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Bulletin of the  
Peace Studies  
Institute

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**2021 Peace Studies Bulletin edited and compiled by Virginia Rendler '20, Peace Studies Coordinator**

## Stay Connected:

Join the Kenapocomoco Peace Coalition <b>Facebook</b> Group	Add Gladdys Muir as a friend on <b>Facebook</b>	Like the Peace Studies Institute of Manchester University <b>Facebook</b> page
Follow us on <b>Twitter</b> @MUPeace Studies	Follow us on <b>Instagram</b> @MUPeaceStudies	Send your <b>Alumni Updates</b> to KLGrayBrown@manchester.edu

## Letter from the Director



Since 1970, Manchester's three-week January term has allowed students to immerse themselves in a single course, an intersession

designed to encourage different approaches and allow for travel study. January courses we have organized in the peace studies program have gone afar, to a long list of countries to learn about conflicts and injustice, and the work that people are doing to resolve them. We always return changed from the experience.

One January course in particular, Utopian Experiments and Intentional Communities, has had surprising, enduring effects. We've offered this class three times<sup>1</sup> with the same basic structure: we pile into a van and drive off to places where people have tried to build something new. Some of the sites are historic – places like Ephrata, Shaker Village, or New Harmony – but most of our time is spent visiting and learning from living communities. We have attended English classes with refugees at Jubilee Partners, pruned grapevines at Koinonia Farm, tested composting toilets at Ecovillages, meditated at Hare Krishna communities, and cleaned chicken coops at Catholic Worker farms.

Ten years ago, one of our stops was Twin

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<sup>1</sup> Three Januarys: 1980, 2011, 2017

Oaks, a secular egalitarian community of more than 100 people on 465 acres in Virginia that was initially inspired by B. F. Skinner's novel, *Walden Two*. Twin Oaks is an income-sharing community supported by making hammocks and tofu, harvesting seeds, and indexing books. There we learned about a community practice that alters Valentine's Day – a day traditionally emphasizing romantic love for one other – into Validation Day, an opportunity to share appreciation for everyone.

We had to bring this practice back to Manchester, and it's become one of our treasured traditions. Every Validation Day, we make a card for our peace studies community members to collect expressions of appreciation. It takes a long time – people stop by the Peace Studies Lounge several times over a week (or sometimes pull a marathon session) to write something individualized on each card. It's a beautiful practice. It creates a collective moment to *stop* and *closely* focus on each one another and *share* what we see. We pool these reflections into one card that is simultaneously public and intimate.

The vulnerabilities exposed by the pandemic this past year, too, were simultaneously public and intimate. The costs have been heavy in lives lost and livelihoods harmed.

We were asked to do something profoundly un-human: distance from each other, in the midst of a crisis that could be weathered only with cooperation and support.

At Manchester, we endeavored to continue our work under these challenging conditions. While classes were staggered and split between small, in-person activities and remote learning, we were able to continue coming together for weekly Kenapocomoco Coalition meetings by gathering outside around a fire. With restrictions on the Peace Studies Lounge, we used the Peace Garden more than ever. Some changes made it easier than ever to connect with our broad community of friends and alumni: our Values, Ideas, and Arts programs and our sessions during Homecoming week were attended remotely by people all over. Some of these practices will continue, even as we look forward to resuming in-person gatherings. We have learned new ways to be together.

This year has reminded us of the transformative power of connection and the importance of creating together places that overcome space between us. We strengthened relationships with the Manchester Church of the Brethren through the development of a series confronting racism and white supremacy. We supported



local hunger relief efforts, providing volunteers to distribute food to hundreds of families each month. We connected with immigration justice organizations to learn about ways to support our immigrant neighbors and promote a humane process for those seeking refuge and opportunity. We partnered with Education for Conflict Resolution to provide trainings to hone skills in conflict transformation.

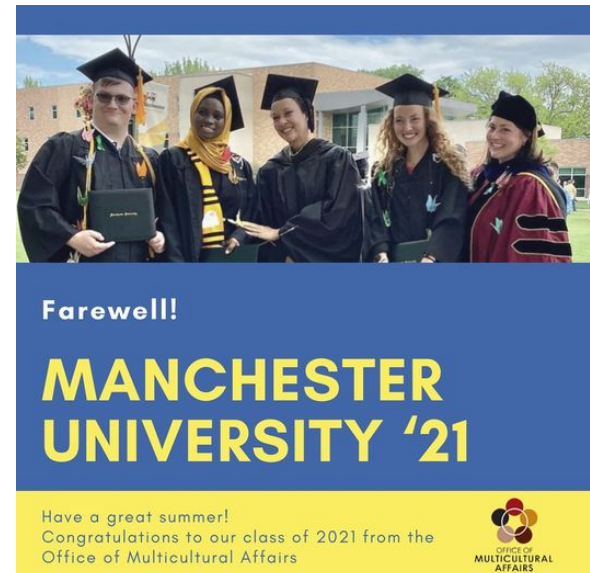


The contents of this Bulletin reflect what your support and solidarity make possible. You might consider it a long-form validation, evidence of what we're able to do together, promoting nonviolence and justice in a world sorely needing both. Thank you for being a part of our peace studies community.

With hope and gratitude,

*Katy*

Katy Gray Brown



**Teaching and Learning during the  
pandemic**

**Elton Skendaj**

**Gladdys Muir Associate Professor of  
Peace Studies**



Looking back at the 2020-2021 academic year, I want to honor the struggle for all of us to learn and grow during this difficult

pandemic. When

we started in person classes in the fall 2020, I had spent the summer preparing to teach my peace studies courses in three different formats: virtual (fully online), in-person, and hybrid (a combination of online and in-person smaller sections). Just like many of my peers, I did not know if a new outbreak would send us to fully online classes, just like several bigger universities. Looking back, I am pleased that we remained open during the whole academic year. Everyone worked very hard to keep our campus open, and I am grateful for that.

The pandemic created tremendous mental stress, as well as economic and social dislocation. I have used insights from

trauma informed learning and teaching to reach out to students and check in weekly about how they were doing. We do various grounding exercises, where we check in with the students. One simple way to start the circle of discussion is to go around and say two words about how you are feeling and doing today. I also participate in these activities, so students also know if I have been feeling tired or anxious. Another is body mirroring, in which all students use their bodies and words to indicate how they are feeling and everyone else mirrors them. During these exercises, we noticed that most students were tired, stressed, anxious or hungry. Students also had various health issues that impeded their ability to be in class or submit assignments on time. We had to give each other grace, recognizing the difficulties in the learning environment.

During this year, Katy Gray Brown and I worked to update the peace studies major and address Liberal Arts Curriculum (LARC) needs by submitting courses for various categories. In addition, based upon research projects of my students in the Conflict Resolution course, I submitted a panel for the 2021 Notre Dame Student Peace Conference, Beyond the Surface: Moving the Needle on Global Peace. The panel Mapping international conflicts to foster sustainable peace got accepted and the students presented virtually at the

conference in April 2021.

Conflict mapping is an innovative tool that is increasingly used by scholars and practitioners as part of strategic peacebuilding. These student presentations focused on visual Conflict Maps of international conflicts that investigate the origin, dynamics, parties, maps, and constructive conflict transformation pathways. Karly Eichenauer presented a digital conflict map of Hong Kong protests in 2019. Chris Francois investigated the Petrochallenge movement in Haiti. Fatu Kaba, an international student from Liberia, presented on the Liberian civil War, and Kendall Brown unpacked the Catalanian self-determination conflict in Spain.

Hong Kong:

<https://spark.adobe.com/page/6XjzhOzNDGYPI/>

Liberia:

<https://prezi.com/view/U0LzS3JSFPfZDrZyYktJ/>

Petrochallenge:

<https://prezi.com/view/IMxVy2vfZvYJlAeWLxjo/>

Catalonia:

[https://prezi.com/p/oc6ujg\\_f6pcr/the-catalonia-conflict/](https://prezi.com/p/oc6ujg_f6pcr/the-catalonia-conflict/)

As Muir professor, I have been working to increase the profile of the peace studies at Manchester through participation in

conferences, publications, news items. I am active in national and international peace networks through participation in the Alliance for Peacebuilding conference and International Studies Association. I remain President of the Society for Albanian Studies for the 2020-2021 period. The Society for Albanian Studies is an international interdisciplinary academic organization dedicated to promoting the professional study, criticism, and research of all aspects of Albanian culture, society and politics.

In collaboration with a researcher in Albania, I received a small grant from the British Westminster Foundation for Democracy and led a research project that published a report on COVID and democracy in Western Balkans. The project investigated the national security and protection of human rights during the COVID emergency. To limit the spread of the COVID virus, the governments are empowered to take extraordinary measures that would temporarily limit human rights. However, democratic governments must be held accountable for any trade offs made in terms of civil liberties and human rights that are authorized in the name of national security.

To better understand this dynamic, a research study was carried out in Albania to contextualize and compare the country's

response to the COVID-19 pandemic within a framework of national security and human rights perspectives. Furthermore, the government's response to the COVID-19 pandemic in Albania was compared with other countries in the region, including Serbia, and North Macedonia, Slovenia and Greece. You can find more about the results of the project in the publication of the report titled "National Security vs Protection of Human Rights in Emergency."

I participated as a Europe analyst in the data collection for the Freedom House publication Democracy under Siege on democracy around the world. I was interviewed by Voice of America-Albanian section about the state of democracy in Albania. The most recent annual report Democracy under Siege published in March 2021 noted the 15th consecutive year of

decline in global freedom. Seventy five countries, including the USA, experienced democratic decline during 2020. I incorporated such research findings in my classes at Manchester as well as the Values, Ideas and the Arts (VIA) presentation on Politics and Conflict, Democracy and Reconciliation held virtually in March 2021.

I have accepted a position as Assistant Teaching Professor and Associate Director (future Director) of the Democracy and Governance MA program at Georgetown University. I am excited for the opportunity to contribute to democracy and peacebuilding efforts in DC.

I am also sad to leave Manchester. I have enjoyed my time working with you at Manchester University. I am grateful for the many opportunities for growth that you have given me during the last four years at Manchester. I hope you will consider me as a friend in Washington DC. Please come and visit!

## Peace Studies Coordinator Reflection

Recently, I drove to Fort Wayne to talk to a group of high school students participating in a summer Peacemaker Academy program. I was there to talk about the opportunity to continue their peace education at the collegiate level at Manchester. I appreciate these opportunities to

talk about Peace Studies with folks who haven't heard much about it as an academic discipline; it encourages me to think critically about how to capture the goals and merits of the program and express them in a compelling and concise way. This gets easier with practice, but it's always a bit of a challenge.

It's a challenge because Peace Studies is vast. The things we do expand far beyond the classroom – volunteering in the community, traveling, connecting with alumni, and being a part of broader Manchester programming. When talking about Peace Studies, it's often difficult to include every element that makes us a unique program, to accurately capture the way Peace Studies functions as a lens through which to view other educational, professional, and philosophical endeavors.

It's a challenge because Peace Studies is ever-changing. We adapt to meet the challenges of our time, we change our focus based on what happens in the world. This past year, we focused on the 50th anniversary of the foundation of the AAFRO<sup>2</sup> House on Manchester's campus in 1970, on voter registration, and on community support through a continuing pandemic. The 2020-21 school year will look completely different to the year before it, and the year after.

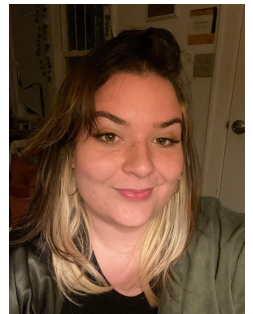
It's a challenge because Peace Studies is incredibly important to me. I want to share with these students the way that this academic program is my home, my community, and my support system. That the people in this program are my colleagues, travel buddies, peers, and friends. That's not always the easiest thing to express to a group of high schoolers without sounding like you're weirdly obsessed with school.

It's not easy to reflect on another year that has felt like it was more about survival than about

challenging ourselves, thriving, and expanding.

It's not easy to be an extremely hands-on community that has to stay apart from each other physically. Nothing about the past year has been particularly easy.

There are some things, though, that are always true about Peace Studies. Those things that I feel confident telling prospective students, or people who want to learn about or program. Elements of the program that continue no matter the circumstances – our commitment to bettering the world through nonviolence and service. Our commitment to treating each other with respect. Our commitment to continuing education and honoring the privilege that is access to resources by using them to their fullest potential. From socially distant food drives, to masked building renovation, to hours spent on Zoom discussing immigration, Peace Studies students have demonstrated their commitment to the program time and time again over this past year. I hope the year at a glance demonstrates how hard students worked this year to maintain what it is we all love the most about this program – our community, our education, and our ability to positively impact the world.



Virginia Rendler

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<sup>2</sup> Afro-Americans Forming Rightful Objectives

## 2020-2021 at a Glance

September	<ul style="list-style-type: none"> <li>• ‘Harriet’ at the 13-24 Drive In with Manchester Church of the Brethren</li> <li>• VIA   Constitution Day with Senator Eddie Melton</li> <li>• Homecoming Plaque Dedication to Anna Beahm Mow</li> <li>• Alumni Panel: Black Lives Matter</li> <li>• Presidential Debate Watch Party</li> <li>• Second Harvest Tailgate Food Drive</li> </ul>
October	<ul style="list-style-type: none"> <li>• Peace Garden Picnic</li> <li>• VIA   African Americans and the Police: The Challenge of Building Trust with Garry Hamilton and Dr. Alicia Dailey</li> <li>• Visit to Wabash County Historical Museum</li> <li>• VIA   Nonviolence in a Polarized Time with Matt Guynn</li> </ul>
November	<ul style="list-style-type: none"> <li>• Volunteering with Advantage Housing in Wabash</li> <li>• Focus on Faith Week</li> <li>• VIA   Faith in Action with Sister Emily TeKolste</li> <li>• VIA   The Great American Divide with Dr. Sree Majumder</li> <li>• VIA   Latinos Against Fascism: Lessons from the 1970s with Dr. Mike Staudenmaier</li> </ul>
December	<ul style="list-style-type: none"> <li>• Peace Studies Wellness Wednesday</li> <li>• Virtual Coffee Hours</li> <li>• Virtual Kenapoc Finals Breakfast</li> </ul>
January	<ul style="list-style-type: none"> <li>• January Term: Coyotes, Caravans, and Uncertain Crossings</li> <li>• Virtual Presidential Inauguration Watch Party and Discussion with Manchester Church of the Brethren</li> </ul>
February	<ul style="list-style-type: none"> <li>• VIA   Rightful Objectives: 50 Years of Black Student Organizing at Manchester with Councilman Glynn Hines</li> <li>• VIA   Malcolm X Film and Panel Discussion with Najma El, Fatu M. Kaba, Jarrod Hubbard, and Dr. Mike Staudenmaier</li> <li>• Kenapoc: Black History Month</li> <li>• Black History Month Chapel Service</li> </ul>
March	<ul style="list-style-type: none"> <li>• Kenapoc: International Women’s Day</li> <li>• VIA   Selma Film and Panel Discussion with panelists Dr. Alicia Dailey, Rochelle Walter '75, and Aaliyah Dates</li> <li>• Productive Conflict and Communication Training with Education for Conflict Resolution</li> <li>• VIA   Politics and Conflict, Democracy and Reconciliation with Chris Francois '20, Dr. Leonard Williams, and Dr. Elton Skendaj</li> <li>• Annual Peace Garden Egg Hunt</li> </ul>
April	<ul style="list-style-type: none"> <li>• Peace Week</li> <li>• Virtual Mediation Refresher with Education for Conflict Resolution</li> </ul>



	<ul style="list-style-type: none"> <li>• Notre Dame Student Peace Conference with presenters Karly Eichenhaur, Fatu M. Kaba, Kendall Brown, and Chris Francois</li> <li>• VIA   Queering Identities with Carol Wise</li> <li>• AAFRO50 Commemoration Concert</li> <li>• Kenapoc: New Community Projects with David Radcliffe</li> <li>• Tunnel of Oppression</li> </ul>
May	<ul style="list-style-type: none"> <li>• Kenapoc: Understanding the Chauvin Verdict with Dr. Pete Martini</li> <li>• Kenapoc Finals Breakfast</li> </ul>

# Alumni and Friends Updates

Caraline Fearheller ('19)



Caraline has spent the past year in Washington, D.C., working as the Policy Communications Associate for NETWORK Lobby for Catholic Social Justice. In the fall she will attend Kent State University to pursue a Master’s degree in Political Science with a concentration in Conflict Analysis and Management.

Julia Largent ('11)



I’m currently ending my fourth year at McPherson College as an Assistant Professor of Communication where I sprinkle peace studies and social justice in many courses and in conversations with students. My co-edited book, *Eating Fandom: Intersections Between Fans and Food Cultures*, was published in October 2020. It was a fun project and now I have official reasons to nerd out about food. In October 2019, I was elected as Vice President/President-Elect of Midwest Popular Culture Association. I’m hoping to start working on a couple different projects focusing on women documentarians as well as interviews with documentarians about audience interactions. On a personal note, I got engaged in January 2021 and am currently planning a June 2022 wedding.

## Chris Power ('96)

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Chris is now an Educational Assistant for Penn Harris Madison School Corporation at Penn High School.

## Chris Francois ('20)

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I recently completed my master's degree in Global Affairs while living in between several countries! Currently, I am preparing to head to the United Kingdom for a second master's in Security Studies, while also working on my nonprofit's programs during my vacation in Haiti.



## Shari Power ('00)

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Sharu is now a Program Assistant for the City of Mishawaka at Liberty Elementary School.

## Thomas J. Bimba ('96)

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After my education at Manchester College, I have worked for various NGOs in the North East, North Central and Niger Delta regions of Nigeria. Specifically, I worked with the Partnership for Reviving Routine Immunization in Northern Nigeria- increasing the reach and coverage of Routine Immunizations especially the polio vaccination campaign;

At Mercy Corps I worked on Community reconciliation and joint economic projects amongst divided communities (farmer-pastoralist conflicts) and an inter-religious peace building project in Northern Nigeria empowering religious, community, youth, and women leaders to resolve intra and

inter-community conflicts.

Other projects worked upon include building a community-led peace architecture that involves diverse stakeholders from the communities, business, security, and government with Search for Common Ground in North Central and Niger Delta regions.



I have worked with the Mennonite Economic Development Associates improving the Agro processing value chain by supporting youth and women-led Agro-entrepreneurship, processing, and market actors.

Presently I coordinate the Nigerian Brain Trust for the Institute for Integrated Transitions in Nigeria, working to improve peace in the middle belt region of Nigeria by focusing on key medium-term structural and institutional challenges that have an outsized impact on the region's violence and prospects.

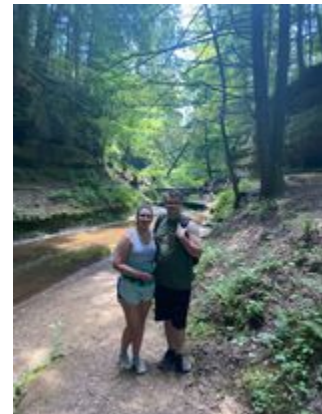
As an entrepreneur at heart, I have an interest in entrepreneurs as peacebuilders. I have experience working in the private sector setting up an agro-processing business. I have a passion for problem solving and entrepreneurship. In my spare time, I work on the Irish potato value chain by growing, processing and improving the Irish potatoes market system in Nigeria.

I also volunteer my time with the Rotary Club of Jos South District 9125. Manchester is always on my mind. It shaped and empowered me to be who I am today! I will forever cherish the experience and time.

Arianna Papadakis ('19)

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I am currently working as an environmental manager for the Indiana Department of Transportation! Couldn't be happier with work, and I'm living with my fiancé and our two dogs.



Sarah Kuborn ('12)

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I am married to Daniel Myers-Bowman who is also an alum. We now have a two year old and live in Cape Girardeau, MO. I am a professor of Family Studies at Southeast Missouri State University and Daniel is a Set Carpenter for World Wrestling Entertainment (WWE).

## Cassondra Carrier ('14)

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I am a stay at home mom while my husband (Jared Carrier, '12) serves in the US Marines in North Carolina. Don't let people tell you can't do something or achieve something, and seize any opportunity life gives you. Live each day like it's your last!



## Hannah Brown ('18)

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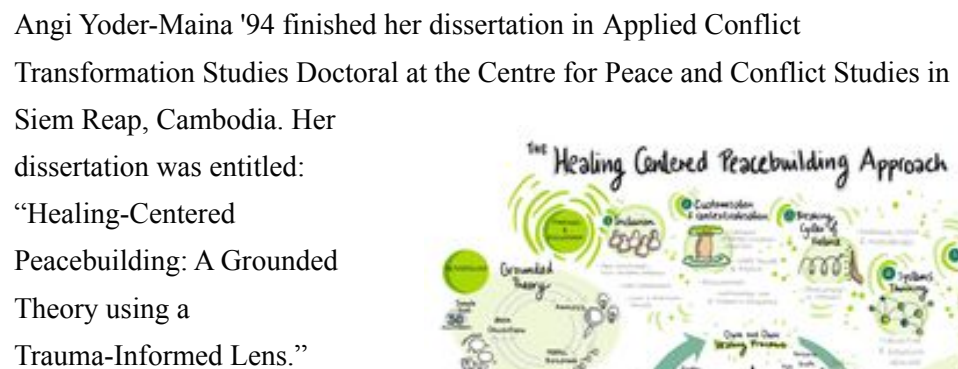
Currently, I'm working as a nanny. However, I am also working as a counselor for Camp Anytown, a camp where young people in the Greater Dayton, OH areas address societal issues such as race, ethnicity, gender, religion, economic status, disability and sexual orientation. Delegates live and interact with a diverse group of their peers, learning to build an inclusive and respectful community. I am also trained to lead facilitation on diversity, inclusion, and equity relating to the workplace. I got a certificate in Nonprofit Leadership, and learned about how nonprofit organizations are operated, and how they make a difference in the world. I am hoping within the next few months to find a job working for a nonprofit in my area, ideally working with the LGBTQIA+ community. My advice for 2021 graduates is to savor every moment of graduating, and to find their personal community and support system.

## Liz Geisewite ('02)

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Liz teaches music at Edward R. Murrow H.S. in Brooklyn, NY. She also directs two choirs: Accord Treble Choir and BVS Women's Choir.





**The Healing Centered Peacebuilding Approach**

**Central Concept:** COMMUNITY (Social, Political, Economic Conditions) surrounded by an Open and Ongoing Healing Process.

**Key Components:**

- 1. Inclusion:** Ensuring all voices are heard and valued.
- 2. Customization & contextualization:** Adapting the approach to local needs and contexts.
- 3. Building Capacity of Leaders:** Empowering local leaders to drive change.
- 4. Creating Integrated Tools:** Developing tools that address multiple dimensions of healing.
- 5. Systems Thinking:** Understanding the interconnectedness of social, political, and economic systems.
- 6. Social Healing:** Addressing the emotional and psychological impacts of conflict.
- 7. Foundational Elements of our work:** Core values and principles that guide the approach.
- 8. Routemap Approaches:** Structured pathways for achieving healing and reconciliation.
- 9. Grounded Theory:** A research approach that builds theory from data.
- 10. Socio-political context:** Understanding the broader context in which the approach is implemented.

"My advice to this year's graduates - prepare yourself to face violence, adversity, and trauma in your future work. Develop embodied practices now so you can tap into them later when such practices will be critical to your wellbeing. Also remember that the folks (classmates and professors) will be in your community for your lifetime of this hard but fulfilling work. Good luck in the future and if you are in Kenya - come and find me I would love to connect with you."

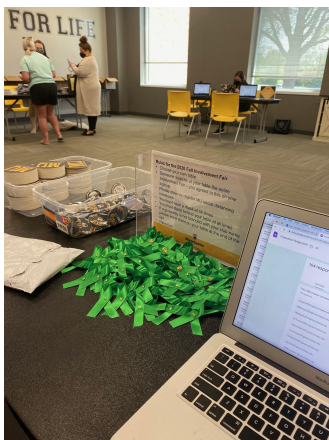
## Sustainable Development Goals

Manchester University's long standing connection to the United Nations has influenced the goals and actions of the Peace Studies Department, especially since the 2017 publication of the UN's Global Goals for Sustainable Development. There are 17 of these goals which tackle poverty, education, health, gender equality, sustainable industry, and the environment. These goals all contribute to a safer and more peaceful world by 2030. In order to ensure we are acting in accordance with these goals, we can analyze our activities as a collective in terms of how they fit within the goals. By categorizing our actions within the SDG framework, we can understand our strengths as a community, and where we have room for improvement. For example, in the fall of 2020, our strongest areas were: **goal 4, quality education, goal 11, sustainable communities, and goal 17: partnerships for the goals**. We had the fewest instances in goal 6 and 7: clean water and sanitation, and affordable and clean energy.

This goal framework allows us to understand where we are devoting the most energy, and where we can increase our focus. It also reminds us that we are consistently working in line with the mission of the United Nations Sustainable Development Goals: a better world by 2030.

<https://docs.google.com/spreadsheets/d/1FjKWZZqLoeGIsteMr5j6t5LJTC6DL568Vr6cbmN9oQM/edit#gid=0>

## Graduation Pledge



Manchester's Graduation Pledge says that signers "pledge to explore and take into account the social and environmental consequences of any job I consider and will try to improve these aspects of any organization for which I work." Seniors are given the opportunity to sign this pledge before walking at graduation, and demonstrate that they have signed by wearing a green ribbon on their robe. This year, 221 graduating seniors, both undergraduate and masters, signed the pledge.

# Senior Reflections

Joshua Troup, '21

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Peace Studies at Manchester was and still is an important part of what makes me who I am today. When I first got to Manchester, I didn't know anyone. Katy Gray Brown was my FYS professor and I'm so thankful to have been lucky enough to be with her. She introduced me to the Peace Studies program where I met a lot of people who I would consider my friends.

Beyond that, I'm thankful for the education I received because now that I'm entering the real world where I can get any job I want, it's good to have skills such as conflict resolution, Just War analysis, historical Peacemakers committed to memory, and beyond. I plan on going into the world of law enforcement, and I'll need things such as an understanding of nonviolence, what makes a protestor a good

protestor, and how to deal with folks who don't have the same education I was fortunate enough to get at Manchester.

The world is all but peaceful, but with the knowledge I learned at Manchester maybe I can make it less like it is now. It's a big task, but the attitude that I received from the professors within the Peace Studies program made me believe in myself and others that we can commit to peaceful change. There will be a lot of external factors that will try to keep me and everyone else down, but Manchester taught me to persevere.

I just wish the time went by a little slower. Four years is definitely a long time but in retrospect — nothing at all. I miss it already.



Looking back three years into the past, I am amazed by the level of growth I have experienced here at Manchester. In the last few years, Peace Studies has challenged me with a new and refreshing perspective that empowers me to (1) understand different dynamics and factors that go into public policies and national decision-making with more emphasis on Positive Peace and Conflict Transformation, (2) understand complex dimensions that influence positive peace to reduce poverty while promoting better education, food security, healthcare to promote global welfare and do away with the need for brutal force and (3) to take accountability and act justly towards the environment for the safety of all members of our ecosystem (plant, animals, and nature itself). Such interdisciplinary nature of the curriculum has allowed me to dive deeper into various subjects and courses ranging from Philosophy, Literature of Non-Violence, Sociology, Economics, International Politics, Globalization, Environmental Science, and Poverty.

One of the most rewarding experiences for me came from the Peace Studies & Alumni Relations trip to Alabama in February 2019. During the trip, we visited many historical

centers including Rosa Parks Museum, Martin Luther King Jr.'s house, The National Memorial for Peace and Justice, and more. The trip was eye-opening and taught me the long struggle for justice from minority people. It also taught me the value of love, peace, unity, equality, nonviolence, and compassion, along with their benefits to us as humans.

Within the summer of the same year, I had the opportunity to intern with the New Community Project in Vermont. Our work included planting food organically and harvesting the food weekly in order to distribute it to families who were financially insecure. The goal of NCP was to contribute to the alleviation of poverty while fighting against climate change. Our work also included water and energy conservation, environmental advocacy, women empowerment, and creating a sustainable environment through peace, justice, and earth care. It was a very rewarding experience that altered my perspective about the environment and the need to rethink industrial agriculture.

Another heart-touching journey for me was a Peace Studies Class called Concerning Poverty. The class allowed us to examine the

various structures of our educational, healthcare, and other institutional policies. It tells us how poverty is not the problem but rather an indication of a flawed system. It challenges us to rethink why some people are poor while others are rich, despite their good working habits. This particular aspect of the class forces us to rethink the common misconception that poor people are poor because they are lazy or do not work enough. Moreover, we were also challenged to question institutional politics and rethink better ones while treating poverty as a threat to peace. My major take from the class was that poverty is a global crime and everyone deserves an equal opportunity to health, education, and a better life.

Kelsey Tyler, '21

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I came to Manchester truly ignorant. All I could think about was becoming an All-American in cross country and track one day. I came in undecided with my major, since I wasn't really here to learn anyways, and I had no idea what I wanted to study. I also didn't really care about finding out. I figured studying exercise science might help elevate my running career, so that was really the only idea I had.

The above and many more experiences have pushed me to grow into a critical thinker who not just engages in global decision-making, but also makes conscious decisions that lead to global positive peace. Peace Studies has given me a sense of responsibility to engage in better policies to enhance the wellbeing of all members of the ecosystem. Therefore, I am confident that my journey in peace studies will be fulfilling in both the long and short run. My hope now is to obtain an MBA before moving on to start my own business hoping to create changes in areas of Poverty, Education, and nonviolent social change

And then something happened. I took Intro to Peace Studies and Intro to Philosophy as a part of my CORE requirements. And I loved it. I learned about women's suffrage, the civil rights movement, and other peaceful protests that have changed history, like Gandhi's salt march. I finally felt like the things I was learning would actually help me in life. And I also finally felt like I was a part of something bigger than myself.

Learning about groups of people who are oppressed and are suffering has truly shaped me into who I am today. Because of the Peace Studies program at Manchester, I now am passionate about working one day, which is huge for me. Instead of superficial things like how fast I can run, or what I look like, I want to make a difference in the lives of others. So, I will be getting my master's degree in social work to one day be an influential peacemaker, like the people I have learned about at Manchester.

Because of Manchester Peace Studies, I am now passionate and educated on political topics, so I will always participate in elections and political discussions when I can. I am also passionate about religions, and will forever dedicate myself to learning about and respecting people's beliefs. I am also passionate about equality of all people

and standing up for minority groups, which is something that I know will continue my entire life.

Peace Studies has and will continue to make me a great person, family member, friend, and ally. I will forever be grateful for everything that Katy and Elton have taught me the past 3 years. I am sad that my time as a Peace Studies major is over, but I will continue to study these topics on my own for the rest of my life.

Everyone should be a peace studies major.





# Peace Posts

Glynn Hines: Rightful Objectives: 50 Years of Black Student Organizing at Manchester | Chloe Leckrone '22

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Glynn Hines, Fort Wayne councilman and Manchester graduate, spent the evening of Thursday, February 3 with students on campus and on Zoom. Before his virtual VIA, a reception was held in the Toyota Round, where I was lucky to spend some time with Hines and his wife, as well as a small group of students, faculty, and staff.



After our meal, a few of us made our way to Cordier where the VIA took place, as Hines wanted to be at Manchester physically to give his address. It was clear from before the VIA even began that Hines is incredibly kind and lively, telling those of us in the audience that he wished there was a full crowd for him to interact with.

A Manchester graduate, Hines chose to attend the college in 1968 after hearing about the controversial decision to have Dr. Martin Luther King Jr. speak here (in fact, he spoke at the same podium that Hines used

that night). Eventually, he came to Manchester, and, for me, this was the most fascinating part of the VIA. Hines set the scene: a country overwhelmed by violence and racial tension. And while many of us like to believe our school has always been a place of peace, not even Manchester could escape that tension. Racist acts were brushed off as “college pranks” and

fight between white and Black students felt inevitable. Hines described one confrontation in Schwalm Hall that led to one of the most important moments in student organizing in Manchester’s history. In Hines’ words, soon after the fight began, “all hell broke loose.” The Black students holed up in Petersime Chapel for fear of not knowing what was going to happen to them, which garnered national media attention. From this experience, Black students felt they needed their own club, their own space

where they could gather to support one another. Hines was eventually able to establish AAFRO Club and advocated for the AAFRO House, AAFRO standing for Afro Americans Forming Rightful Objectives. The requests were for the club to be formalized, to have an African American advisor, and to have a physical place to go, outside of the dorms. According to Hines, this became “the center of our universe.”

While I vaguely knew about the Petersime incident before the VIA, I had never heard about it in so much detail, and certainly not from someone who was there. I am so grateful to have gained more insight into this event, but I can’t help but wish this was something



talked about more openly on campus. It might be hard for the administration, and honestly, for all of us, to admit that something like this happened here, but this should be a moment in Manchester’s history that every student who studies here and every person who works here knows about and understands the gravity of. As the VIA came to an end, I couldn’t help but ask myself, “how much has really changed?” Hines made me, and hopefully the rest of those watching, question how much progress we have really made, and challenged us all to continue to make Manchester a better, safer, environment for Black students.

## Reflections on the Documentary "I Am Not Your Negro" | Fatu M. Kaba '22

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“Everyone knows that 11 o'clock on Sunday morning is the most segregated hour in American life” was one of Malcolm X’s famous quotes taken from the documentary “I AM NOT YOUR NEGRO” by James Baldwin.

As the heavy pull of snow falls on February 26<sup>th</sup> 2020, students of Manchester University gathered for a VIA and Panel Discussion on the historical documentary, I Am Not Your

Negro, created from the incomplete manuscript of playwright, poet, essayist, and novelist James Baldwin. In a letter written by James Baldwin to his Literary agent, he described his next project as personal recollection about his relationship with three famous civil rights activists: Medgar Evers, Malcolm X, and Martin Luther King, Jr.— who were all assassinated one after the other as a result of racial segregation in the United States.

The film captures Baldwin's return from France to the United States after seeing a photograph of 15 year-old Dorothy Counts and a violent white mob as she proudly entered the Harding High School as the first black student to be admitted. According to Baldwin, he had never been homesick for anything in the United States due to his experiences of racial injustice, but from the image he made a personal commitment to return to the United States and "pay his due."

Baldwin grew up believing that white people were the only heroes allowed by society. He feared them due to the idea that they took vengeance as it was theirs to take and was afraid of how the mass oppression of the Negro takes away from the reality of African American experiences. However, he also made an explicit point as to why he does not hate white people based on an experience with a white school teacher Bill Miller, who treated him well by giving him books to read when he was young and taking him to places that positively impacted his childhood memories.

He went on to scour the media that "is compelled to present to the American people a self-perpetuating fantasy of American life. The mere concept of entertainment is difficult to distinguish from the use of narcotics. We are cruelly trapped between what we would like to be and what we actually are." He also emphasized how anti-black sentiments continue to play a role in national politics as well as the lives of ordinary Americans. Moreover, he points

out what was referred to as "the Negro's Problem" and how black people have been rubbed of everything.

Baldwin also went on to give reasons for his disassociation with any revolutionary or religious groups: "I was not a Black Muslim, for the same vein, though for different reason that I did not become a Black Panther, because I did not believe that white people were devils and I did not want the young Black people to believe that. I was not a member of any Christian congregation because I knew they had heard but not lived by the commandment 'love one another as I love you.' And I was not a member of the NAACP because in the north, where I grew up, the NAACP was fatally entangled with Black class distinctions ... which repelled a boy like me."

Throughout the film, Baldwin draws on different positions of his life, racial injustices, and the distinct methods of activism between Martin Luther King and Malcolm X as he pointed out "Malcolm X and Martin Luther King came from fundamentally different backgrounds, but at the time of their death, their positions were almost the same." He also noted that at the time of Martin Luther King's death, King had seen a similar vision as Malcolm X who was consistent in collaborating with reality and saying things as he saw them. Baldwin also pointed out an intriguing claim of racial prejudice in the following words: "If we were white, our heroes would be your heroes

too. Malcolm X would still be alive...when the Israelis or the Poles pick up guns and say 'give me liberty or give me death,' the entire white world applauds. When a Black man says exactly the same thing, he is judged a criminal and treated like one. Everything is done to make an example of this bad nigga so there won't be any more like him."

The documentary ended with the recording of some of Baldwin's speech in which the following quotes were taken: "not everything that is faced can be changed but nothing can be changed without facing it;" "You do not need numbers, you need passion;" and "History is not the past, it is the present. It cannot be changed, we carry our history with us."

Following the film, four Professors of Manchester University shared their ideas and perspectives on both the film and racial segregation across the United States and the African Continent.

The first panelist to speak was Dr. Alicia Dailey, Assistant Professor of Social Work. Dr. Dailey identified herself as the only domestic African American Professor in the University. She pointed out that most people assume that Racism is over because Obama, the first black man to become president, created a live in a "post-racial society", but in reality the idea of a post-racial society is only a fallacy. According to her, individual racism still lives and breathes in the present

day United States and can be both intentional and unintentional. Moreover, there is a common misconception from some white Americans who try to patronize the slavery of blacks by saying "But the slaves were treated well." Dr. Dailey also gave a local example of racism through telling the story of how a group of African American students were mistreated by a white manager of McDonalds. Lastly, she pointed out that Americans have made progress in terms of combating racism, but more needs to be done and that people should be treated equally.

Dr. Dailey was followed by the next panelist, Dr. Beate Gilliar of the English department, who articulated some great points from a collection of articles that speaks about the continued struggle of individuals and groups of people based on color. She stretched out great points against how society has been instituted on the basis of skin-color.

Dr. Gilliar was followed by the Chair for the History and Political Science department, Dr. Benson Onyeji, the only African Professor from Nigeria. According to him, the film is placed within the context of historicity of both African and African Americans and their experience with racial prejudices and oppressions that were accumulated in both the Pan-African and the civil rights movements. He continues his point by stating what is regarded as the "Black National Anthem " originally written

as a poem by James Weldon Johnson in 1900.

*“Lift every voice and sing,  
Till earth and heaven ring,  
Ring with the harmonies of Liberty;  
Let our rejoicing rise  
High as the list'ning skies,  
Let it resound loud as the rolling sea.  
Sing a song full of the faith that the dark  
past has taught us,  
Sing a song full of the hope that the present  
has brought us;  
Facing the rising sun of our new day begun,  
Let us march on till victory is won.”*  
*“Come to the place for which our fathers  
sighed?  
We have come over a way that with tears has  
been watered.  
We have come, treading our path through  
the blood of the slaughtered,”*

Dr. Onyeji then continued to point out the injustice done through the infamous Berlin Conference in which European Imperial Powers decided to split Africa among themselves and solidify colonialism. According to him, “European conquest and subjugation of African people, and their labor, and natural resources has continuously been followed by the exploitation of the African continent up to date.” He also pointed out that he knew very

a little about the civil right movements back in Africa and more about the Pan-African Movements, and that both have very similar stories based on their quest to fight against the manipulations and contradictions of slavery and the injustice done against the Africans both on the continent and globally. He ended his discussion with a reminder that black people should always remember who they are and where they came from because racial practices, past or present, does not care where a person was born and that the prevailing idea is that the person is black and that “we do ourselves a disservice when we succumb to the very imperial slave-colonial tactics of divide and conquer.”

Lastly, the discussion was concluded by Dr. Mike Staudenmaier, Assistant Professor of History, who pointed out the significance of the film in relation to history and his affirmation of James Baldwin’s statement “the story of [black people] in America is the story of America. It is not a pretty story.” He proceeded with a reflection on what he called “the terrible and the beautiful aspects of US history”. According to him, the vicious murders of Medgar Evers, of Malcolm X, and of Martin Luther King, as displayed in the film proves that the history of the Civil Rights era is not an inevitable and peaceful triumph of good over evil, and that “whatever the victories of the movement, they came at a gruesome cost, one that is still being paid by the Michael Browns, Laquan McDonald's, Trayvon Martins, and Rekia Boyds of today.” He also

raised a great question about the footage in the film of young white counter protestors with slogans of “white power” and a wonder of who they are and how they might have changed over the last five decades. Lastly,

also pointed out the beauty of nonviolence and how Baldwin unabashedly sees beauty in the whole range of black freedom struggles, from civil disobedience to armed self-defense, and not just in Martin Luther King and Medgar Evers but also in Malcolm X. He ended his discussion by saying that Baldwin provided a model not just for

he pointed out that even though the film has a lot of terrible stories of US history, the beauty of the US history can also be found at the end of the film and the intuitive beauty of the Black Freedom Movement. He

observation but for fighting – together – to change them. “We would do well to follow his lead.” he climaxed.

At the end of the VIA, the students were left with a call to consider: to “think less in terms of guilt, and more in terms of our responsibility to each other.”

## January Session 2021: Immigration and Tactical Mapping

This January, students participated in a virtual course to learn more about the immigration process in the United States. Students worked with the text ‘The Undocumented Americans’ by Karla Cornejo Villavicencio, and studied ‘Immigration Nation’, a documentary series on Netflix about interactions between immigrants and Immigrations and Customs Enforcement. There were also many guest speakers such as Hannah Cartwright, an immigration attorney, and a public relations employee for ICE. The group also worked with the New Tactics team at the Center for Victims of Torture, an international non-profit that has developed a software called Tactical Mapping. Tactical Maps help to understand relationships between actors in a conflict, and better target where change can be made most effectively. Students created three tactical maps: one pertaining to conditions in detention centers and their effects on vulnerable detainees, one pertaining to dissemination of information to immigrants and detainees, and one focused on developing a municipal ID program.

## January Session Reflection - Libby Kreps

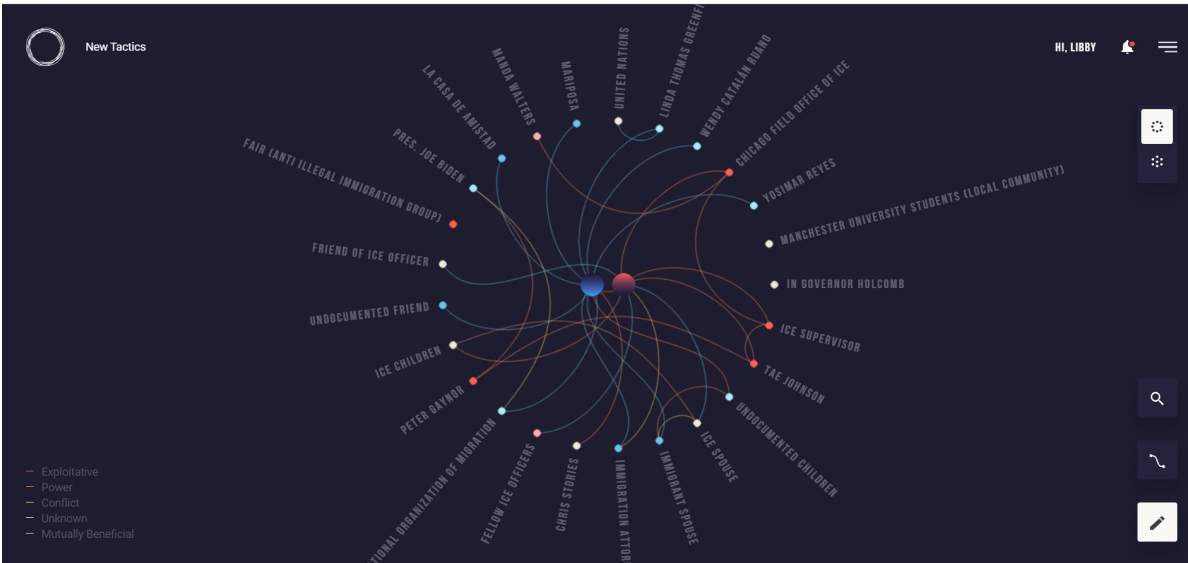
Each January, the Peace Studies Program hosts a class that invites students to step outside of campus for an immersive experience focused on an issue facing our world community. However, this trip was simply not in the cards during the Covid-19 pandemic. This Jan Term, we tackled the topic of immigration and the experience of undocumented immigrants in the United States through an online class. Together, we quickly learned that this is a complex and emotion-filled topic that impacts people around us, often without our knowledge. We watched a Netflix documentary called *Immigration Nation* which follows the lives of undocumented immigrants, as well as many individuals in different levels of U.S. Immigrations and Customs Enforcement. These vivid stories put faces to the individuals who suffer under the immigration system in the U.S., which often left us awestruck and dumbfounded by the pain that the system has inflicted. To hear a local perspective, we spoke with a lieutenant from the Goshen City Police Department and to two organizations that provide legal and social services to immigrants, Mariposa Legal and La Casa de Amistad.

After gaining a foundation of knowledge about immigration, we had the opportunity to literally create a plan about how to engage with problems that we were seeing. We participated in a seminar with New Tactics, an online platform that helps people to strategize around a chosen problem. With the help of two representatives from New

Tactics, we broke into groups to organize our thoughts into two statements: the problem our group saw and our vision to solve that problem. From those statements, we were able to create a map of the people directly and indirectly impacted by the conflict. Each of these ‘actors’ could be placed in a spectrum of allies, which expressed the type of relationship that they had to the problem. These connections to the problem could be used to formulate tactics that could potentially help to solve the problem. As an end product, our groups selected specific tactics and how we would carry out that plan. In the picture below you can see the map that was created by my group. The problem we were attempting to solve was the terminology used by ICE officers and the information barriers that undocumented immigrants face in Northern Indiana. Our tactic was to use UN resources to fund educational programs for undocumented immigrants about the legal rights that they have if they are ever detained.

This class was truly a great experience. Not only did we have incredible speakers that showed us the realities of undocumented immigrants and solutions that are being pursued, but we had excellent discussions around immigration and how it impacts us as college students. While there wasn’t a sixteen-passenger van to load into this year, this class was just as immersive and thought-provoking as our cross-country trips.

# Examples of Tactical Maps





## Community Partner Reports

### Advantage Housing

This past year, Peace Studies students and friends ventured to Wabash, Indiana to volunteer with the local organization, Advantage Housing.

Advantage Housing works on homelessness prevention by focusing on the housing needs of the underserved in the community.

This past year, students mainly volunteered at one location in Wabash. This location



was an old apartment building that was donated, and would become a shelter for survivors of domestic abuse. We helped by shoveling snow outside the building so materials could be unloaded, doing demolition work, and unloading lots of materials. The director of Advantage Housing, Dale Bliss, is one of the most inspiring people I have ever met. He gives all his time and heart to Advantage Housing and inspires everyone he works with. He cares deeply about the work he does and wants everyone that steps into a house or apartment he has fixed to feel at home. He taught us about why it is important to give back to the community, and shared stories of those he has helped. The experience of volunteering with this program was a special one. Not only did I learn how to disconnect a stove and plumbing, or manage to move many toilets down the stairs with Virginia without one falling on me, but I formed friendships at the same time. It was also amazing to see how the community and businesses supported Dale. Every time we went to volunteer, Dale would tell us about multiple companies that had donated supplies for the shelter. Opportunities like this one make me very grateful to be a Manchester student. I have the chance to help my community, create new bonds, and learn new skills. I am so thankful for our time at Advantage Housing this past year and I cannot wait to do more work with them next year!

**Kendall Brown, '22**

## Second Harvest Tailgate

This year, it felt crucial to get involved with our community through direct service and volunteering. Since we could not travel, and the pandemic has brought many inequities to light that exist right in our own community, we were thrilled to have the opportunity to volunteer with Second Harvest through the Manchester Church of the Brethren. One or two Wednesdays a month, the Second Harvest trucks would pull up to the Manchester Church of the Brethren full of donated food from local stores. Hundreds of cars would fill the parking lot, ready to be loaded up with bags of groceries. Volunteers directed traffic, recorded numbers, and filled cars with food. It was an incredible opportunity to get food into the homes of families who need it most, while still being safe and protected from the pandemic. We are so lucky to have community partners in the area who give us opportunities like these to engage in direct service, whether that be for volunteer hours, for a class, or just for a fun Wednesday afternoon!

## Timbercrest Seniors for Peace

In January, Gary Heisler contacted the Peace Studies Department on behalf of the Timbercrest Seniors for Peace Steering Committee, to ask if we would be willing to provide programming for one of their February meetings. Due to the pandemic, we would not be able to



present in person, but instead created a video for the group to watch. This video included clips of several current Peace Studies students, introducing themselves and sharing why they choose to study peace. The video can be found at

 Timbercrest Seniors for Peace .

The opportunities to work with local groups such as this one continued, even in the midst of the pandemic. These projects remind us that we are not isolated in our community and that we have so much to offer each other. We are grateful to our community partners for their continued interest and support.

# Student Work Submissions

Libby Kreps and Shayla Welch

## ENCOURAGING COMMUNICATION

Ways to implement restorative justice in your classroom

### WHY RESTORATIVE JUSTICE?

**OAKLAND**  
using restorative justice since 2007

3.3%  
total

suspensions in 2018-19 school year

**FORT WAYNE**  
traditional discipline

9.7%  
in school

10.7%  
out of school

suspensions in 2018-19 school year

### BENEFITS

- Community-based conflict resolution
- Students learn to treat conflict as a natural and necessary learning process
- Teaches valuable skills for problem solving and communication
- Encourages responsibility
- Builds relationships and support systems
- Strives to provide respect for all
- Creates opportunities for equitable dialogue

### TACTICS

Here are ways to add restorative justice into your classroom:

1. Help students to see conflict as normal part of life
  - a. teach resolution rather than apology - opportunity for growth
2. Create rules for your classroom community together with your students
  - a. Build sense of accountability
3. Provide transparent processes for students to bring forward and discuss conflict
  - a. In order to own their actions, students have to know they have an accessible space to do so
4. Resolution circles
  - a. Cooperatively come to resolutions
5. Community circles for content
  - a. Present content in community-based discussions, allowing students to share openly and moderate conversations with each other
  - b. Exposes students to a diversity of perspectives
6. Invite the lives of students into the classroom
  - a. Building trust so that students feel comfortable to share their minds

### SOURCES

- [ousdata.org](https://ousdata.org)
- [edutopia.org/blog/restorative-justice-resources-matt-davis](https://edutopia.org/blog/restorative-justice-resources-matt-davis)
- [inview.doe.in.gov](https://inview.doe.in.gov)
- <https://www.monash.edu/education/teachspace/articles/how-to-use-restorative-justice-in-your-classroom-and-school>
- <https://www.edweek.org/teaching-learning/opinion-ways-to-implement-restorative-practices-in-the-classroom/2020/01>

## Thesis:

On Poverty and Education: Influencing Nonviolence Social Change in sub-Saharan Africa

Poverty: The bank defines extreme poverty as living on less than US\$1.90 per day. (PPP), and moderate poverty as less than \$3.10 a day.

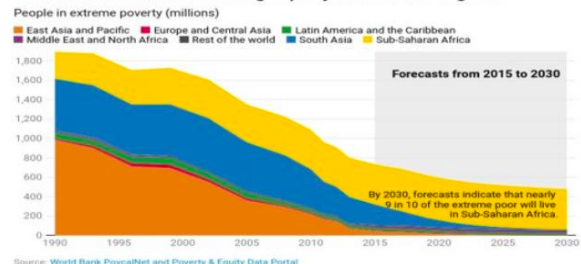
With a global effort to reduce violent mass conflict and poverty, there is a common belief among world leaders, politicians, and mass media that poverty and high illiteracy are the major causes of violence. According to the 2018 World Bank report on extreme poverty, between the 25 year period from 1990 to 2015, the global extreme poverty rate dropped an average of a percentage point per year—from nearly 36% to 10%. In Sub-Saharan Africa, however, it dropped a little over 1%, and if anything it is expected to double in the next decade. The region contains 48 of the 54 sovereign African countries with over 1B People excluding Algeria, Egypt, Libya, Morocco, and Tunisia. By 2015, Sub-Saharan Africa was home to 27 of the world's 28 poorest countries. The report stated that the extreme poverty rate remains “high in low-income

countries and those affected by conflict and political upheaval.” The above graphs show how both violence and poverty have plagued the region. Therefore, many believe that when poverty is reduced in the region, the violent mass conflict will also reduce and vice versa.

Poverty at the International Poverty Line of \$1.90/day (in 2011 PPP)

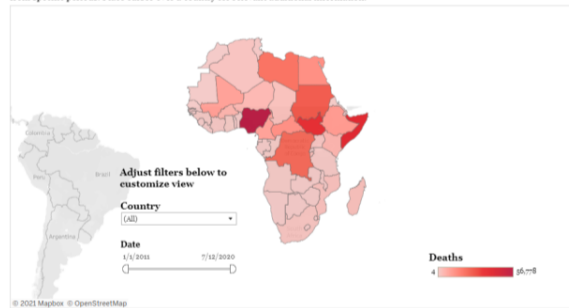
Region	Headcount ratio (%)		No. poor (millions)	
	2013	2015	2013	2015
East Asia and Pacific	3.6	2.3	73.1	47.2
Europe and Central Asia	1.6	1.5	7.7	7.1
Latin America and the Caribbean	4.6	4.1	28.0	25.9
Middle East and North Africa	2.6	5.0	9.5	18.6
South Asia	16.2	12.4	274.5	216.4
Sub-Saharan Africa	42.5	41.1	405.1	413.3
World Total	11.2	10.0	804.2	735.9

The number of extremely poor people continues to rise in Sub-Saharan Africa, while falling rapidly in all other regions



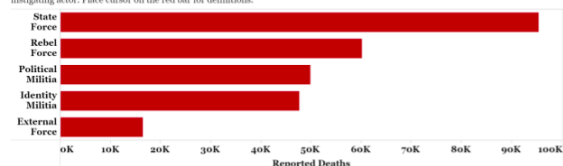
### Deaths Caused by Political Violence

Click on a country, and data specific to that country will populate the charts below. To return to data for the entire continent, click on the white space on the map. To view data for more than one country, use the country filter. Adjust the time scale to see information from specific periods. Place cursor over a country for relevant additional information.



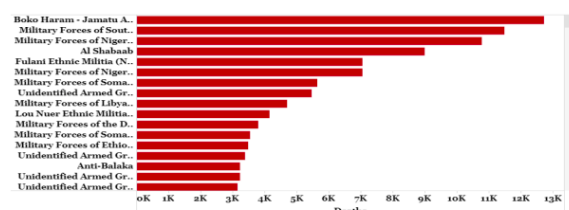
### Deaths Caused by Type of Participant

There are almost always two or more groups involved in a violent incident—for example, state force fighting rebel force. ACLED includes the fatalities of all participants, armed or not, in each incident. The following chart shows deaths associated with the instigating actor. Place cursor on the red bar for definitions.



### Participants in Political Violence

Although fighting between two or more armed groups results in fatalities on all sides, each incident has an aggressor. This graph reflects fatalities attributed to incidents where the listed group is identified as the main aggressor. Where applicable, dates and/or countries of operation have been noted for the participants. Participants associated with less than two hundred deaths since 2011 have been excluded. To see the full name of each group, click on their name.



Violence and conflict graphs are taken from The Sub-Saharan Security Tracker (SST) draw on data from the Armed Conflict Location and Event Data (ACLED) Project. From observation, because I was born in Liberia during a 14 years-long civil war with a low literacy rate and extreme poverty, I know violent unrest, extreme poverty, low education, often plague the region with little or no increase in economic development. However, as the country experienced a ceasefire and most people started gaining access to basic educational opportunities, the

experiences have changed drastically. There have not been instances of violence among the different religious or 16 tribal groups. However, after almost two decades since the ceasefire, the increase in peaceful assembly and other methods of civil disobedience has almost doubled. Interestingly enough, the country has also been experiencing extreme poverty, with USA Today 2019 reporting showing Liberia as the world's Poorest country in 2019 with a GDP of \$710. On the flip side, there is also increasing violent mass conflict in regions and countries with higher income and a more educated population. These two seem to contradict popular belief and raise the question of whether there is a correlation between Poverty, low education, and violent mass conflict.

(Krueger & Maleckova, 2002), the National Bureau of Economic Research: "there is little direct connection between poverty, education, and participation in terrorism and politically motivated violence. This research also found the occurrence of hate crimes largely independent of economic conditions and sometimes engaged in violence can be overwhelmingly from high-paying occupations.

(Piazza, 2006), The University of North

Carolina also conducted another research on poverty, inequality, and poor economic development and are terrorism by employing a series of multiple regression analyses on terrorist incidents and casualties in ninety-six countries from 1986 to 2002, the study considers the significance of poverty, malnutrition, inequality, unemployment, inflation, and poor economic growth as predictors of terrorism, along with a variety of political and demographic control variables. The findings are that, contrary to popular opinion, no significant relationship between any of the measures of economic development and terrorism can be determined.

(Lee, 2011), published by Cambridge University Press, show that the highest-risk groups for terrorism can closely be associated with people from the upper part of society but not at the top and often the poorest members of the politically aware class. It argues that most extremist groups and ideologies are strongest within the lower middle class and often those who are better educated than the average member of the societies from which they recruit.

(Draman, R. 2003), explain that poverty is both a cause and a consequence of conflict. The research argues that poverty can lead to conflict and conflict can lead to poverty. There is a high tendency for poor countries to experience more conflict.

(Tollefsen, 2017), Conflict Management and Peace Science Journal reported a survey of 4,008 subnational districts across 35 African states, showing that areas with high poverty are more likely to experience violent conflict. It also stated that poverty can exacerbate violence, especially when local institutions are weak. However, this research stated that the correlation is likely to be indirect.

Most of the existing literature makes claims that poverty itself is a form of violence, while others claim that poverty could lead to violence. However, some literature has also provided contrasts to these claims that low educational levels and income are not factors that cause violence. Both sides left space for confusion and did not properly establish whether being poor could be a factor that causes violence.

Therefore, the purpose of this research is to (1) understand whether the increase in Educational opportunity could serve as a factor to necessitate the reduction of violent mass action. (2) Secondly, it aims to provide policy recommendations that help educators and non-violence activists examine the necessary factors that must be met for a country to experience increased nonviolent social change that reduces the need for brutal force.



**Question:**

Is there a correlation between Education, High Income, and nonviolence?

**Hypothesis:**

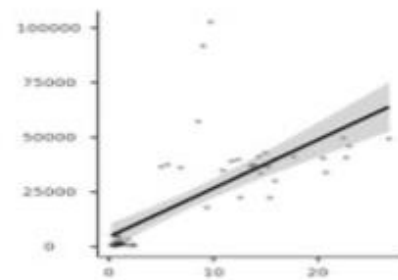
Alt: My initial hypothesis is that countries with a high literacy rate and income population would experience greater nonviolent action compared to countries with a high rate of poverty and low education levels.

Null: The number of times lower/poor income countries experience violence will be equal to the number of times higher income countries experience violence.

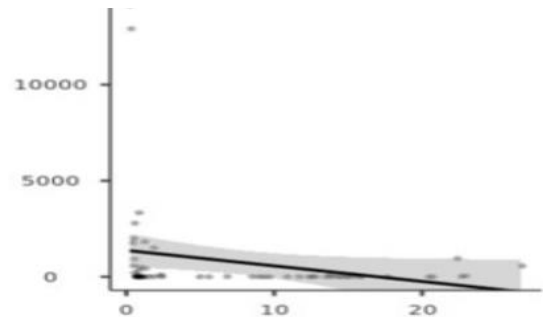
**Methods:**

To answer the proposed research question, I use secondary data collected by Our World in Data and the World Development Indicators to conduct statistical analysis. I first used the World Development Indicator to randomly sample 20 countries based on their GDP (10 developed countries and 10 underdeveloped countries). The three major variables from each country include (1) their Education level, which was based on Percentage of the Population age 15+ who have enrolled in at least tertiary-education. (2) The second variable was their GDP per capita, focusing on countries mentioned under the category of “rich countries or poor country.” (3) The third variable was based on the frequency with which each of the 20

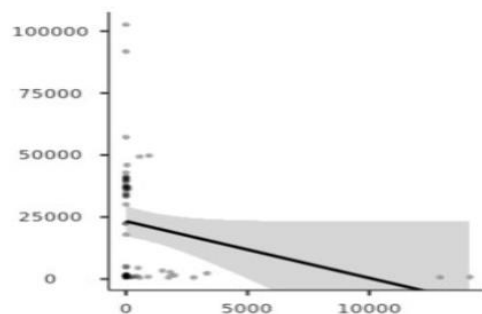
countries experience death by conflict or terrorism. All the variables from countries were those available between the period from 2000 to 2005 and 2010. The data used to conduct the analyses are made public by Our World In Data.

**Findings:**

Research Finding 1: Education & GDP



Research Finding 2: Education and Violence



Finding 3: Income Level & Violence

Based on the findings, we see that there is a positive correlation between Education & GDP, which shows that the higher a country's educational level, or the more people have access to education, the higher the GDP of that country. Hence, education is a factor that can reduce poverty within countries.

The second and third findings show that Education and income level are negatively correlated with violence. This means lower income and Education a country receives, the frequency of violence/death/terrorism will increase. And the higher the income level and Education, the less violence a country will experience.

### **Conclusion:**

Therefore, We will reject the Null Hypothesis and accept our Alternative Hypothesis because the data tells us that Violence, Poverty, and Education all affect each other. Lower income and Education, the frequency of violence/death/terrorism will increase. Hence, the increase in Income and Education can serve as factors to necessitate the reduction of violent mass action in Sub-Saharan African Countries/Undeveloped countries.

### **Finding Limitation:**

For this research, a major limitation has to do with the amount of data used. Twenty

countries seem insufficient to make a general conclusion for the entire globe. This gives us an insight into the situation but also leaves more room for further research that covers all of the countries ranging from lower income to middle income and higher income. Therefore, research can be done that also expands the years instead of 10 years to about 25 or 50 years. And instead of 20 countries, we could use between 100 to 150 countries. This might help us draw more compelling results that large scale researchers and political analysts can use.

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## 2020-2021 Photos



Students volunteer in Wabash with Advantage Housing





Anna Beahm Mow Peace Garden Plaque



Volunteering at the Second Harvest Food Tailgate at Manchester Church of the Brethren





**Glynn Hines '73** speaks at Manchester University's annual Martin Luther King Jr. Remembrance and Rededication Ceremony on February 4, 2021



Students paint bowls for Campus Interfaith Board's Empty Bowls Fundraiser



Students enjoying a Simply Brethren  
Campfire



Kendall Brown works diligently on a  
bulletin board for the Peace Studies  
Lounge



First Annual Peace Garden Egg Hunt





Students Fatu M. Kaba and Karly Eichenauer speak at Baccalaureate Service



Students and Kenapocomoco Peace Coalition Executive Board Members work the Involvement Fair



Virtual 2021 Inauguration Watch Party



Students Kendall Brown, Karly Eichenauer, Chris Francois, and Fatu M. Kaba present virtually at the Notre Dame Student Peace Conference

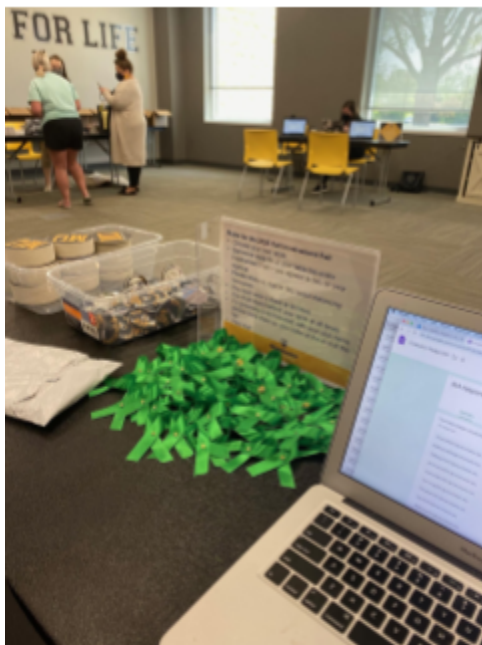


Students and community members participate in Productive Communication and Conflict Training with Education for Conflict Resolution





Students participating in virtual Kenapocomoco meetings

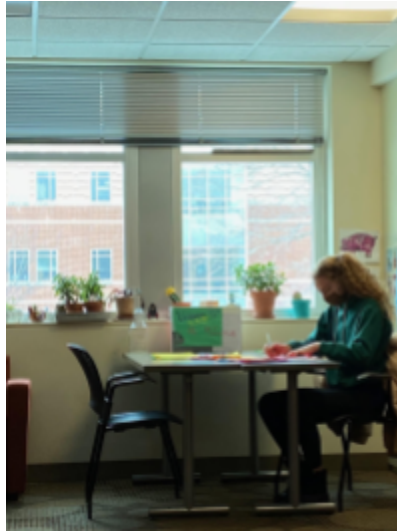


Graduating students signing the Graduation Pledge



Buttons for the MU Voter Registration Drive





Kelsey Tyler working hard  
on Validation Cards



Origami in the Peace Studies Lounge



Rena Walker-Zamora painting the spirit  
rock for Peace Week

