tanzania, United Republic, Kenya, Thailand, United Kingdom and the United States.

THIS SUMMER THINK PEACE...

Summer Courses Offered in Nonviolence and Peace Studies

AAF240: Race and Ethnic Relations

COM221: Interpersonal Communication

COM310: Rhetoric Cinema Auteur

COM310: Rhetoric SciFi & Fantasy TV

COM322: Gender and Communication

HPR319: Meditation, Mindfulness & Peacebuilding

PSC274: Criminal Justice System

PSY425: Peace Psychology

PSY478: Nonviolence

SOC240: Race and Ethnic Relations

SOC274: Criminal Justice System

Note: At <http://www.uri.edu/summer/> go to the bottom right of the screen there are SUMMER THEMES and click on Think Peace.

FALL Courses in Nonviolence and Peace Studies

HPR319 Wisdom Traditions of the World's Religions and Cultures: East and West, Instructor: Art Stein.

At their core what do the "perennial wisdom" traditions underlying ethical, social and spiritual teachings of Judaism, Christianity, Islam, Hinduism, Buddhism, Taoism, indigenous peoples, etc., share in common? Can deeper mutual understanding be built to overcome divisiveness, and could religious /spiritual communities become a major positive source for building a nonviolent peaceful and sustainable global future.

PSY478-0201 Psychological Approaches to Stress, Wellness, and Inner Peace, Instructor: Clare Sartori. Email: clare2sartori@gmail.com

We will examine the conditions leading to stress and to its antidote, human wellbeing. One area we will focus on is the role of stress in interpersonal and global violence and how to alleviate it by drawing upon theories and practices of nonviolence.

PSY425 Peace Psychology, Instructor: Pamela Zappardino. (3 crs.)

Peace psychology combines aspects of cognitive, social, clinical and cross-cultural psychology that bear on the prevention of violence and the promotion of constructive nonviolent behavior. Pre: Prior coursework in psychology, or permission of instructor. Prior coursework in another social science is recommended.

Inner Peace

Contact the Center for more information about programs and groups focusing on meditation and Yoga. 401.874.9037