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## Become the Change Newsletter for December 2009

Center for Nonviolence and Peace Studies

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### Recommended Citation

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*Center for Nonviolence & Peace Studies*. Paper 6.  
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Center For Nonviolence and Peace Studies
Become the Change



From the Director's Desk . . . Reflecting over the past fall semester I can only think of one word . . . Whew! A whirlwind of activity and programs emanated from the Center. Our calendar was filled with student activism, various educational and training programs, graduate student research, interdisciplinary curriculum development, and outreach activities at the campus, national, and international levels. The Center continues to expand and build collaborative relationships and organizational partnerships. Looking ahead to 2010 a number of bright possibilities are emerging. Several notable examples come to mind. Locally, in January we will participate with Cultural Connections, providing nonviolence training to Providence educators and students in their "Raise Your Voice" program, a grant funded intergenerational arts and humanities poetry initiative developed by Risa Gilpin and Dorothy Bocian, involving Palestinian poet Naomi Shihab Nye. Nationally, we have engaged in fruitful discussions with Malia Lazu, Executive Director of the Gathering for Justice and they have informally agreed to forge a partnership with URI and our Center! Internationally, our African partners in nonviolence continue to make impressive progress on establishing training centers with URI. These include nonviolence training projects with Children's Welfare International in Liberia, Social Development Services in Somaliland, and the African Conflict Response Foundation working in Northern Uganda. Of course we are constantly working to create a larger footprint for nonviolence and peace on our own campus. Next semester we are offering a record number of courses and training opportunities for students. Professor Charles Collyer's development of NVP500 Theory and Research on Nonviolence and Peace, a graduate level foundations course, will move us forward to formal approval of our graduate certificate program! Read more about our activities in this issue and join us this holiday season as we renew our personal commitment to nonviolence as a way of life and as a tool for building a more peaceful global beloved community. Holiday wishes of peace like new fallen snow on a still and starry December night. - Paul Bueno de Mesquita



Art and Paul join Diversity Week Honors Colloquium keynote speaker Dr. Dipesh Chakrabarty from the University of Chicago and guest Dr. Clare Ginger University of Vermont following an evening of Demystifying India

DIVERSITY WEEK 2009 Center Plays Active Role

Center faculty and students played an active role in URI's Diversity Week 2009. Lynne Derbyshire, Art Stein, Clare Sartori-Stein, Laura Baracaldo, Michaela Cashman, David Nelson, Laura Dussault, and Paul Bueno de Mesquita all took part, from facilitating workshops, providing musical edutainment, and hosting documentary films, to registering participants, collecting evaluations, and helping programs run smoothly.



Center Welcomes Vanessa Quainoo as New Co-Convener Associate professor in Africana and African American Studies and faculty member in the Department of Communication Studies at URI, Dr. Vanessa Wynder Quainoo has been appointed as the newest co-convener with the Center. With degrees from Wheaton College, IL, Western Illinois University, and the University of Massachusetts at Amherst, she teaches oral performance, race

and media, and the rhetoric of the civil rights movement and studies the power of spoken word to create community and shared justice. Dr. Quainoo also has a degree in theology and sustained interest in the African American Church. She is an ordained minister and is an international director for a West African women's empowerment organization. Quainoo's academic background and international experiences in Africa make her a valuable asset to the Center's team. The question is "When will we be opening that Center for Nonviolence in Ghana???"



Upcoming Trainings Page 8



Thumbs Up for Nonviolence Trainer Sharon Key with Level I Trainees Qalquilya, Palestine.

THIS HOLIDAY SEASON . . . LIGHT ONE CANDLE FOR PEACE



## OUR GOAL IS TO CREATE A NONVIOLENT SOCIETY -BERNARD LAFAYETTE JR.

**Conversation Hour and Dinner Reception with Michael Nagler***by Gail Faris*

Center convener and emeritus professor Art Stein collaborated with fellow convener Gail Faris and the Women's Center to host a special conversation hour and dinner reception for Honors Colloquium guest Michael Nagler. Professor Nagler from the University of California, Berkley, is Director of the METTA Center for the study and practice of nonviolence theory, came to the University of Rhode Island in early October to participate in the "Demystifying India" Fall 2009 Honors Colloquium.

This charming and aesthetic man visited with friends of the Center for Nonviolence and Peace Studies,



**Students Mila, Jenlyn and Michaela enjoy interacting with Michael Nagler.**

engaging students, faculty and staff in an informative, peaceful and inspirational discussion.

After a delicious dinner, a circle naturally formed and the group began talking with Michael informally, asking questions and listening to thoughtful answers about peace and nonviolence. He spoke of the

methods of Gandhi and King, and more presently about alternatives to war. He recounted the times and ways that war has been averted, in the most difficult of circumstances, in places where we tend to think dialog is not possible, such as 1948 nonviolent student uprising in Iraq.

Professor Nagler knows that nonviolence would become a successful alternative to conflict and war if people knew more about its power. "If given a chance, people can understand the philosophy and can be guided to apply it in the real world." He, along with Gandhi and King, knows that the first principle is to separate the person from the deed; we can be uncompromising about the deed, but conciliatory toward the person. According to Nagler, if we keep this in mind, negotiations can take place under any circumstance.

**SAWA Presents Liberian Documentary***by Laura Dussault*

Last summer Joseph Jarbah, level one nonviolence trainer and director of Liberia's Children's Welfare International, highly recommended to us the documentary film *Pray the Devil Back to Hell*. This semester Samuel Aboh and



Student Alliance for the Welfare of Africa hosted this film at URI. The film tells how Liberian women used nonviolence and direct action to help end a

bloody civil war and bring about peace. The women had a common cause to end violence against women and children. The film offered a real look into how violence was experienced during the Liberian civil war. The women protested in white shirts with signs for peace. Constantly passed by and ignored by the government, they ended up on the steps of the Presidential Palace where the president finally heard their message of peace.

**URI Engineering Professor Reconciles Differing Views of the Military***by Laura Dussault*

Nonviolence is not just about everyone agreeing with each other but rather learning how to find the truth through a synthesis of conflicting views. Dr. King's thinking promoted this process. I was reminded of this when I first met Professor Richard Vaccaro at a Brain Injury Conference in March, who was attending the conference to gather information to help his son. Eating lunch at the same table we starting talking, at first about my interest in engineering and then about his son's struggle to survive. His son first achieved his goals in the military but now as he is no longer able to serve due to a traumatic brain injury (TBI) sustained after a bomb blast. Later this fall at a Diversity Week workshop on *Military Unity to University Classroom: Student Veterans Cope with Transition Challenges*, I saw that Richard was among the panel. Richard was speaking from a non-military background on how he was educator yet his son wanted to join the military. Initially Richard did not understand his son's opposing viewpoint.

After his son's injury Richard's experiences helped him understand his son's military choice. The military flew him to Germany to be with his son. When transporting his son back to the U.S., Richard witnessed how members of the military worked together seamlessly despite their diversity. Black, White, and Hispanic all worked together as a community to care for the wounded. They were proactive and attentive toward the injured, making sure that injured soldiers had privacy and intensive care. For example, his son was provided with a private nurse on the flight due to the severity of his injuries.

Sometimes life-threatening experiences can help open people's eyes and broaden their understanding. In this situation Richard's experience taught him to think more like Kingian nonviolence and find the truth in a synthesis of different points of view. I think Richard's new way of thinking will help him help his son.

**Climbing the Stairs: Nonviolently***by Kay Johnson*

URI was well represented at the National Council of Teachers of English annual convention in Philadelphia on November 20, 2009. Diane Kern and Kay Johnson from the School of Education along with author Padma Venkatraman presented a workshop program about their semester-long collaboration. They discussed several ways teachers can incorporate the theme of nonviolence into their English Language Arts curriculum as preventive measures to give students the knowledge and strategies for dealing with potential problems of violence in their everyday lives.

Violence is a major concern in our schools today. Approximately half of the students in middle and high school have reported an incidence of violence (physical attacks, theft, etc.) and nearly 30% have reported that they are either victims or perpetrators of bullying tactics (U.S. Department of Education, Institute of Educational Sciences). The presentation was based on a classroom research study conducted in Dr. Kern's Secondary English Language Arts Methods course at URI. The session offered a variety of innovative instructional methods promoting nonviolence. Padma began the session with a chapter reading from her young adult novel *Climbing the Stairs*, set in India in the 1940's. Led by Gandhi, the people of India were engaged in a nonviolence movement for independence. India's position during World War II is also integrated into this story about a young woman's personal struggle for freedom. Diane then engaged participants in discussions using various comprehension strategies. Kay ended with an impressive multimedia overview of the Civil Rights Movement in America and Dr. Martin Luther King, Jr.'s approach using nonviolent direct action to bring about change.

**Peace at Work***by Johnny Lee*

**500 domestic violence assaults at work are analyzed.** When victims attempt to leave abusive relationships, one of the easiest places for abusers to find them is at their place of employment. As 75% percent of female occupational homicides are due to intimate partner violence, a new study called *Domestic Violence Assaults in the Workplace* reviews 500 incidents to identify risk factors such as time, location, actions of the perpetrator after the assault, and prevention measures. By identifying trends such as the majority of incidents occurring in the parking lot and as the victim was arriving for work, better informed prevention measures can be developed. The full report is available at <http://peaceatwork.org>.

**Nonviolence Class Thoughts***by Kimberly Soule*

As a community service option, I was able to take a nonviolence training with Linda Palazzo, and it really opened my eyes and inspired me to continue studying nonviolence and peace studies. Linda was such a very good instructor. She really taught the theories in an effective way and was inspiring. The different exercises that she had us do represented the different theories and it brought a different and interesting way of learning. I would really encourage all students and interested persons to take a course like this, to broaden their sense of what nonviolence really means. Linda stressed that nonviolence is a way of life, and hopefully it can become a way of life for more people. Now I am beginning to change my thoughts and ways after this course in an effort to make nonviolence a way of life for me. All in all, this class was extremely effective, and I learned way more than I ever could have imagined with another community service class.

*Kim is a sophomore in Human Development & Family Studies.*

**Have You Been To Jail For Justice?***by Linda Palazzo*

The ACI Resolving Conflicts Nonviolently Graduation was held on October 14<sup>th</sup>, 2009. We were honored to have in attendance our Interim Director Professor Paul Bueno de Mesquita. The highlight of the evening of graduation was Paul singing to them. One of the songs he sang was, "Have you ever been to jail for justice?" I wish I had had Paul sing when he first arrived at the class. The men were quiet and I had to pull the dialogue from them. Once the music began they warmed up. It was wonderful to see them laughing and enjoying the simple things in life. It is so true that music is important in a nonviolent movement such as the one at the ACI where I am working diligently to win them over to our side. I start by teaching them that I trust them. At the beginning of our class I play the song, "Where Is the Love", by The Black Eyed Peas. The level of trust comes in when everyone is asked to close his eyes. One inmate confessed to peeking to see if I closed my eyes too... and of course I do! How else can I let my mind gravitate? It is a wonderful way to teach them through examples. This is also teaching them to gather some information and to get beyond their first impression when they find out I am a Sergeant and represent Law Enforcement I know they are skeptical. Each week I reiterate that Kingian Nonviolence is the only weapon more powerful than an Officer needs to carry with them to maintain the "Peace" and to keep law and order. I repeatedly inspire and compliment them. I want them to change their way of thinking and their way of life to one of courageous people attaining the goal of The Beloved Community. We continuously learn and gain knowledge from each other. This is why I go each week: Martin Luther King Jr. stated, "The moral arc of the Universe is long, but it bends towards justice. In closing I would ask, "Have you ever been to jail for justice?"



SPRING 2010 COURSES IN NONVIOLENCE AND PEACE STUDIES



**World Religions and Cultures (HPR 412) - Art Stein.** An exploration of the basic teachings and practices of the world's religious and spiritual traditions, including the wisdom traditions of indigenous peoples. One focal point is why and how organized religions can be seen variously as "part of the solution and/or part of the problem," especially as they pertain to peace building and other significant issues of our era, both in America and globally. The class emphasizes interactive learning, both on campus and within the broader community.

**Psychological Approaches to Stress Reduction and Wellness (PSY478-02) Clare Sartori.** Understanding the relationship between body, mind, and spirit will support improved physical, emotional and psychological functioning, better health and prevention of disease. Such an approach to well-being helps reduce anxiety, increase mental clarity and creativity and assists those who wish to become more peaceful within oneself, in one's relationships and within the broader society. Stress is the leading cause of medical and psychological difficulties in our society today. In this course, we will examine the conditions leading to stress and to its antidote, wellbeing. One area we will focus on is the role of stress in interpersonal and global violence and how to alleviate it by drawing upon theories and practices of nonviolence.



**Tai Chi - Cliff Katz.** Tai Chi is an ancient internal Chinese martial art often practiced for discovering inner peace, health benefits and longevity. Days and times to be arranged. For details contact the Center office at 874-9037.



**Yoga - Rene Katz.** Yoga refers to traditional physical and mental disciplines originating in India. The word is associated with meditative practices in Hinduism, Buddhism and Jainism. Days and times to be arranged. For details contact the Center office at 874-9037.



**Stress Reduction for a Healthier Life (PSY479-03)- Dr. Celina Pereira.** Spring semester sessions held Mondays from 4 5 pm at the MCC. This course promotes inner peace in response to the health and wellness needs of our students and the URI community. Students learn from an interdisciplinary team of experts from Health Services, Psychology Dept., and the Counseling Center, provide valuable techniques for and experiencing peace.



**Peace Psychology (HPR 319) - Charles Collyer.** Honors section of Peace Psychology - This seminar is a small-group, classroom version of PSY 425, Peace Psychology.



**Nonviolence and Peace Studies Colloquium (NVP 200- one credit) - Charles Collyer.** This is the common experience for students in the Minor in Nonviolence and Peace Studies. However, it is open to others if space permits. Students are introduced to people on campus and in the community who are associated with the Center.

**Theory and Research in Nonviolence and Peace Studies (PSY 690(04) - Charles Collyer.** This is a new graduate course, designed as the foundation for the new graduate certificate program in Nonviolence and Peace Studies.

**Psychology of Nonviolence: Kingian Nonviolence Conflict Reconciliation (PSY478-01) Paul Bueno de Mesquita.** Applications in psychology undergraduate level summer class. The course focused on the principles and methods of Dr. King's strategies of nonviolence as applied for social change and personal transformation. The curriculum mirrored the content and training objectives of the Center's annual summer institute training of trainers certification program and afforded students an opportunity to build their knowledge of nonviolence and skill in conflict reconciliation. The course will be offered again either in the spring semester and/or in the May summer session.



**Peace Psychology (PSY 425) - Pam Zappardino.** This is an online course introducing students to the branch of psychology represented by Division 48 of the American Psychological Association, also called the Society for the Study of Peace, Conflict, and Violence. The concerns of Peace Psychology include direct violence, structural violence, short-term peacemaking, and long-term peace building.

## RESEARCH PROJECTS

### Relational Aggression in Adolescents: What We Know

by Genevieve Verdi, M.A.

Nonviolence teaches us that violence need not always be physical, and one well-studied construct in the psychology literature that support this notion is relational aggression. Relational aggression refers to a set of behaviors that negatively impact an individual or individuals through some aspect of the interpersonal relationship. Examples of relationally aggressive behaviors include social exclusion, gossip, rumor-spreading, sarcasm, name-calling, and cyber-bullying. Relational aggression among adolescents is a well documented and well-researched phenomenon, and relational and social aggression have been observed in a variety of settings. Relational aggression is used by adolescents in sibling, friend, peer, and romantic relationship contexts. I conducted a comprehensive review of the literature on risk factors for aggression and victimization, social and behavioral dynamics associated with relational aggression in a variety of contexts, outcomes for both aggressive and victimized adolescents, and cultural/gender implications of relational aggression.

Evidence for gender variance in relational aggression was explored, and females appear more likely to engage in *relational* aggression than traditionally *physical* aggression. Risk and protective factors for both relational aggression and relational victimization show that coping strategies for victims of relational aggression were detailed, and negative outcomes associated with exposure to relational aggression, engaging in relationally aggressive behaviors, and relational victimization were significant. The research literature clearly supports a fairly high occurrence of relational aggression among male and female adolescents in both Western and non-Western cultures, and

suggests some unique gender variation pertaining to both aggression and victimization. Research currently being reported in the literature can inform best-practices for professionals in schools and communities who are dealing with problems of relational aggression, especially around designing effective interventions and identifying adolescents who might benefit most greatly from participation.

### Violence Prevention Team – Promising Results!

by Robyn Bratica, Elisabeth O'Bryon, Genevieve Verdi, Drew Wood, AJ Swentosky & Paul Bueno de Mesquita

Over the 2008-2009 academic years, a team of URI School Psychology graduate students in collaboration with the Center for Nonviolence and Peace Studies has implemented an empirically validated violence prevention program called *Second Step* with elementary students in Central Falls Schools. The program was part of a larger collaborative partnership between the school district and URI. The URI – Central Falls partnership was created to address the various academic and social needs of at-risk students. Superintendent Dr. Fran Gallo, along with URI liaison Ron DiOrio, and principal Ann Lynch specifically requested a primary prevention program to reduce the occurrences of aggressive and bullying behavior and to increase pro-social skills among students in early grades.

The *Second Step Violence Prevention* program was chosen for implementation within this school district based on the large number of empirical evaluation studies supporting its efficacy with young children. Behavioral observations of program participants revealed significant decreases in verbal aggression, physical aggression and disruptive behavior. Additionally, kindergarten through grade six students, showed significant

improvements in pro-social behavior and social reasoning.

Central Falls elementary and middle school teachers whose classrooms received the program had positive feedback, reporting that their students benefited from the weekly *Second Step* lessons. Overall, teachers found that the program was valuable for the students, indicating that since implementation of *Second Step* their students displayed increased empathy towards others, improved impulse control, improved anger management skills, increased problem solving skills, and increased decision making skills. Teachers also commented that they were pleased the program provided students with opportunities to practice using prosocial skills through the various fun role-plays associated with the lessons. Additionally, teachers reported that the lessons addressed issues that their students face on a daily basis, and that if possible they would like to see the program implemented multiple times per week. Central Falls students reported that they gained a variety of skills throughout the duration of the *Second Step* program. Younger children reported learning important relaxation techniques for calming down. The children also mentioned enjoying learning new prosocial behaviors such as sharing, joining groups, and apologizing. Older children indicated that the program helped when faced with conflicts, peer pressure, and responding to gossip.

Two teams of four graduate students each have continued the prevention program this fall semester with special emphasis on the preschool, kindergarten and first grades at Veterans and Captain Hunt Elementary Schools. Plans to expand the program are underway that will offer parent training in Spanish and pilot a similar program at the middle school level.

*Violence prevention team members are URI masters and doctoral graduate students in school psychology*



# THE BELOVED COMMUNITY IS THE GOAL

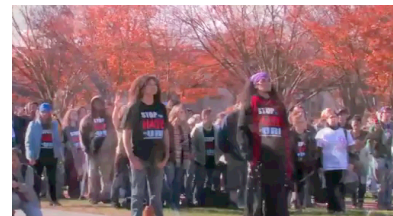
## Center Stands United With Students Against Hate Crimes *by Laura Dussault*

**STOP THE HATE RALLY** -- Wed. November 18<sup>th</sup> at 12 noon on the Quad an historic 15-minute silent protest took place in response to several recent incidents of hate crimes on campus. As the bells tolled, nearly 1000 students stood dramatically in unity and silence. SNIC



members also were present at this rally organized by Christina Knoll, a Junior student. SNIC and the Center have taken an active role in collaborating with this initiative. First, Center members have been participating in dialogue groups, campus forums, and follow up discussions. Next, the Center will be offering a nonviolence training class this spring semester to recruit 25-30 students as nonviolence trainers to help build what Dr. King would call a more "beloved community" on this campus.

Interested students who want to get involved can enroll in PSY478 sec. 01. Students who successfully complete the training course will earn a certificate as a Level I nonviolence trainer.



## URI Student Nonviolence Involvement Committee Steps It Up!!!

### Update from SNIC:

*by Michaela Cashman and David Nelson*

As the end of fall semester draws near, it is easy to look back and see the progress that the Student Nonviolence Involvement Committee has made. On Tuesday, September 29<sup>th</sup>, SNIC presented the "War Child" documentary to over forty students for Diversity Week. The documentary was based upon the life of Emmanuel Jal, a Sudanese war child soldier now hip-hop star, who came to the University of Rhode Island last year and helped SNIC participate in Red Hand Day.



SNIC was given the opportunity to present Dr. Michael Nagler of UC Berkley with an award of appreciation during an Honors Colloquium. SNIC was also invited to a private conversation hour with Dr. Nagler, and an introductory lesson on Passage Meditation. While our time with Dr. Nagler was short, we firmly believe that having him with us was an influential

catalyst for our organization.

The past two months SNIC has been boosting up its collaborations with other organizations, as well as group membership. We celebrated Halloween with the GLBT Center at a small get together in Adams Hall.

Working with URI's recycling center, we received a booth at Sustainability day to promote "Sustainable Peace". We can now boast a much stronger attendance than before, and have found several dedicated people on campus who are willing to collaborate with us. The Student Nonviolence Involvement Committee has enjoyed the mentorship and advice of Jonathan Lewis to help strengthen our organization, as well

as work on creating community goals. As a result we are actively seeking ways to network with other campus organizations. SNIC is also attending weekly diversity dialogues facilitated by RA Kepler Jeudy who created the "dialogues" project in response to a need that emerged during diversity week.

On November 18, a silent protest was held on the quad in response to the hate crimes on campus. The turn out was greater than expected, with over 1,000 students, staff & faculty in attendance. SNIC was on the scene informing students of our organization, the Center for Nonviolence & Peace Studies, and the opportunities that are available through nonviolence training. We are excited to see that the University is stressing the importance of an "anti-hate movement", and we look forward to seeing how our organization can help to guide the student population through a movement of nonviolence.

## CENTER ACTIVE ON THE NATIONAL &amp; GLOBAL LEVEL

**National Equality March, Washington, DC**  
*by Aryeh Raskin*

In grade school we are told great stories about great leaders calling for justice in the face of an oppressive world. Told to us in warm, heated classrooms, in a time in which these equalities are a part of societies basic understandings. On Sunday, October 11, I marched with 200,000 others in the fight for full equality for the GLBT community. With tired feet, we chanted, not knowing when or if, equality would come. To be able to actually walk in the footsteps of civil rights leaders, to call for rightful justice in the bitter face of social indifference and misunderstanding, allowed me to gain a valuable and more adult perspective on what a nonviolent struggle really is.

As I marched down Pennsylvania Avenue I wondered how many other people's dreams and hopes had valiantly trod down these unassuming grey cement streets, their tired bodies newly enlivened by their calls for justice. I reminded myself of King's words about nonviolence not being a coward's approach and my eyes emblazoned with the fire of the downtrodden, my body becoming a vessel for changing the world. My heart thumping rhythmically with the names of those fallen to hate and fear, the young Ultra-Orthodox boys and girls whose biggest fear is to accept themselves as they are.

But most importantly, what I felt was pride; the pride of how far I have come. When I was younger I never could have dreamed that I would be able to be standing here, a proud gay man not only fighting for me and those around me, but for those still in the embittered closets of fear. The march became a personal testament to my own story and countless others and to my life mission to rid the world of fear and judgment. I felt so alive, my pride and pent up frustrations for the frequent hate crimes taking place all over the country to innocent people billowing out with each chant I yelled. This

reminded me of another idea of Martin Luther King. This march was for people like me and all those who feel silenced by the inequities of our country. Now our pain and unwavering hopes were to be unleashed to the world, to hear our own voices cheering. We will not stop until we all have a place in this great country.

*As a college senior, Aryeh Raskin is a community activist and a psychology major and involved with the Center for Nonviolence & Peace Studies at the University of Rhode Island.*

**Nonviolence Training at 8<sup>th</sup> Annual Peace and Justice Symposium**  
*by Paul BdeM*

Once again the Center responded to a request for training on a national level. On November 5<sup>th</sup>, Jonathan Lewis and I conducted a full day of Kingian Nonviolence training at Valparaiso University in Valparaiso, Indiana, sponsored by the campus Gandhi-King Center for Diversity and Global Engagement. Center Director Jane Bello-Brunson and her staff do a fantastic job at operating the center and keeping the dream of nonviolence alive and thriving with their three-day symposium.

"Globe" and I received lots of positive feedback and we hope to establish a continuing relationship with their Center for future follow-up trainings. A nice addition to the day was the participation of local high school students who attended with their principal and school district superintendent. We were able to share a new short video highlighting the URI Summer Institute, and Jonathan spoke passionately about his work with the Gathering for Justice combined with a video on the organizations background and purpose. If I had more time I could share a funny story about our "stretch limo" ride from Midway to their campus, but I'll save that for another day.

**Preventing Genocide**  
*by Laura Baracaldo*

On October 9<sup>th</sup> I represented the Center for Nonviolence and Peace Studies at the *Pledge2Protect Global Conference to Prevent Genocide* held in Washington, DC. It was an honor for me to have the opportunity to participate and to represent URI's Center for Nonviolence.

Initially, I was curious about the goal of the conference: Preventing Genocide. I expected that it might be like many other conferences I have attended. The experts talk, discussions take place, and participants network and share their experiences. What I didn't know was that most of the 1000+ participants were motivated and committed youth between 19-25 years old. They had a specific goal to mobilize and seek legislative action to help prevent genocide.

Darfur, Sudan, Somalia, Rwanda, Burma and other countries have experienced genocide. The alert is evident and the message was clear. By monitoring mortality, forced displacements, and frequency and intensity of human rights violations it is possible to identify early signs of genocide and proactively mobilize the international community.

The conference generated national and international awareness where students were organized by chapters across the country. By the end of the conference, representatives from all the chapters dedicated a day of lobbying to meet with representatives and senators. Before going to the Capitol, the communications director of the Truman National Security Project gave a two-hour training on body language, verbal communication, and persuasion purposes.

Seeing so many youths taking direct action for global causes, I recognized the power of working together nonviolently. Preventing genocide is not only the responsibility of governments, We all have a role to play and we all can "pledge 2 protect" our global community.



## UPCOMING EVENTS

**PLEASE CONTACT US:**

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 International Nonviolence Liaison

**Michaela Cashman**  
 Student Nonviolence Involvement Coalition

**Jonathan Lewis**  
 The Gathering for Justice Liaison

**Laura Dussault**  
 Newsletter Editor

**Nonviolence Summer Institute 2010****Kingian Nonviolence Conflict Reconciliation**

Based on the philosophy of Dr. Martin Luther King, Jr. the Nonviolence Summer Institute 2010 brings together national and international participants interested in learning the skills necessary for promoting peace, nonviolence & social change in their communities.

**Join Senior Facilitator and Lead Trainer****Bernard LaFayette, Jr. Ed.D.**

- Dr. LaFayette, friend and confidant of Dr. Martin Luther King, Jr.
- Civil Rights Movement activist, minister, educator, lecturer.
- Global authority on the strategy of nonviolent social change.
- Nonviolence training in South Africa, Colombia, Nigeria, Mexico & the Middle East.

**Three training options are offered:**

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

Online registration at [www.uri.edu/nonviolence/](http://www.uri.edu/nonviolence/)

**Upcoming Trainings 2010:**

Jan 5 <sup>th</sup>	Alton Jones Conference Center Staff Training
Jan 8 <sup>th</sup>	Raise Your Voice Cultural Connections Educators Training
Jan 13 <sup>th</sup>	Central High School Student and Faculty Training
Jan 23 <sup>rd</sup>	St. Anselm's College, Manchester, NH
Jan 31 <sup>st</sup>	Christ the King Parish, Kingston, RI
Feb 12 <sup>th</sup>	Cobbleville High School, Brookline, NY
Mar 19 <sup>th</sup> -28 <sup>th</sup>	Children's Welfare International, Monrovia, Liberia

**URI Martin Luther King Jr. Week (Feb. 1 - 5, 2010)**

**REMEMBER! CELEBRATE! ACT! "A Day On... Not A Day Off"**

**Preliminary Programs Sponsored by the Center for Nonviolence and Peace Studies:**

- URI Martin Luther King Week of Service Challenge
- Sustained Dialogue Project
- History of Women Leaders of Nonviolence Movement
- Songs for Civil Rights: A Musical Tribute
- Nonviolence Workshop

**Don't Miss the MLK Week Unity Luncheon**

**Wednesday, February 3, 2010 Noon to 1:00 pm**  
**Multicultural Center, Hardge Forum (Rm. 101)**

Keynote address by Rev. Lynn Baker Dooley  
 Please RSVP: Call 874-5829 or email [maileekue@uri.edu](mailto:maileekue@uri.edu)