

Educating for Peace

A Summary of
Completed
Education and
Training
Grant Projects

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UNITED STATES
INSTITUTE OF PEACE



*E*ducating for Peace

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Education and Training
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Preface

The Peace Institute's Education and Training Program is charged with carrying out sections of the Institute's enabling legislation that speak to "peace education" and "peace learning." A current educational objective is to enhance understanding of the complexities of international peace among the younger generations and the public at large. Through grant funding, the Institute supports a variety of educational activities including teacher and faculty training workshops, curriculum development for the study of peace issues at the high school through post-graduate levels, public information programs, resource development, and negotiation training.

The sixty-four projects summarized in this report represent the work of educators, scholars and practitioners from around the world and in various disciplines such as political science, psychology, history, regional studies, law, and economics. The projects are the result of both individual and collaborative effort. In some cases, projects have been conducted at several institutions. These projects all met the Institute's goals of creating knowledge, providing our nation with more effective educational tools and disseminating information on peace issues to help citizens make informed decisions.

Educating young people, training professionals, and informing the general public about peace and conflict management is a large task. With careful attention to the needs of these groups, the Institute has focused its limited resources to produce maximum effect. The project summaries in this report are organized according to their audiences: negotiators, teachers, college and university faculty, students, and the general public. The projects address such issues as teaching successful negotiation techniques, creating multidisciplinary peace studies curricula, expanding public knowledge of peace issues, and identifying ways in which to build stronger crosscultural citizen networks in peace studies.

Charles E. Nelson
Acting President

Introduction

To enhance international peace and the resolution of conflict through nonviolent means, the Institute of Peace awards grants to individuals and institutions whose work shapes society's understanding of these issues and enlarges our capacity to address them. Through conferences and seminars, curriculum development, public outreach, and training workshops, the Institute is fulfilling its mandate to support peace education and conflict resolution training. By funding projects that directly assist individuals and groups in developing their skills in international peace and conflict resolution, the Institute hopes that it can help to improve our capacity as a nation to respond in a more deliberate way to international violence and conflict.

Contributing to Knowledge of International Relations.

Through the funding of workshops, seminars, conferences, and summer institutes, the Institute of Peace provided teachers and faculty with opportunities to enrich and improve their existing curricula, develop professional networks, and learn about global issues from leading experts. Teachers and faculty discussed substantive issues such as global interdependence and rapidly changing events in Eastern Europe, and they examined pedagogical trends and developments in peace studies and conflict resolution. For the most part, the workshops, seminars, conferences, and summer institutes described in this report were hosted by colleges and universities, drawing upon the diversity and intellectual depth of their faculties as well as on policy experts.

Supporting the Development of Curriculum Materials and other Resources. The Institute funded the development of curricula in several areas: interdisciplinary studies at the university level; simulations for high school students; and high school and college curricula on security, conflict reduction, and human rights, among other topics.

Grants to universities funded the establishment and integration of interdisciplinary peace and conflict resolution studies in the curriculum. At the high school level, grants supported the development of curriculum materials on the relation of human rights to international peace; Western Europe, the Soviet Union, and Eastern Europe; and nationality issues.

The Atlantic Council received funding to develop and conduct simulations for college-age students entitled "The Post-Khomeini Iran," "The INF-Verification Crisis," and "The NATO Council and the Nordic Flank Crisis." Whittier College received support to develop simulations for high school students based on the International Communications Negotiation Simulation model developed at the University of Maryland. For both of these grants, manuals on how to run simulations were developed.

A variety of resources were developed. In addition to the directories and bibliographies commonly used by educators and trainers, the Institute funded the writing of case study modules, a textbook, surveys of existing literature in peace studies, and guidelines for strengthening pre-collegiate international education programs. Finally, Institute grants were used for the acquisition as well as production of videos and accompanying teaching guides for use in high schools and colleges.

Supporting Adult and Public Education. The Institute made grants to better inform the public about the complexities of peacemaking and peacebuilding, whether with respect to ethnic conflict, humanitarian law, or issues of Third World development. For example, the Cambridge Forum received a grant to broadcast a series of five one-half-hour programs exploring the potential for resolving conflict in Poland, South Africa, the Former Soviet Union, Israel, and Germany. In the area of adult education, private voluntary and nongovernmental organizations were the recipients of Institute funds to develop educational and training materials. The American Red Cross created a video to increase public awareness of international humanitarian law, and the National Council of Returned Peace Corps

Volunteers published a series of articles in the Council's magazine on the nature and understanding of peace in the context of the developing world.

Training Diplomats and Citizens in Conflict Resolution. Institute grants funded a variety of institutions engaged in training programs ranging from traditional diplomacy to non-official intergroup conflict resolution. With regard to the former, the Institute funded a number of grants on multilateral diplomacy. The American Academy of Diplomacy received support to hold symposia on the nature, planning, and management of multilateral negotiations. The project directors and other participants relied on their findings from the symposia to inform their roles as delegates to the United Nations Conference on Environment and Development in June 1992. Unofficial approaches included the Neve Shalom/Wahat al-Salam-led "encounter workshops" with Jewish and Palestinian students aimed at providing better understanding of the variety of perspectives behind the positions in a politically polarized society such as Israel.

Through grants for education and training, the Institute has sought to enliven and inform public debate on issues of peace and conflict resolution; to support those who are seeking training in conflict resolution; and to improve the quality of education on issues relating to the promotion of peace and the resolution of conflict without violence.

This report was prepared by Dr. Rachel McCleary, Program Officer, Grant and Education and Training Programs, with the assistance of Dr. Mary Soley, Senior Program Officer, Education and Training, and Dr. Barry O'Connor, Program Officer, Grants.

Hrach Gregorian
Director
Grant and Education & Training Programs

I. Teacher Enrichment

The Institute seeks to enhance teacher and faculty expertise in peace and security studies through the activities described below. Whether they be workshops, seminars and conferences, or institutes that provide yet more in-depth training in topical areas and teaching strategies, teacher enrichment projects achieve three principal goals: (1) they advance subject matter expertise, (2) they introduce new teaching methodologies and increase awareness of resources, and (3) they foster opportunities for formal study and collegial dialogue. High school teachers in particular have neither the time nor the resources during a busy and expanding school year for such intellectual and professional recharging. These programs address a critical need and have a substantial impact on the quality of instruction in a variety of educational settings.

Workshops, Seminars and Conferences

Workshops, seminars, and conferences are effective means of disseminating information about new instructional techniques and resource materials, and for updating faculty on recent developments in their fields through exposure to both practitioners and scholars. Faculty use this information to enrich and improve their existing courses. Workshops, seminars, and conferences also give faculty the opportunity to share ideas and resources.

* With three Institute grants, the New Hampshire Council on World Affairs designed seminars to update master teachers of high school social studies in New Hampshire on issues in international relations. Participating teachers were selected because they exhibited leadership qualities in their schools. The purposes of the seminars were to enrich and develop high school curricula on world affairs and to assist teachers and students in understanding and coping with the changing dynamics of the international system.

Over the course of the three grants, the Council organized eighteen one-day seminars. The seminars conducted during the first grant period (academic year 1987-88) focused on general topics in international relations such as "Security for All Nations" and "Conflict and Resolution." The seminars of the second grant period (academic years 1988-89 and 1989-90) focused on specific regions of the world. The seminars held during the third grant period (academic year 1990-91) examined issues that will be on the international agenda for years to come, such as the global environment and interdependence.

The seminars were organized for the most part around substantive presentations by experts in the field. Accompanying resource packages composed of manuscripts, outlines, bibliographies, and other curriculum materials were distributed to the teachers. Upon the conclusion of the presentations, panels of teachers discussed the content of current classes in international relations and strategies for integrating into those classes the concepts and materials presented in the seminars.

Almost two hundred teachers participated in the seminars organized by the New Hampshire Council. Project directors noted that the success of the seminars resulted in large part from the care taken to present the complexities of international relations and the search for peace in a balanced and comprehensive manner.

* With Institute support, the West Virginia Consortium for Faculty and Course Development in International Studies (FACDIS) held a conference in November 1990 entitled "Agenda for the 21st Century: Global Cooperation." The goals of the conference were to inform faculty about global issues of importance for the present and future; to assist faculty in remaining current in their fields through the dissemination of materials; and to further institutionalize international education in the state of West Virginia.

The first part of the conference was devoted to three teaching workshops: "The Global Environment," "North-South Issues," and "Peace and Security," led by Professors Dennis C. Pirages, Immanuel Wallerstein, and Richard Smoke, respectively. Faculty participants were provided with teaching materials consisting of books, articles and

selected course outlines and syllabi. The second part of the conference consisted of plenary sessions in which presentations were made by practitioners with experience in national and international affairs. The third part was devoted to international education. Several business and education leaders addressed international education in the state of West Virginia. The leaders stressed two major points: first, business is increasingly global; and second, if the United States is to be competitive, our educational systems must provide students with the necessary tools, including foreign language and cultural sensitivity training.

A sense of urgency pervaded conference presentations. Presenters expressed a conviction that these issues required immediate attention and to delay would entail serious negative consequences for the country and the world. An anthology containing the presentations of the plenary sessions entitled Agenda for the Twenty-first Century: Global Cooperation and edited by Sophie Peterson and Virgil A. Peterson, and has been published by FACDIS.

* The Institute funded the publication of a booklet based on a conference, "Peace After Atrocity: First Scholars' Conference on the Teaching of the Holocaust," held at the National Catholic Center for Holocaust Education, Seton Hill College. The booklet is intended to assist instructors to incorporate the topic into undergraduate curricula, especially in the 284 Council of Independent Colleges and the 241 member institutions of the Association of Catholic Colleges and Universities. The presentations in the booklet include an historical treatment of Christian attitudes toward Jews, the need to approach anti-Semitism through education, and practical suggestions on how to implement certain educational methods.

The presentations included treatment of such topics as "Why Teach the Holocaust?", "On the Necessity of Reading Holocaust Literature," "Jews and Christians Remembering the Holocaust: Sameness and Differences," and "Different Horrors, Same Hell: Women Remembering the Holocaust." The presentations are followed by notes of a press conference with Elie Wiesel that was held as part of the conference.

The booklet was mailed to approximately 300 colleges and universities. Copies were also sent to secondary schools. The booklet is available from the project director, Dr. Mary Kernan, Seton Hill College.

* Maire Dugan, Executive Director of the Consortium on Peace Research, Education and Development, directed a project that established conceptual and pedagogical relationships between peace research and conflict resolution through the development of curricula, regional workshops, and the publication by Sage Publications of a book, Making the Connection: Peace Studies and Conflict Resolution.

Two faculty development workshops on integrating peace studies and conflict resolution were held in Columbus, Ohio and Berkeley, California. The workshops introduced faculty to the fields of peace research and conflict resolution and supported the development of regional and national networks for ongoing discussion of the emerging relationship between the two fields. The workshops included a discussion of trends and new developments in peace studies and conflict resolution; a comparative analysis of the underlying assumptions of the two fields; an exposition and applied discussion of alternative frameworks and tools for analyzing conflicts; a negotiating exercise on the Persian Gulf; discussion of pedagogical strategies in peace and conflict resolution studies; and a discussion of existing projects and networks in the two fields. Additionally, a mini-workshop was held at the National Conference for the Consortium on Peace Research, Education, and Development in August 1991.

Throughout the various phases of the project, peace researchers and conflict resolution specialists were able to learn more about each other's assumptions and techniques and thereby begin to bridge the gap between the two communities.

* The National Institute for Public Policy, with partial support from the Institute, conducted a series of workshops across the United States for high school educators on nuclear issues. The purpose of the workshops was to provide information and to introduce concepts related to nuclear issues in international relations.

Each of the ten workshops lasted one to two days. During these sessions 30 to 100 high school teachers, administrators, and school board members interacted with the speakers in a seminar format. Speakers at the workshops included noted experts from academia, government, and public interest organizations. Some of the speakers were Hiromichi Aoki, Consul for Economic Affairs, Japan Information Center; Dr. Roger Barnett, member of the U.S. SALT I delegation; Dr. Kathleen Bailey, former Assistant Director, U.S. Arms Control and Disarmament Agency; and Dr. Robert Pickus, World Without War Council.

The topics of the ten workshops were "Change in the Soviet Union," "Perestroika," "Political Change in Europe," "The Global Security Environment," "Nuclear Weapons and Force," "Deterrence," "Arms Control," "Pacifism," "Proliferation," and "Regional Security Issues." Several of the workshops were broadcast by local and state-wide media. Segments of the workshop held at Northern Arizona University were broadcast on the Phoenix/Flagstaff National Public Radio Affiliate. Videotapes of the workshops are available from Dr. Keith Payne, the project director.

Summer Institutes

Summer institutes provide educators an opportunity to increase their knowledge of substantive issues, conduct research on topics of interest, engage in focused dialogue with colleagues and subject matter experts, and develop new courses. In addition to bringing educators in contact with leading practitioners and scholars, summer institutes enhance the participants' skills in a variety of instructional strategies and help to create networks of educators with mutual interests and resources to share.

* Thirty-five high school teachers and college instructors met at Alderson-Broadus College for two weeks in the summer of 1990 to participate in a seminar, "Teaching Contending Views on International Concerns." The purpose of the seminar was to present substantive views on opposing sides of the nuclear debate. Experts gave presentations on such topics as the threat of nuclear, chemical and biological warfare, the

nature of low intensity warfare, and alternative strategies for achieving peace. Among the presenters were William Ratliff, Senior Research Fellow at the Hoover Institution; Mark Edington, Institute for Foreign Policy Analysis; General John Scheidt, Defense Nuclear Agency; Elisa Harris, Brookings Institute; and Lev Orikov, First Secretary of the USSR Embassy in Washington, D.C.

Upon the conclusion of their presentations, panelists engaged in "point-counterpoint" debates, followed by more informal interaction with the participants. Workshops were also held each day to demonstrate techniques for incorporating the materials presented into the participants' courses. A book manuscript containing several of the presentations is being edited by the project director, Professor James Daddysman.

* In July 1990, nineteen high school social studies teachers participated in a two-week seminar at Clemson University, "Arms Control in a Changing International Environment." The seminar's goals were to familiarize the teachers with the history of arms control efforts, particularly the postwar period of nuclear arms control; to show the relationship between arms control, deterrence, and national security policy; to familiarize the teachers with existing arms control agreements and current negotiations; to assess the impact of these and possible future agreements on international peace and conflict management; and to explain to the teachers the arms control process and to suggest future trends in arms control in a changing international environment.

The seminar consisted of three components; for the first week, the participants heard three guest lecturers. Dr. Richard Scribner spoke on the verification of compliance with arms control agreements; retired Lieutenant General George Seignious presented a discussion of arms control policy-making; and Dr. Andrey Lebedev, First Secretary of the Soviet Embassy, spoke on the essence of *glasnost*. Following each lecture, the participants and speakers engaged in discussion. During the second week, the teachers visited the Pentagon, the State Department, the Arms Control and Disarmament Agency, the Senate, and the Soviet Embassy to hear a variety of speakers. The teachers then prepared

teaching units on arms control appropriate for their particular needs. Videotapes of the lectures and copies of sample lesson plans are available from the project director, Edward Hamilton.

* With partial funding from the Institute, the Five College Consortium, in cooperation with Columbia University's W. Averell Harriman Institute for Advanced Study of the Soviet Union, conducted a summer faculty institute on the emerging post-communist state in June 1990. The institute focused on the social, political and economic transformations occurring in Eastern Europe and the former Soviet Union, and the impact of these changes on security issues. The seventy-nine educators from colleges and universities in the United States and Canada who attended the institute were briefed by leading scholars in the field of U.S.-Soviet relations.

The program consisted of formal lectures and discussion sessions, along with a variety of cultural events held in the evenings. The program covered five topics: "The Defining Moment," "From Mass Mobilization to Civil Society," "From Planned Economies to Market Economies," "From Authoritarianism to Democratic Pluralism," and "Global Implications of the Transition to Post-Communist Systems." The speakers included Vladislav Zuboc, USA/Canada Institute; Agnes Heller, The New School for Social Research; Paul Marer, Indiana University; Peter Reddaway, George Washington University; and Richard Falk, Princeton University.

A number of significant issues and trends were identified. First, that although there was tremendous change occurring within the communist countries, the nature of the changes remained diverse. Second, the social forces shaping these societies could lead to authoritarianism, anti-Semitism, and social intolerance. In the former Soviet Union, nationalism appears to be the major driving social force. The considerable differentiation among interest groups is necessary for the development of democratic pluralism but could be a source of social tension and instability. Third, the transformation of planned economies into market economies is extremely difficult as former communist states lack adequate infrastructure and face problems of ownership, currency convertibility, inflation, and unemployment.

Fourth, while the prospects for democratic pluralism in Eastern Europe have increased, recent political developments suggest that the road to pluralism is a difficult one. Fifth, the end of the Cold War signals for the industrialized world a transition away from a bipolar world to a multipolar system. Other major economic powers, such as Japan and Germany, will greatly influence the landscape of international affairs. Furthermore, the end of the Cold War will not lead to a more stable world order, since continuing disparity between living standards in the North and South will lead to increased regional conflict.

Videotapes of the presentations and written materials are available from the project director.

* In June 1990, the Center for International Studies, University of Missouri-St. Louis, conducted a summer institute, "Emerging Issues in National Security and Peacemaking: Citizenship Skills for a Global Age," for twenty-five middle and high school teachers. The goals of the institute were to increase the teachers' knowledge of the issues through study, research, and dialogue with practitioners and scholars in the field; to explore approaches and projects that would allow students to become more socially responsible; to train teachers in the special skills required for effective, balanced teaching of controversial issues; and to provide teachers with the time to review and evaluate existing curricula. The summer institute was the beginning of a year-long project in which the participating teachers developed curricula on issues of peace and security and implemented pilot projects in their schools.

A follow-up conference was held in October 1990 at the University of Missouri. The day-long conference was attended by 100 social science educators at the elementary, middle, and high school levels. The teachers participated in workshops that included simulations, pedagogy, and content presentations. Throughout the academic year, the project director consulted with the summer institute participants about their outlines, pilot projects, and about overall curriculum development. A book of reading materials, Emerging Issues in National Security and Peacemaking: Citizenship Skills for a Global Age, and a curriculum guide, "Making Choices About Conflict, Security and Peacemaking: From Personal to Global Perspectives: A Resource Guide

for Teachers," both edited by C. Lieber, are available upon request from the project director, Dr. Joel Glassman.

II. Curriculum Materials and Resource Development

It is important to include the study of peace and conflict management in academic programs on international issues in order to educate young people about a quickly evolving and frequently violent world. The Institute has funded the development of appropriate educational resources in this field for high school and post-secondary levels of education. Projects lead to curriculum development and the integration of these materials in current courses of study in the social sciences and in some cases the humanities.

Curriculum Materials

The Institute has supported the development of curriculum materials and courses for high school and undergraduate students. Scholars and practitioners have worked together with instructional designers to prepare, pilot test, review and produce simulations, supplemental materials, and core-course text on a variety of subjects related to the study of peace, security, and conflict management. Curriculum development projects funded by the Institute have been disseminated through formal and informal networks of teachers and scholars throughout the country.

Three universities received funding from the Institute to develop interdisciplinary curricula and to strengthen their peace studies programs.

* The School of International Service at American University initiated a two-year project to develop a peace and conflict resolution studies program as an integral part of the university's curriculum. The program was initiated by a course entitled "Washington Semester in Peace and Conflict Resolution," and by two summer institutes for upper elementary and secondary school teachers.

The Washington Semester in Peace and Conflict Resolution was first offered at American University in the spring of 1988. The course was designed to provide students the opportunity to study conflict

resolution theory, history, and methodologies. Students were introduced to the factors that lead to violence and its escalation. They were then taught nonviolent, nonexploitative conflict resolution techniques. The curriculum includes an internship assignment intended to maximize student contact with professionals involved in the peace and conflict resolution field.

Teacher institutes were held at American University in the summer of 1988 and 1989. Entitled "Education For Global Citizenship," the goals of the summer institutes were first, to provide the participants with a thorough understanding of conflicts that lead to increased violence in international affairs; second, to impart to the educators an understanding of the processes of peace that lead to diminished violence and an improved quality of life; third, to give the educators an opportunity to review and evaluate existing curriculum materials relating to conflict resolution and peace; and fourth, help the participants create new curricula for use in their classrooms. The teachers met for six weeks and used the case study approach to better understand the dynamics of conflict situations. Five case studies were chosen in order to focus on issues that arise within a specific context and to show the link between theory and practice. Curriculum materials were integrated into the discussions, lectures, and site visits.

This project saw the development and integration of a multidisciplinary program, Peace and Conflict Resolution Studies, into the university's curriculum. The program allows students to study the theory, history and methodology of various approaches to peace, to better understand the causes of violence and how aggression manifests itself in various cultures and systems, and to develop skills in nonviolent approaches to conflict resolution and peacemaking. Pamphlets on the various programs are available from the project director, Dr. Abdul Aziz Said, School of International Studies, American University.

* The Center for International Security and Strategic Studies, Mississippi State University, received three grants to develop an interdisciplinary teaching program to acquaint students with all aspects of international conflict resolution and peacekeeping. The Center developed three courses, "The Nature of Peace," "The Philosophy of

Peace," and "Third World Development and Security," which provide students with concentrated emphasis on issues at the interface of international affairs, peace, and conflict resolution.

The teaching program included two workshops. One, entitled "The Long-Term Superpower Competition: Competitive Strategies, Peace, and National Security," was held in the spring of 1988 and addressed strategic and security concerns, principally of the United States and the Soviet Union. The second workshop, held in the spring of 1989 and entitled "Peace and Conflict Resolution," focused on course content in these areas of study. Workshop participants concurred that conflict resolution should be taught at two- and four-year colleges as well as in secondary and adult education programs throughout the state. Other courses developed with these grants focused on the connection between international food supply and world conflict and on the motives behind Soviet foreign policy.

The interdisciplinary program at Mississippi State University was expanded in a third phase to form a consortium with the Capstone International Center at the University of Alabama, Birmingham, and the International and Interdisciplinary Program at the University of Arkansas, Little Rock. The consortium developed and introduced into the curriculum of each of the member institutions a multi-disciplinary core-course, "Peace, Stability, and International Security." This is a model course that can be used and adapted by other institutions. Members of the consortium consulted with each other regularly throughout the core course preparation and development. A faculty workshop, "Peace, Conflict Resolution, and International Security Education Program," was held in April 1991 with faculty from the three participating institutions. Cluster courses were developed at Mississippi State University and the University of Arkansas, Little Rock. The courses were on "Energy Resources and Global Stability," "From the Expansion to the Disintegration of Communism," "Terrorism: Political Violence," and "Global Environmental Degradation." The consortium also hosted a two-day workshop in October, 1991 entitled "Environmental Challenges in a Changing East-Central Europe." Among the participants in the discussions were environmental and security specialists from the United States, Canada,

Bulgaria, Czechoslovakia, Hungary, and Poland as well as faculty from within the consortium and from other universities across the southeastern United States. Information about the curricula and workshops can be obtained from the project director, Dr. Janos Radvanyi, Director, Center for International Security and Strategic Studies, Mississippi State University.

* The University of Hawaii Institute for Peace developed an interdisciplinary undergraduate course, "Problems of War and Peace," as an introduction to the field of peace studies. The course is designed to engage students in interactive problem-solving as well as to provide a thorough introduction to the field. The interdisciplinary methodology of the course gives students exposure to different perspectives, forms of analysis, and resources. The substantive focus of the course is on so-called "negative peace," the absence of war and direct violence. The course addresses issues of "just" war, pacificism, and realpolitik as well as the psychology of human aggression and other theories on the causes of war. Arms control, nuclear deterrence, and disarmament are discussed both in terms of their historical evolution and current status. The final section of the course looks at the feasibility of a world government, the effectiveness of the United Nations in dealing with regional conflicts, and nonviolent and civilian-organized forms of defense. During the grant, nine University of Hawaii faculty members participated in a seminar on teaching peace studies using, among other material, the syllabus and reading list from the "Problems of War and Peace" course. Curriculum materials are available from the project director, Carolyn Stephenson.

The Institute supported simulation projects developed by the Atlantic Council of the United States and by Whittier College.

* The Atlantic Council used Institute funds to develop, test and conduct simulations dealing with crisis management. During the first grant, the Atlantic Council developed and conducted five simulations. "Post-Khomeni Iran" placed participants on a high level committee of the National Security Council and asked them to recommend U.S. and allied diplomatic and military action in response to a political crisis

resulting from increasing support on the part of the Soviet Union for leftist Kurdish and Azerbaijani dissidents in northwestern Iran. A second simulation was conducted on terrorism, based on a scenario developed by former Teheran hostage Moorhead Kennedy.

Two simulations, "The INF-Verification Crisis," and "The NATO Council and the Nordic Flank Crisis," were conducted for American, Canadian and European student leaders. The "INF-Verification Crisis" simulation required student leaders to act as representatives to the NATO Council to consider a new, ostensibly attractive, Soviet proposal on conventional arms reduction. The issue before the Council was whether to await the emergence of the Soviet proposal, and risk that it become the center of discussion and a propaganda coup for the Soviets, or whether NATO nations should seize the initiative with a new Western proposal. The simulation entitled "The NATO Council and the Nordic Flank Crisis" placed participants in the roles of country representatives on the NATO Council who had to formulate a response to two Soviet actions: first, the Soviet Union's attempt to head off an annual NATO exercise near the Czechoslovak border; and second, a Soviet military exercise between the Kola peninsula and the Soviet-Norwegian border intended to discourage a Czechoslovak movement toward socialism. A third simulation was conducted at Howard University on a crisis caused by labor unrest in Poland, and a fourth, an "INF-Verification Crisis" simulation, was run for the American Political Science Association.

With additional Institute funding the Atlantic Council produced a handbook, Crisis Management in Foreign Policy: A Guide to Directing Simulations. The handbook discusses how to run simulations designed primarily for college-level programs, but is also applicable to non-academic settings. In addition, the Atlantic Council produced a video simulation, "The Blue X Conspiracy," which was the result of a simulation exercise that took place simultaneously in Washington, D.C. and Moscow. The hour-long video simulation deals with the hypothetical scenario wherein the President and Vice President of the United States are victims of a chemical attack (the Blue X Conspiracy) that has left them incapacitated. The simulation, narrated by journalist Ted Koppel, has various players dealing with a series of escalation

points in the crisis. Two other simulations were also produced under this grant: "Chemical Weapons Proliferation and NATO/Warsaw Pact Confrontation," which focused on the crisis resulting from the use of chemical weapons by Libya in a conflict with its neighbor; Chad, and "Crisis: Yugoslavia Smolders," which dealt with the management of Yugoslavia's independence crisis by nine leaders acting under a combination of internal and external pressures.

* With two grants from the Institute, Dr. Joyce Kaufman developed and conducted the Whittier College International Negotiation Project (INP), based on the International Communications Negotiation Simulation (ICONS) model developed at the University of Maryland. ICONS links colleges and universities from around the world through a central computer at the University of Maryland, where the simulation was developed and which now serves as the central hub for the program. A unique aspect of the simulation is that it includes a foreign language component, whereby non-English speaking teams are encouraged to communicate in their native language. The simulation allows participants to assume the roles of decision makers, thereby exposing them to the complexities of international negotiations and cross-cultural communication.

The first grant supported the introduction of the simulation program into political science courses at Whittier and the expansion of a modified form of the simulation to nine local high schools in a pilot program.

At the college level, a simulation will last five to eight weeks and is divided into three parts: preparation, simulation, and debriefing. At the high school level, these parts are compressed into four weeks. Concurrent with the expansion of the simulation was the preparation of a research volume on the project.

A second grant was used to further expand the simulation network to thirteen high schools in California, Arizona, and Oregon. A simulation was added on issues relating to Asia and the Pacific Rim. The International Negotiation Project Technical Manual, which explains and facilitates the use of computer simulations in high schools, was also

produced under this grant. The manual and more information on the simulations can be obtained from Dr. Kaufman, Whittier College.

Institute grants helped several institutions develop curricula on security, conflict reduction, and human rights, among other topics.

* The Stanford Program on International and Cross-Cultural Education (SPICE) developed five curriculum units on the theme of conflict reduction in Western Europe, the Soviet Union, and Eastern Europe. Each SPICE unit is intended to assist high school social studies teachers to present multiple perspectives and to enhance critical thinking skills in subject areas such as history, geography, economics, and language arts. Each unit contains the basic materials and information teachers need to conduct a lesson. The topics of the five units are, "When Iron Crumbles: Berlin and the Wall," "Soviet-American Relations: Cold War to New Thinking," "The Cultural Diversity of the Soviet Union," "Political Identity of the Soviet Union and Eastern Europe," and "Conflict and Cooperation: Europe 1992." The resource guide, "Free to Choose: A Teacher's Guide to Revolution and Reform in Eastern Europe," contains suggestions on how to integrate issues on Eastern Europe into world history, economics, and civics courses.

With funds from a second grant, units were developed that focus on nationality issues in Eastern Europe. The units, "The New Europe," "Eastern Europe: The Early Years," and "Dissidence and Conformism," were published and disseminated to teachers and educators. The lessons in each SPICE unit contain "cooperative learning" exercises intended to engage students in critical thinking through interactive classroom situations. In addition to glossaries and guide questions, there are maps, illustrations, and chronologies interspersed among the text to assist students. The units can be obtained from Norman Naimark, project director, Stanford University.

* The Center for Foreign Policy Development at Brown University developed curriculum materials on European security. The purpose of the curriculum materials is to provide an educational opportunity for non-expert citizens (adults and students) to consider an

issue of significant import in a rapidly changing international environment and to do so in a way that will enhance citizenship skills. The curriculum guide, "The New European Order: Choices for the 21st Century," presents four alternative future models for European security. Each future is grounded in a set of beliefs held by a substantial portion of the American public, and has its risks and tradeoffs, advantages and disadvantages. For example, the first future, called "Taking the Lead," is based on the belief that the United States plays and will continue to play a leading role in European security. The risk involves committing U.S. funds to a security structure that may not be able to maintain stability in the face of Eastern European turmoil. The tradeoff is continued involvement in a region of vital interest to the United States.

The prototypes of the curriculum materials were tested in the spring of 1991. Groups at the Hungarian Institute for International Affairs in Budapest and in Providence, Rhode Island were linked by fax for five sessions to better understand each others' perceptions on the issues raised in the curriculum. In one session, a group in Moscow was linked to a counterpart group in Connecticut. The other models are entitled "Cooperate on European Issues," "Withdraw from Europe," and "Secure Europe, Compete Economically." Together, the four futures show a broad range of possible directions in which the United States could head in the coming years. The curriculum materials are available from Susan Graseck, project director, Center for Foreign Policy Development.

* The Peace Education Program at Teachers College, Columbia University, received two grants to support the development of curricula and curricular materials on the relationship between human rights and international peace for use in elementary and secondary schools and teacher education programs. The goal of the project was to integrate human rights issues into peace education studies for graduate schools in education through curriculum development, resource acquisition, the publication of a curriculum guide, and teacher education services.

During the first grant, the project focused on the development of a graduate course on human rights and peace. The course, "Focus on

Genocide," was team taught by the project director, Dr. Betty Reardon, and her colleagues at Columbia. Three teacher education workshops on human rights and peace were held at Teachers College. The first, "International Perspectives on Human Rights," focused on the relationship between human rights and other global issues. The second, "Teaching about Human Rights," covered a range of methodologies for instruction in this area. The third workshop, "A Global Perspective on Education for Care and Social Responsibility," dealt with teacher-designed curricula to enhance understanding of normative issues in international affairs. Dr. Reardon estimated that, through the two grants, 260 educators had been trained in some aspect of human rights as a major topic of peace education. Materials were acquired for a Teachers College Peace Education Resource Center by asking teachers to submit curriculum units and related materials on teaching human rights. These submissions were annotated, indexed, and entered into the resource center's curriculum bank where they are available to classroom teachers and graduate students.

The activities during the second grant focused on (1) the dissemination of the curriculum materials through professional associations such as the Defense for Children International, UNICEF, the United Nations Human Rights Office, and the United Nations Peace Studies Office; (2) the replication of teacher seminars at other academic institutions such as the University of Alberta, Eckerd College, and the University of South Florida; and (3) the final preparation of a guide on human rights curricula for grades K-12. Information on the guide and curriculum materials can be obtained from Dr. Reardon, Teachers College, Columbia University.

Resource Development

Formal programs of study are supplemented with resources such as curriculum manuals, bibliographies, case studies, and audiovisual materials. These have been developed with Institute support and now serve to complement courses offered at institutions in the United States and abroad.

* Dr. Jean Mayer, president of Tufts University, and Dr. Jeffrey Rubin of the Tufts faculty collected, analyzed and critiqued existing curricula on international negotiation at colleges and universities around the world. The purpose of the study was to develop a common approach to curricula and a common language about such issues as arms control, international negotiations, and tension reduction. The project contributed to the development of curricula in international security and arms control that were presented at a Conference of seventy university presidents drawn from dozens of countries, held at Talloires, France in 1988.

From the survey of existing curricula, the project directors developed a manual of new curricula for negotiation, Curriculum on Negotiation and Conflict Management. The manual is organized into nine modules; each module contains learning objectives, suggestions for readings, two negotiation exercises with comprehensive teaching notes, and recommendations for alternative exercises. The modules cover a range of topics from "The Nature of Conflict" to "Race, Gender and Style on Negotiation." It is hoped that the curriculum will stimulate educational initiatives at universities seeking to encourage greater understanding by students of the process of negotiation and the peaceful settlement of disputes.

An international directory of scholars and practitioners was also compiled under this grant, by Kimberly Neeb of the Program on Negotiation at the Harvard Law School. The directory, Conflict/Negotiation: An International Directory of Scholars and Practitioners, contains a list of scholars and practitioners, and a list of courses and seminars. The curriculum manual and the directory are available through the project directors and through the Program on Negotiation at the Harvard Law School.

* The Alliance for Education on Global and International Studies (AEGIS) received two grants to develop guidelines to strengthen pre-collegiate international education programs. The guidelines seek to ensure a balanced and quality education. A national task group was

formed to define what is meant by "balance" and "quality" in education. This group developed, reviewed, and analyzed a series of questions organized under three topic headings: community, values, and advocacy. These topics, in turn, defined the tasks of three working groups which produced summary documents that enumerate points of importance to be considered as actual guidelines are being written. Members of the task force wrote two papers discussing definitions of "balance," and the task force as a group defined and wrote a set of guidelines for professional development program teachers. Guidelines are currently being completed for five other educational missions: curriculum development, resource center development, study abroad programs, classroom presentation, and school restructuring efforts. The national task groups are currently reviewing the completed guidelines and planning for dissemination. Further information on this project can be obtained from the project directors, Ronald Herring and Pamela Wilson.

* The Irish Peace Institute, University of Limerick, in cooperation with Co-Operation North, and the Centre for International Co-Operation, conducted a study analyzing managed cooperation as exemplified in one particular program of Co-Operation North. The program, Youth and School Links, is a voluntary organization concerned with reconciliation and the development of mutual respect and understanding between the people of Northern Ireland and the Republic of Ireland. Children from the Irish Republic and Ulster come together to learn about each other and to cultivate mutual tolerance and respect. This study was the first in-depth and rigorous work carried out in Ireland on the effects and processes of cross-border youth exchanges. Its findings are relevant not only to the organizations involved but of significance to organizations working in the field of community relations in Northern Ireland.

The aims of the study were to assess the short-term effectiveness of the Youth and School Links programs, to provide more precise knowledge and understanding of the key elements that contribute to success or failure in managed cooperation, to assess the degree to which the model of managed cooperation operating in Ireland is reproducible

in other contexts, and to provide feedback for the future planning and development of programs of managed cooperation.

The project director, Joyce O'Connor, summarized the findings of the study. She found that prior to participating in the exchange, youth held negative stereotypes of each other. Although violence remains the most common image of Northern Ireland, it becomes less of a concern as the youth focus on issues of people and surroundings. It was also noted that questions relating to violence, politics, and religion arose during the exchange. The study, which includes recommendations, is entitled "A Model of Managed Cooperation: The School and Youth Links Scheme Run by Cooperation North," by Joyce O'Connor, and is available from the University of Limerick.

* Professors Lon Fendall and Ron Mock of the Center for Peace Learning, George Fox College, produced a monograph, "Nonviolent Revolutions in the Philippines and Haiti." The authors compare the nature of nonviolent revolution and the history of conflict in the Philippines and Haiti. In the study the authors introduce the notion of "conflict cultures" and define it as "any group's pattern of attitudes, beliefs and behaviors that its members use to understand and respond to conflict." The authors describe the conflict cultures found in the Philippines and Haiti and analyze the popular movements that precipitated the falls of Ferdinand Marcos and Francois Duvalier, respectively. The authors then attempt to account for the evolution of nonviolent tendencies in each culture during the years leading up to the ouster of these leaders in 1986 and to explain the active role nonviolence played in the change of leadership.

Upon the completion of their study, Drs. Fendall and Mock edited a textbook, Paths to Peacemaking: Seven Views on Nonviolence in Chronic Civil Conflicts. The textbook looks at regional conflicts from a variety of perspectives, focusing on nonviolent responses, and is intended for supplemental use in undergraduate courses. It covers a variety of case studies, including the Philippines, South Africa, Nicaragua, Ireland, and the Middle East. Inquiries regarding the two studies should be directed to Dr. Lon Fendall, George Fox College.

* With a grant from the Institute, Professor Martin Staniland of the Graduate School of Public and International Affairs at the University of Pittsburgh directed the writing of a series of modules and case studies dealing with regional conflicts in the developing world.

The series consists of four case studies and four modules. The case studies were commissioned and written for the series. Dr. Rajan Menon, Lehigh University, wrote "Understanding Soviet Decisions in Afghanistan;" Dr. Alvin Rubinstein, University of Pennsylvania, wrote "The Soviet Union and the Iran-Iraq War;" Dr. Abiodun Williams, Georgetown University, wrote "In Search of Peace: Negotiations and the Angolan Civil War;" and Dr. Joseph Zasloff, University of Pittsburgh, wrote "A Settlement for Cambodia: The Khmer Rouge Dilemma." Teaching notes accompany each case study.

The four modules consist of four or more case studies drawn from the inventory of the Pew Diplomatic Initiative, a major, multiyear project funded by the Pew Charitable Trusts, and deal with regional conflicts in which major external powers have become involved. Unlike the case studies, the modules are designed to focus on broader, transnational concerns in conflict management. The editors of each module were selected because of both regional expertise and background in international relations theory. Aldo Vacs, in his introduction to the module "Unequal Exchanges: Regional Diplomacy, Subordinated States, and Superpowers in Latin America," explores the character of patron-client relations in international relations. Stephen Stedman, in his introduction to the module, "Conflict Resolution in Sub-Saharan Africa," concentrates on problems and concepts of negotiation. The impact of the Cold War on the Middle East is examined by Phil Williams in his introduction to "The Superpowers in the Middle East." Joseph Zasloff analyzes the dynamics of conflict in Indochina and the impact of those dynamics on the United States in his introduction to "Conflict Resolution in Southeast Asia." Plans for the publication and distribution of the case studies and the modules have been developed. Information on the materials can be obtained from Martin Staniland, project director, Graduate School of Public and International Affairs, University of Pittsburgh.

* The Peace and Justice Studies Program at Fordham University used an Institute grant to augment program resources through acquisition of video tapes, books and periodicals. The video tapes are organized according to the five areas of concentration in Fordham's Peace and Justice Studies Program: (1) War and the Arms Race, (2) Social and Economic Justice, (3) Causes and Resolution of Conflicts, (4) Philosophies and Strategies of Non-Violence, and (5) World Order. A catalogue of the tapes was produced and circulated to university faculty.

Books and periodicals acquired under the grant covered the fields of international relations and conflict resolution. These resources were entered into the Fordham University Library catalogue system. The project director, Martin Fergus, reported that the grant not only enhanced the resources available to Fordham University faculty and students, but also encouraged the members of the committee recommending to reflect in a more deliberate way upon the substantive content of the Peace and Justice Studies Program curriculum.

* The Pace Peace Center, at the Pace University School of Law, compiled a list of books under the title International Law of Peace: International Law Bibliography. The bibliography concentrates on the law and legal institutions as essential instrumentalities in the creation of a peaceful world order, and is designed to assist practitioners in international conflict resolution to identify appropriate resource materials. The bibliography has been published by Oceana Publications, Inc.

With Institute funds, the Center also prepared a catalogue of video tapes dealing with legal problems related to world peace. The project director, Benjamin Ferencz, and his staff systematically surveyed and classified existing video tapes on conflict resolution. The catalogue, Selected Videos on Peace Issues, is available from Pace University Publications.

* The Southern Center for International Studies, in Atlanta, Georgia, received two grants from the Institute to develop video materials and accompanying instructional guides for high school and

college level students. The purpose of the grants was to make discussions by leading U.S. policymakers on topics of current interest more accessible to students.

The first grant supported the production of a series of five videotapes, each approximately twenty five minutes long on the theme of "The United Nations: Issues of Peace and Conflict." The videotape material was edited from a historic meeting in 1989 of former U.S. ambassadors to the United Nations, sponsored by the Southern Center. The participating ambassadors were Arthur Goldberg, James Wiggins, John Scali, Andrew Young, Donald McHenry, and Jeane Kirkpatrick. The moderator was Edwin Newman. Sir Brian Urquhart served as the respondent.

The videotape topics: "U.S./UN Relations: Changing over Time," "US/UN Relations: Structural and Political Problems," "UN Peacekeeping Role: Expectations and Accomplishments," "USSR/US in the United Nations: Cooperation and Competition," "The United Nations and Global Problems: Questions of National Sovereignty, the North/South Dialogue." The videotapes are accompanied by The United Nations: Issues of Peace and Conflict: The Study and Background Guide, edited by Daniel Papp and John Diehl, and The United Nations: Issues of Peace and Conflict: The Transcripts. The videotapes, edited transcripts, and guide have been made available to high schools, colleges, libraries, and civic organizations.

The second grant to the Southern Center for International Studies supported the development of educational materials derived from similar meetings of former United States secretaries of state and defense. A four-part videotape, "The End of the Soviet Union," was produced from over ten hours of videotapes of the 1989, 1990, and 1991 meetings of the former Secretaries of State and the 1990 and 1991 meetings of the former Secretaries of Defense. The videotape is intended for high school and college level courses. Accompanying the videotape is a high school teacher's manual and a college guide, both entitled Teacher's Guide: Eighth Annual Report of the Secretaries of State and the Fourth Annual Report of the Secretaries of Defense, and edited by Daniel Papp. The materials are available from the project

director, Julia Johnson White, Southern Center for International Studies.

* Gene Sharp of the Albert Einstein Institution received a grant to develop a comprehensive, annotated bibliography of English-language texts on nonviolent sanctions. In compiling the bibliography, the project director researched the historical record of nonviolent action in conflict. The study focused on methods of nonviolent actions, the dynamics of such action, the dynamics and theories of nonviolent struggle. Surveyed too were studies of the nature of conflict, power, and related topics. Two books were written with Institute support: one, co-authored by Ronald McCarthy and Christopher Kruegler, identifies major research tasks and policy analyses that need to be undertaken on the subject of nonviolent sanctions and a recommended research agenda for the next decade; the second, edited by Ronald McCarthy, is based on five years of seminars held at the Program on Nonviolent Sanctions, Harvard University. It includes some twenty-five presentations by scholars and activists on the nature, practice, and policy potential of nonviolent sanctions. These materials are available from Gene Sharp, Albert Einstein Institution, Cambridge, Massachusetts.

III. Public Outreach and Adult Education

One of the Institute's primary goals is to help increase educational opportunities for adults and the general public on issues of peace and conflict management. The Institute has funded public lecture series, radio programs, and symposia to inform and engage citizens in thoughtful discussions of approaches to peacemaking.

Public Outreach

The Institute has sought to increase understanding of the complexities of peacemaking and conflict resolution through support for an array of public information projects. These projects include development of

videotapes and an audiovisual library, a radio lecture series, and community speaker programs.

* The Program for War and Ethics at the University of Connecticut, in cooperation with the World Affairs Center in Hartford, organized a two-part lecture series on ethics and foreign policy. With support from the Institute, Dr. Robert Phillips, the project director, brought together distinguished scholars and diplomats to speak at a public forum on the ethical and legal aspects of foreign policy.

Presentations were made on United States foreign policy by such experts and public officials as Susan Kaufman Purcell and George McGovern. During the first series, thirteen presentations were given over the course of three months.

The second lecture series occurred in the fall of 1989. The topic of discussion was violence and foreign policy. Professor Scott Thompson of Tufts University presented suggestions on how conflict in the developing world can be resolved. Dr. Yonah Alexander of George Washington University spoke on the role of the media and the ethics of covering acts of terrorism. Aleksandr Kuznetsov, first secretary of the Soviet Embassy in Washington, D.C., discussed the relationship between domestic reform and foreign policy in the Soviet Union under Gorbachev. Like the first series, thirteen presentations were given over the course of three months. A selection of the presentations was published by the University of Connecticut's War and Ethics Program and is available to the public.

* The Cambridge Forum received a grant to broadcast a series of five, half-hour programs exploring the potential for resolving major conflicts throughout the world. The format called for experts representing opposite views on a particular conflict to discuss issues raised by a facilitator.

The first program, "Which Future for Poland?" examined the political and cultural future of Poland. Lawrence Susskind, associate director of the Public Disputes Program at The Massachusetts Institute of Technology, facilitated the event. The participants were Stanislaw Baranszak, professor of Polish language and literature, Harvard

University and Maciej Oltarzewski, former Solidarity leader for West Poland.

The second program, "Which Future for South Africa?," looked at prenegotiation issues such as the suspension of hostilities and attaining a reasonable atmosphere of stability in order to have negotiations. The experts participating were Robert Rotberg, vice president of Tufts University, Brian Pottinger, a journalist for the Johannesburg *Sunday Times*, Lindiwe Mabuza, chief representative of the African National Congress in Washington, D.C., and Stanley Mabizela, deputy director of the Department of International Affairs, African National Congress. The facilitator was Jeswald Salacuse, dean of the Fletcher School of Law and Diplomacy, Tufts University. The participants agreed that in order to have successful negotiations, the parties had to abide by a cease-fire and have confidence that each party was committed to changing the society to the point of making the abolition of apartheid irreversible.

The third program, "Which Future for the Soviet Union?" was facilitated by Jeffrey Rubin, executive director of the Harvard Negotiation Project. The participants were Marshall Goldman, associate director of the Russian Research Center, ; Robert Suny, professor of history, University of Michigan, Ann Arbor; and Victor Kremenjuk, associate director of the U.S.-Canadian Institute in Moscow. The participants discussed the multinational character of the Soviet Union and the violent turn events had taken there. In light of the growing strength of the separatist movements, the participants were pessimistic about the future of the Soviet Union. The most positive outcome the participants saw was a new democratic Soviet Union in which there would be more of a economy and, hopefully, greater intercourse with the West.

The fourth program, "Which Future for Germany?" addressed the reunification of Germany. The facilitator, Dr. Kirsten Wever, Northeastern University, posed questions to Dr. Karl Deutsch, Stanford Professor of Peace Emeritus at Harvard University, Dr. James Cooney, the Executive Director of the McCloy German Scholars Program, Harvard University, and Mr. Jonathan Kaufman, a journalist for the *Boston Globe*. There exists a cultural and linguistic heritage shared by

both Germanys. However, given a united Germany that has not had an identity in forty-four years, West Germans are nervous about what constitutes German nationalism. The participants agreed that integration poses more problems on the economic than on the cultural level.

The fifth program, "Which Future for Israel?," focused on current political conflicts in the region. The participants were Nadav Safran, professor of Middle Eastern Studies at Harvard, and Bernard Avishai, author of several books on Israel. Saadia Touval, visiting professor of government at Harvard, was the facilitator. Both participants agreed that the Intifada has exacerbated existing political differences by fueling pre-existing emotions. Prior to the Intifada, the Labor Party was beginning to move toward engagement with the Palestinians and the PLO. The Intifada pushed the Labor Party to consolidate its position more radically than otherwise would have been the case, and heightened the apprehensions of those in the Likud Party who were skeptical about partition solving any problems. The extreme factions of the Likud Party openly called for a Jewish state without Arabs. The participants agreed that despite these existing political dynamics, circumstances have never been better for an Israeli-Arab dialogue for reaching a settlement.

The set of five audio tapes are available from Herbert Vetter, project director and director of the Cambridge Forum, Cambridge, Massachusetts.

* Over 600 national organizations and thousands of Americans annually engage in what is often called "citizen diplomacy"—American citizens exchanging places with their Soviet counterparts to learn about each other's country and promote peace through mutual understanding. With the support of the Institute, the World Without War Council of Seattle organized a series of twelve symposia in the fall of 1990 on developments in United States-Soviet relations since 1985. The symposia focused on ways to incorporate emerging elements of Soviet civil society into U.S.-Soviet exchange relations, and on how nongovernmental initiatives could further reduce barriers to the free exchange of ideas and citizens.

The symposia, held in the states of Washington, Oregon, and California, drew 158 participants, 40 of whom had led exchange groups to the (former) Soviet Union, and 50 of whom had made multiple visits on exchange programs. Twenty-two participants were Soviet citizens on exchange programs in the United States.

The project director, Holt Ruffin, wrote a report entitled "Next Steps: A Report on Findings from Twelve Sumposia to Evaluate U.S.-Soviet Citizen Exchanges and make Recommendations for Their Improvement."

The general findings were that contact between United States and Soviet people increased dramatically during the mid-to late-1980s. This was, in part, due to the lowering of tensions between the two countries.

Several important recommendations for future exchange programs emerged. It was suggested that American firms, working with the business administration departments of colleges and universities, develop joint study-internship programs that would combine academic preparation and on-the-job experience for Soviets. A Soviet visitor from Irkutsk proposed establishing exchange coordinating centers in different cities of the USSR. Staffed by Soviet citizens, these centers could become the unofficial counterparts to American sister city organizations and could provide a full range of services, from travel and visa facilitation to recruiting Soviet participants for specific projects in the United States. To inform a wider spectrum of Soviet citizens about existing exchange programs and opportunities, American exchange organizations were urged to offer news stories and advertisements for publication in Soviet newspapers, to print flyers in Russian and other languages of the USSR, post announcements, and make presentations to assemblies at schools and workplaces. Dr. Ruffin's report is available from the World Without War Council, Seattle, Washington.

* Professor Gregory Stanton, director of The Cambodian Genocide Project, received Institute funding to produce a film documenting the genocide carried out by the Khmer Rouge in Democratic Kampuchea (Cambodia) from 1975 through 1978. The

purpose of the project is not only historical—to recount the events through interviews with survivors and eyewitnesses—but to judge the actions of the Khmer Rouge according to international law standards. Copies of the film are available from the Cambodian Genocide Project, Washington and Lee University Law School.

Two Institute grants supported the development and dissemination of materials focusing on the peacekeeping and peacebuilding roles of the United Nations.

* The Pacific Street Film Projects, Inc. made a ninety minute documentary film entitled, "Blue Helmets: The Story of United Nations Peacekeeping," examining the role of the United Nations peacekeeping operations in promoting international peace and conflict resolution. The film is important and timely given that the United Nations is involved in an unprecedented number of peacekeeping missions around the world. The film focuses on the United Nations peacekeeping efforts using soldiers drawn from military organizations of member nations, unified under United Nations command. Through interviews with United Nations personnel, diplomats, scholars, and military experts, the film looks at the history of United Nations operations, their successes and failures, and critically examines on-going United Nations operations. Interwoven with contemporary reportage is rare archival footage providing a unique perspective on the evolution and implementation of the peacekeeping operations. The film has been shown by the Public Broadcasting Service and is available from Steven Fischler, project director, Pacific Street Film Projects, Inc., Brooklyn, New York.

* Carol Mosher, president of the East Bay Chapter of the United Nations Association of the United States, received a grant to assemble a film-video library of electronic media that document the functional activities of the United Nations. The functional system of the United Nations is designed to promote peacebuilding around the world, as distinguished from peacemaking or peacekeeping. The purpose of the film-video library and a syllabus, Functional Pathways to Peace: The Role of the United Nations in Solving Transnational Problems, is to

enhance the East Bay Chapter's efforts in informing and educating the American public about the United Nations in its functional, problem-solving capacity.

The film-video library was developed in collaboration with the University of California Extension Media Center at Berkeley. Sixty films and videos were purchased with funds from the grant and are now available to groups and organizations through the Media Center at Berkeley. The syllabus provides a study guide for seminars and is composed of six chapters with reviews of thirty-six films and videos. Suggested discussion questions are included as well as a bibliography. For further information on the film-video library and syllabus, contact Carol Mosher, UNA-USA East Bay Chapter, Berkeley, California.

Adult Education

Private voluntary organizations and nongovernmental organizations (NGOs) are playing ever larger roles in conflict resolution. As a consequence, the educational and resource materials these organizations produce for adults and the general public are timely and have direct bearing on possible resolutions to existing conflicts. The Institute has supported a wide range of organizations in their efforts to educate their constituencies as well as the public about peacemaking.

* With Institute support, the National Association of Evangelicals in Carol Stream, Illinois, developed college-level educational materials and resources for religious leaders of diverse theological and ideological backgrounds on the role of the United States in nonviolent international conflict resolution. The Association invited twenty-five individuals to participate in a National Leadership Seminar to define the content of a correspondence course for college-age students and to create a document to supplement the Association's Peace, Freedom, and Security Studies Program guidelines. At the National Leadership Seminar, an advisory review board made up of international relations scholars was established to provide guidance to the Association in developing the correspondence course. Through a series of regional meetings, leaders of local churches, colleges, seminaries, the media, and

business communities suggested topics to be included in the correspondence course and the supplementary document to the Association's Peace, Freedom, and Security Studies Program guidelines.

The correspondence course is designed for use in colleges, seminaries, and religious educational settings to help students explore different belief systems and to understand opposing views on international relations issues. Two kits, "Conscience and War," and "The Persian Gulf War," were developed to examine in depth the role of the United States in war and to address issues of particular concern to college-age students. An adult education curriculum for use in churches was developed. A resource guide, "International Affairs Organizations and Periodicals," was compiled and is also available from the Association.

* The American Red Cross received a grant to develop educational and training materials on the principles of humanitarian law as contained in the Geneva Conventions and the Additional Protocols. One set of materials was developed for training facilitators and a second set for facilitators to use in workshops aimed at educating the general public on international humanitarian law. A video, "Silent Tears: International Humanitarian Law, Protecting Human Life," accompanies the curriculum for the general public. The video is designed to increase awareness of international humanitarian law by introducing fundamental concepts of the Geneva Conventions.

The development of both sets of materials has enabled the Red Cross to educate both its own members and the general public. It has also strengthened the capacity of the Red Cross to serve as a consultant and resource in international humanitarian law-related matters for the United States government, public and private institutions and the public at large. All materials are available from the American Red Cross.

* With Institute support, the The National Council of Returned Peace Corps Volunteers published a special series of articles in the Council's publication, *WorldView Magazine*, on the nature and understanding of peace in the context of the developing world. The series, entitled "Paths to Peace," deals with four themes. The first

article, "Diplomacy and Negotiation," focuses on three diplomats from the developing world: U Thant of Burma, Andy Shogreen of Nicaragua, and Julius Nyerere of Tanzania. The lives of these three diplomats illustrate the full range of conflict resolution styles. U Thant worked on a global level as secretary general of the United Nations. Andy Shogreen, a pastor in his native Nicaragua, served as mediator for six years between the Miskito Indians and the Nicaraguan government. Julius Nyerere's influence was on the African continent. He served as president of Tanzania and as a mediator, along with Jimmy Carter, for a cease-fire in the Ethiopian civil war.

The second article, "Interstate Organizations," examines the performance of three interstate organizations prominent in the developing world: the Organization of American States (OAS), the Organization of African Unity (OAU), and the Association of Southeast Asian Nations (ASEAN). The article concludes that the OAU and OAS have encountered more failures than successes, while ASEAN's performance has been relatively effective. The third article, "Arms Control," looks at arms trade between the United States and the developing world, and offers expert analysis on specific steps that can be taken to control the sale of weapons. The fourth article, "Conflict Resolution," examines the different ways developing societies deal with ethnic conflict. Most developing countries are rife with ethnic tensions which find expression in petty forms of discrimination and economic inequality as well as in the extreme forms of civil war and genocide. The article identifies common sources of conflict due to discrimination and suggests steps countries might take to reduce ethnic strife. Over 48,000 copies of the articles were delivered worldwide to readers in more than seventy countries and every state in the United States. Copies of the articles are available from the National Council of Returned Peace Corps Volunteers.

* ACCESS in Washington, D.C., conducted a study to determine the feasibility of creating a clearinghouse for reports, conference proceedings, occasional papers and other "grey" literature produced by organizations and institutes working on peace, security and international relations issues. The study involved five tasks. First, similar

bibliographic control systems were identified and it was determined that no existing system is cataloguing grey literature in peace and security that would make the material available to the public. Second, through surveys, interviews, and presentations to small groups of potential users, it was determined that an on-line bibliographic citation service should be created that would permit the user to order individual documents on a full-text basis. Third, the key functions of a clearinghouse were identified as collecting and cataloguing the literature. Plans on how best to organize such a collection were discussed. Fourth, the final report on the clearinghouse was written and distributed. Fifth, an advisory committee will convene to review the final report and to decide how to proceed with setting up the clearinghouse. The report is available from Mary Lord, project director, ACCESS, Washington, D.C.

* Robert Pickus, President of World Without War Council, San Francisco, received two grants to develop a model for examination and evaluation of current trends shaping public efforts in the United States to promote peace. Approximately 200 leaders of American non-governmental organizations in the peace, security and world affairs field were interviewed on the conceptual, organizational, and programmatic changes they perceived taking place in the private sector during the period 1983 to 1986. Almost 2,000 individuals in national and regional peace groups, world affairs groups, the State Department, and directors of key faculty of colleges and universities received mailings inviting them to participate in the assessment. From the interviews and responses to the mailed assessments, four lists of the major developments that contributed to the public effort to define peace were drawn up: world events, organizational developments, program developments, and intellectual currents. The highlights of the findings were mailed to 600 key leaders soliciting their assistance in improving the lists and assessing the items on them.

To clarify issues and identify key arguments in international studies on issues of peace and security, two "probes" were initiated. The first consisted of three seminars held in Washington, D.C., with sixty-seven leaders in pre-collegiate education participating. These

seminars provided leaders from a broad spectrum of institutions an opportunity to come together and focus on central themes in peace education. The second "probe" consisted of grantmaker seminars held in four cities around the country. Grantmakers from institutions were asked to look at major developments and to assess them as aids or obstacles to United States efforts to contribute to peace. Products of the project, Lessons Learned, which is an overview of the project; Grantmaking for Peace; and Pre-Collegiate Education for Peace are currently being completed. Information on these can be obtained from Dr. Pickus, World Without War Council, San Francisco.

IV. Negotiation and Mediation Training

Conflict Management Training

Advancing cooperative approaches to conflict resolution is a key concern in an ever-contracting global system where states and peoples still struggle to maintain their national identity. Negotiation training is intended to facilitate the work of diplomats and other practitioners by exposing them to the most advanced techniques and approaches developed in academic and research centers. Institute grants have supported both research in the field and hands-on skills development. Some projects focused on techniques to bridge cultural and ideological differences while others sought to delineate "neutral" principles by which parties to a conflict may shape a mutually satisfactory outcome. Practitioners from various countries and professional backgrounds participated in traditional and experimental approaches to international negotiations and other forms of conflict management.

* The Salzburg Seminar received two grants to carry out a series of two-week sessions on international negotiations. The purpose of the series was to introduce mid-career university teachers, government officials, business executives, and policymakers from various continents to concepts and assumptions that are changing the way people, nongovernmental organizations, and states settle their differences. The first session focused on the issue of political differences. Leading

scholars and practitioners in the field of negotiation served as faculty and resource persons. The participants looked at general negotiating techniques and styles and then applied them to case studies. The topic for the second session was business and trade disputes. Faculty and participants examined three areas: international debt, international trade, and joint ventures. The third session, on environmental disputes, used five specific case studies. Simulations were also used for training purposes. The last simulation, a day-long negotiation of a global warming treaty, produced some important insights. It was concluded that negotiators should find, in their counterparts, potential partners for coalition-building. Negotiators should also expand the number of issues on the table to enhance the possibilities for creative trade-offs. The case studies used during the third session have been published as part of a larger manual entitled, "International Environmental Negotiation: Case Studies and Selected Readings," which is available from the Salzburg Seminar.

* The staff at the School for Peace at Neve Shalom/ Wahat al-Salam has been developing and implementing innovative techniques in intergroup conflict resolution for twelve years. The school provides an educational environment for Jewish and Palestinian students of Israeli citizenship to learn intergroup relations skills. The school leads "encounter workshops" which function with an explicit principle of equality. The numbers of participants from each group are the same, both Hebrew and Arabic are spoken, and facilitators represent both groups. Important to the success of the school's approach is the assumption that there are many "truths" in complex social settings and consequently a variety of perspectives may be equally valid. A grant from the Institute supported the writing and publication of a manual on the school's techniques. Although these techniques were developed within the context of Israeli-Palestinian relations, the manual is written to apply to other pluralistic and ethnically diverse communities that are experiencing intergroup conflicts. The manual is available in English and Hebrew and can be obtained from the American Friends of Neve Shalom/Wahat al-Salam.

* Dr. Paula Gutlove of the Center for Psychological Studies in the Nuclear Age organized a conference entitled, "Facilitating Dialogue Across Ideological Divides: Techniques, Strategies, and Future Directions." Scholars, diplomats and other practitioners met for two days to address problems arising in ideologically charged conflicts. The negotiating methodology used at the conference was developed from family systems therapy, which facilitates dialogue between parties who hold distorted and sometimes hostile views of one another. This innovative conflict management technique seeks to promote collaborative problem-solving and to de-emphasize adversarial relations. To better understand why adversarial relationships develop, the participants examined cultural and political perspectives on power. Moving the focus of the discussion to the role of third party negotiators, participants acknowledged the need on the part of negotiators to be sensitive to the cultural perspective they bring to negotiations. They concurred that a theoretical base for this type of negotiating methodology can only be developed through collaborative efforts since it incorporates a wide range of new and previously underutilized negotiating skills. The proceedings of the conference were summarized in a report, "Facilitating Dialogue Across Ideological Divides: Techniques, Strategies and Future Directions."

* Jay Rothman and Gabriel Sheffer of the Leonard Davis Institute for International Relations, Hebrew University, Jerusalem, received two grants from the Institute to develop a comprehensive, three-phased theory-and-practice curriculum for teaching diplomats and students about pre-negotiation. The first phase focuses on exploring and articulating underlying concerns and common issues at stake for the parties involved. The second phase is dedicated to obtaining a commitment from the parties that a fair settlement is possible. Once the commitment is made, the parties participate in laying out formulas by which the negotiations may proceed in order that each party's goals might be reached. In the third phase, the parties work separately and with their counterparts to determine priorities and to plan the details of forthcoming negotiations. The process is cyclical, thereby allowing the phases to occur out of sequence.

The curriculum was developed and used in various educational settings. The final setting was a ten-day seminar for mid-level diplomats from various countries. The diplomats concurred that the seminar was intellectually stimulating; however, they noted, to have maximum impact on actual negotiations, future training seminars would need to include decision makers and civil servants of the participating countries' governments. An overview of the curriculum and methodology was discussed in a published article, "The Art and Science of Getting to the Table: A Report on a Two-Month Seminar in Pre-Negotiation for Diplomats," by Jay Rothman.

In addition to the curriculum, three articles and one monograph were prepared by Jay Rothman on theories of pre-negotiation. In the introduction to the monograph, "Paths to Peace in the Middle East," Rothman explains that the two-track approach to diplomacy conjoined with recent developments in conflict resolution theory forms a new approach to pre-negotiation which emphasizes problem-solving. Subsequent sections of the monograph focus on what parties can do to get to the negotiating table. All the publications resulting from this project are available through Hebrew University.

* Search for Common Ground received three grants to develop separate conflict resolution training programs in the former Soviet Union. The first grant supported a three-week training seminar for twelve Russian officials and industry and labor leaders on American principles of labor negotiation, mediation and collective bargaining techniques. The purpose of the seminar was to introduce third-party dispute management techniques to the participants. The training seminar began with participatory exercises and case studies which had been developed especially for this course. The notion of neutrality and objectivity in mediation was received with caution by the Russian participants. They were concerned that they would have trouble building credibility as mediators in a society that has no model for a neutral third party. During the second part of the seminar, the participants learned about and practiced the "questioning period" of mediation, in which the mediator learns as much as possible about a dispute through a series of directed questions. Over the course of the

three week period the project directors noticed the participants became more comfortable with their ability to make judgments and brainstorm about options. An instructor's manual, that provides an overview of the seminar, as well as exercises in brainstorming, communications, consensus-building, negotiation, mediation, and arbitration, has been prepared by the project directors in English and Russian.

Two seminars were held under a second grant, one in Moscow at the Russian Center for Conflict Resolution, and the other in the Komi Republic, an autonomous region at the edge of the Ural mountains about 600 miles from Moscow. The participants of the two-day Moscow seminar included a Russian Supreme Soviet deputy, the director and several staff members from the Ethnography Institute of the Russian Academy of Sciences, several professors specializing in ethnic questions, and Russian practitioners of conflict resolution. The Komi seminar proved to be an exceptional learning experience for the Search for Common Ground team in that they found regional mediating mechanisms could be established independent of Moscow. The team suggested that a more "pluralistic" approach to mediation would be beneficial to a society where mistrust of central authority is endemic. During the Komi seminar two different classes of conflict were identified: those between the region and the Center over issues such as local autonomy and the use of natural resources; and those within the region, including preservation of culture and use of language. The team raised the possibility that Komi might provide a model for solving ethnic problems before they escalate to violence.

The third grant brought together Western practitioners in the fields of law, international business, human rights, labor relations, economics, and environmental and industrial sciences to provide assistance to train nongovernment and parliamentary leaders in the application of consensus-building techniques and conflict management skills to existing economic, labor, and ethnic problems in the heavily industrialized regions of Tallin, Riga, Moscow, Kiev, and Alma-Ata. In Tallin, Estonia, a five-day program for the Ministry of Environment staff and the staff of local and municipal environmental agencies throughout Estonia was held. In Riga, Latvia, a three-day program for the Latvian Republic Environmental Protection Committee and several

NGO organizations was held. In Moscow, Kiev, and Alma-Ata a series of two-day programs with the ministers of the Ministry of Environment, the Ministry of the Environment of the Ukraine, the Kazakh State Committee for Ecology and the Environment, and their advisors, were held to carry out strategic planning of training programs for NGOs, ministry staff, and staff from municipal agencies throughout Russia, Ukraine, and Kazakhstan. The project director, Kate Hanlon, is overseeing the completion of the training manual which will be available in Russian and English.

* Through the cooperative efforts of the Polish Ministry of Education and the University of Warsaw, a Center for Negotiation and Conflict Resolution was established to introduce conflict resolution models and practices into the Polish educational system. With the support of the Institute, Dr. Raymond Shonholtz at the Participation and Negotiation and experienced Polish and American trainers in conflict resolution trained 350 Poles during the term of the grant. The project was an effective means of helping build a Polish capacity to both train and manage conflict resolution processes and to introduce the techniques and methodology to various segments of Polish society. As a result, secondary school teachers, policy makers from the Polish Ministry of Education, and Solidarity leaders participated in training sessions organized by the newly created Center for Negotiation and Conflict Resolution. In addition, an exchange program with Wayne State University was established. Professor Jacek Kurczewski, Dean of the Center for Negotiation and Conflict Resolution, visited Wayne State University to develop courses on conflict resolution to be taught at both universities. Project director Dr. Shonholtz noted that this academic component of the Center is critical to the long-term institutionalization of mediation concepts and techniques in Polish society. Further information on the project can be obtained from Dr. Shonholtz, National Institute for Citizen Participation and Negotiation (now Partners for Change), San Francisco, California.

Multilateral Negotiations

Multilateral negotiations on critical issues such as arms proliferation and control, regional conflicts and security, international trade, developing country debt, and environmental degradation are enormously complex. Diplomats and other skilled negotiators need substantial background information on the substantive issues as well as the processes by which multilateral negotiations proceed. Three grants looked at the nature of multilateral negotiations and how negotiators can better prepare for their tasks.

* A two-year project was undertaken to expand the conflict management studies area in the International Relations Program at the Johns Hopkins University School of Advanced International Studies (SAIS). The purpose of the project was to further develop an integrated program on the nature of conflict and conflict management. I. William Zartman, the project director, states in his paper, "Managing Complexity in Multilateral Negotiations," that multilateral negotiations have been neglected as a theoretical subject because studies have traditionally focused on bilateral negotiations. To examine the special problems that arise in multilateral negotiations, seven papers, six on different cases of multilateral negotiations and one on theory, were written and discussed in seminars. (Two of these papers have been published in scholarly journals.)

The paper topics were: (1) the multilateral peace negotiations in Central America, (2) negotiating the Arab-Israeli conflict in the Middle East, (3) issues arising in the Organization for Economic Cooperation and Development (OECD) negotiations on agricultural trade, (4) the Third United Nations Law of the Sea negotiations, (5) negotiations for a Single European Act in the European Community, (6) coalition dynamics in the context of multiparty negotiations, (7) and the complex nature of multilateral negotiations.

In their paper, "The Modes of Negotiation: Exchange, Division and their Tactics," Dr. Zartman and a colleague examine different means of distributing goods. The issue is of particular interest as "all negotiation involves either an exchange or division as the means of

arriving at a settlement over the goods at stake." The authors note that in cases where the goods at stake are non-negotiable, a recognition of differences between the parties allows for the possibility of constructive solutions. As part of the project, a computer simulation of negotiations, to be made available to the public, was developed using the Panama Canal Treaty negotiations as the case study. The simulation presents "multilevel negotiations on the basis of formula and detail, allowing users to think in terms of general packages as well as specific negotiations details." The simulation and papers are available through Professor Zartman at SAIS.

* The American Academy of Diplomacy engaged in a twelve-month study to identify obstacles to effective multilateral negotiations and to recommend ways in which participants in such negotiations can improve their performance. Project findings have been made available through various publications.

The project directors, Ambassador David H. Popper and Mr. Lance Antrim, convened two symposia. Diplomats, researchers, and scholars who attended the first symposium identified a wide range of issues that arise during the conduct of multilateral negotiations. They concluded that there is no single paradigm of how multilateral negotiations should proceed. In this regard, the practical experiences of diplomats contribute to the testing and conceptualization of theoretical approaches. Theory, in turn, elucidates the importance or ineffectiveness of certain skills and techniques in multilateral negotiations.

The second symposium focused on the planning and management of multilateral negotiations and domestic preparations for negotiations. The participants discussed the complex nature of multilateral negotiations and concurred that the initial formulation and management of a multilateral negotiation are often critical to a successful outcome. One factor complicating multilateral negotiations is the formation of coalitions among states. The industrialized nations tend to exercise considerable influence over multilateral negotiations by virtue of the resources at their command and industrialized nations must negotiate with developing countries who often form majority coalitions. Another

complicating factor is the larger role non-governmental agencies are playing as advocates for particular interests and as sources of technical data and analysis. The participants noted that the United States, interestingly, seldom enters multilateral negotiations with properly developed strategies for achieving its designated goals. One obstacle is the number of U.S. departments and agencies whose interests are involved and the lack of an overarching negotiating strategy. Another impediment is the low priority government agencies place on preparation for multilateral negotiations. As a consequence, educational and training opportunities within the government to acquire skills in multilateral negotiations are few. It was recommended that the United States government systematize its preparations for the conduct of multilateral negotiations. A summary of the topics discussed and recommendations made at the symposia were published in "Report on the First Symposium on Multilateral Negotiation, June 1989," and "Report on Second Symposium on Multilateral Negotiation, October 1990."

Another part of the project was a new course in multilateral negotiation developed and taught by Professor Lloyd Jensen at the Johns Hopkins School of Advanced International Studies. The purpose of the course was twofold: to reach some general conclusions about how the structure and process of a multilateral negotiation influence the outcome; and to identify research strategies that will help in the study of multilateral negotiations.

Finally, fourteen seminars were held at which practitioners, diplomats, and researchers heard presentations on works in progress and from prominent diplomats who spoke of their experience in the field of multilateral negotiation. The works in progress were published as four occasional papers and four case studies available from the American Academy of Diplomacy.

* Diplomats from twenty countries gathered to develop a common approach to negotiation and joint problem-solving in the aftermath of recent events in the former Soviet Union and Eastern Europe. The workshop, organized by Roger Fisher, director of the Harvard Negotiation Project at Harvard University Law School, focused

on teaching the participants skills to cooperatively interact on a day-to-day basis. Former enemies, noted Fisher, have to change their perceptions of each other and cooperate in the post-Cold War era. The problem-solving approach developed by Professor Fisher and his colleagues brings together officials from different countries who typically would meet each other over the negotiating table. At the joint workshop diplomats learned, through an interactive cycle of action and review, a "common language" or standard operating procedure for conducting negotiations.

In the problem-solving approach, a first step is to explore the underlying needs and interests of the negotiating parties. Second, the parties identify a range of potential options to a solution. Third, a set of standards are laid out and accepted as a legitimate means of defining the negotiating process. Fourth, each party understands what the other will do if no agreement is reached at the negotiating table. Fifth, the "people issues" (e.g., emotions, communication, reliability) are separated from the substantive issues (e.g., terms, dates, figures). Each set of issues is dealt with on its own merits. Sixth, the parties talk to each other about the issues involved and do not discuss anticipated or desired outcomes. In the approach developed by Fisher, understanding the other side's perception and circumstances is integral to reaching a settlement as it allows each side to reformulate its proposals in such a way as to accept the other's conditions.

This workshop was the first project involving both the Soviet Diplomatic Academy and the United States Foreign Service Institute. A resulting report, entitled "The Atlantic to the Urals," is available from the Harvard Negotiation Project.

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