

# SYLLABUS

COURSE: **ANTH/PACE 345 Aggression, War and Peace**

PLACE: 303 Kuykendall Hall, University of Hawai`i @ Manoa

TIME: 10:30-11:45 a.m., Tuesdays and Thursdays, Spring 2010

INSTRUCTOR:

Dr. Leslie E. Sponsel, Professor  
Director, Ecological Anthropology Program and  
Spiritual Ecology Concentration

Office: 317 Saunders Hall  
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Faculty Profile

<http://www.anthropology.hawaii.edu/People/Faculty/Sponsel/index.html>

Homepage

<http://www.soc.hawaii.edu/sponsel/>

## ORIENTATION

“So much depends on our conception of human nature: for individuals, the meaning and purpose of our lives, what we ought to do or strive for, what we may hope to achieve or become; for human societies, what vision of human community we may hope to work toward and what sort of social changes we should make. Our answers to all these huge questions depend on whether we think there is some “true” or “innate” nature of human beings. If so, what is it? Is it different for men and women? Or is there no such “essential” human nature, only a capacity to be molded by the social environment- by

economic, political, and cultural forces?” (Stevenson, Leslie, and David L. Haberman, 1998, Ten Theories of Human Nature, New York, NY: Oxford University Press, p. 3).

“That since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed.” (UNESCO Constitution, November 16, 1945).

“Everyone has the right to life, liberty and security of person.” (United Nations, The Universal Declaration of Human Rights, December 10, 1948, Article 3).

“The time has come to set forth human killing as a problem to be solved rather than to accept enslavement by it as a condition to be endured forever” (Paige 2002:145).

“True security rests on a supportive and sustainable ecological base, on spiritual as well as material well-being, on trust and reliance in one's neighbors, and on justice and understanding in a disarmed world” (Barnaby 1988: 212).

This semester the course focuses on the possibilities and actualities of nonkilling societies and nonkilling anthropology. After some background material, we begin this course focus on nonkilling by discussing through a division of labor the new edition of the book Nonkilling Global Political Science by Glenn D. Paige (2009) followed by an informal interview with the author.

Next the class will discuss the related new book, Towards a Nonkilling Paradigm edited by Joam Evans Pim (2009), again through a division of labor. Next most of the remainder of the course will focus on systematically exploring and further developing the chapter in the latter book by the instructor titled “Reflections on the Possibilities of a Nonkilling Society and a Nonkilling Anthropology.” (These publications are all available free online at <http://www.nonkilling.org>). The bibliography in this chapter will serve as a resource for further required and optional reading. It has been rearranged topically and other sources added in the Resource Guide attached to this syllabus (see pp. 20-41).

After a series of class and subgroup discussions of the above, most of the remainder of the course will focus on individual and panel discussions of book-length ethnographic case studies about nonviolent and violent societies. In addition, selected readings will be assigned and discussed from the website “Peaceful Societies: Alternatives to Violence and War” (<http://www.peacefulsocieties.org>). A few class handouts and other sources will also be assigned for reading.

While students should acquire a general familiarity with the contents of the assigned readings, the primary purpose is to generate critical thinking, discussion, and debate about the subject matter with a focus on these four pivotal questions:

1. What are the conditions, causes, and consequences of violence?
2. What are the conditions, causes, and consequences of nonviolence?
3. What are the conditions, causes, and consequences of the transition from nonviolence to violence?
4. What are the conditions, causes, and consequences of the transition from violence to nonviolence?

These four questions will comprise the final take-home essay examination, thus students should take careful and detailed notes while reading and attending class throughout the semester, and then use the notes as the basis to develop the a very substantial essay for the final examination.

Ultimately, the class will help students consider why American history, society, culture, and values have often tended to be aggressive and militaristic, and, more importantly, how this might be changed in the opposite direction--- toward a more humane, compassionate, just, nonviolent, peaceful, and sustainable society for the 21st century. To that end the class will conclude the semester with a discussion of the book Addicted to War: Why the U.S. Can't Kick Militarism by Joel Andreas (Oakland, CA: AK Press, 2004). (It is also available free online at: <http://www.addictedtowar.com>). We will end the semester with a panel discussion by guests about an article by Kyle Kajihiro (March 2007) titled “A Brief Overview of Militarization and Resistance in Hawai`i,” Honolulu, HI: DMZ-Hawai`i/Aloha `Aina Paper, pp. 1-12. (It is available free online at <http://www.dmzhawaii.org>).

## FORMAT

This class is reading, thinking, discussion, and writing intensive. The latter refers in particular to the faithful dated-entry into a personal journal after every class meeting. Therefore, students must be seriously committed to this entire approach, if they are to be successful and earn a decent grade. That requires the regular investment of a substantial amount of time and effort, more than in most courses. Those who are not committed to this intellectual adventure would do well to drop the course instead of waiting until the end of the semester to receive a poor or failing grade.

There will also be a few lectures, many of them with PowerPoint, selected films, and some guests as they become available throughout the semester. Thus, the Schedule below must be considered as tentative and flexible.

## LEARNING OUTCOMES

Through class discussions and debates as well as regular and detailed journal entries and the final essay examination answering the four pivotal questions identified previously, students should be able to demonstrate the progressive achievement of the following learning outcomes:

1. general familiarity with the course material;
2. an ability to seriously and critically consider in an informed manner the revolutionary alternative of a nonkilling paradigm with its new worldview, values, attitudes, and actions;
3. the personal, and perhaps transformative, impact of this new paradigm;
4. a thorough and in-depth familiarity with one particular ethnographic case study of special relevance on the approved list in the Resource Guide appended to this syllabus (see pp. 31-33).

## CLASSROOM ETIQUETTE

Students are expected to arrive to class on time and to remain attentive for the entire period without any interruptions (10:30-11:45). Students are expected to avoid regular conversation or other behavior that distracts other students and the instructor. No extraneous reading material may be used during the class period. Students who repeatedly fall asleep in class will receive one letter grade reduction each time. The final course grade will be reduced for any inattentive or disruptive behavior.

All electronic devices including cell and iphones must be turned off before class and remain so throughout the entire period. The use of a laptop computer is not allowed in this class, unless a copy of the class notes is sent to the instructor as an email attachment for each period after it is used.

In this class anyone is welcome to say or write anything with only three restrictions--- it is relevant, concise, and polite. This includes respecting the sensitivities of others and allowing others an opportunity to join in any class discussion. Although it will become obvious that the instructor has his own perspective, ultimately there is no “party line” in this course. Indeed, students are encouraged to politely and constructively disagree with the instructor, course material, and each other whenever they wish to do so. Ultimately, the instructor does not really care what students think; however, he does care very deeply that they think in an informed and critical manner.

See UHM The Student Code of Conduct at:  
<http://www.hawaii.edu/apis/ep/e7/e7208.pdf>.

## SPECIAL NEEDS

Reasonable accommodations can be arranged for persons with some disability by visiting the KOKUA Program in QLCSS 013 or by phoning them at 956-7511 or 956-7612.

## GRADE

Students are required to regularly and effectively participate in all class activities and to maintain a personal journal with two weekly entries of up to one page single-spaced. In turn the journal will serve as the basis for a substantial essay reflecting on the entire course and four pivotal questions for the final examination. The journal will be collected twice during the semester for grading.

30% Journal (15%, 15%) ----- Due February 4 and March 4

30% Final Essay Examination

30% Panel Discussions (assigned readings and ethnographic case study)

10% Regular attendance and meaningful participation.

Regular attendance is imperative. Two unexcused absences will result in the lowering of the final course grade by one letter.

No research papers or other special projects are required for this course. However, extra credit may be earned by writing essays (each about one-page typed single-spaced) in response to lectures, chapters, and/or videos. These should be only reactions, not summaries. They will be accepted up through the date scheduled for the final examination. Five such essays may elevate a border line grade, and ten may elevate the grade to the next higher level. Also, extra credit may be earned by finding relevant YouTube videos to illustrate course material and emailing the links to the instructor. Another more ambitious alternative for extra credit is a research report based on library and/or fieldwork, but the topic must be approved by the instructor in advance.

Any student caught cheating will automatically fail the entire course and be reported to the Dean for administrative action.

## REQUIRED READINGS

Students are required to thoroughly read the following publications and prove that they have done so in class discussions, the journal, and the final examination. These readings are listed in the order they are covered in class discussions and also indicated in the Schedule below.

Glenn D. Paige, 2009, Nonkilling Global Political Science.

Joam Evans Pim, ed., 2009, Towards a Nonkilling Paradigm.

Leslie E. Sponsel, 2009, “Reflections on the Possibilities of a Nonkilling Society and a Nonkilling Anthropology” (in the above book).

(The above publications are all available free online at <http://www.nonkilling.org>).

Bruce P. Bonta, 2010, “Peaceful Societies: Alternatives to Violence and War” – selected articles to be assigned (<http://www.peacefulsocieties.org>).

Joel Andreas, 2004, Addicted to War: Why the U.S. Can't Kick Militarism, Oakland, CA: AK Press. (<http://www.addictedtowar.com>).

Kyle Kajihiro, 2007 (March), “A Brief Overview of Militarization and Resistance in Hawai`i,” Honolulu, HI: DMZ-Hawai`i/Aloha `Aina Paper, pp. 1-12. (<http://www.dmzhawaii.org>).

One book-length ethnographic case study of a violent or nonviolent society, or the transition from one to the other for a class report or panel discussion selected from the section on Ethnographic Case Studies in the appended Resource Guide (pp. 31-33).

A few brief additional articles, book chapters, and handouts will also be assigned reading.

Beyond the above, optional reading can be pursued from citations in the two textbooks and from the attached Resource Guide (pp. 18-39). The latter reflects the particular subject matter and foci of this course. Broader and more diverse contents for 345 may be found in previous syllabi on the instructor's homepage at <http://www.soc.hawaii.edu/sponsel/>.

## **SCHEDULE**

### **January**

12 T Orientation – course, students, and instructor

Required reading or viewing:

President Barak Obama’s Nobel Speech on December 10, 2009

<http://www.whitehouse.gov/the-press-office/remarks-president-acceptance-nobel-peace-prize>

<http://www.youtube.com/watch?v=vpoH23Yt3Wc>

14 Th Film: “Warriors of the Amazon” (Yanomami of Venezuela)(1996, VHS 18554, 60 min.)

Required reading:

Leslie E. Sponsel, 2006, “Yanomamo,” Encyclopedia of Anthropology, H. James Birx, ed., Thousand Oaks, CA: Sage Publications 5:2347-2351 [handout].

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19 T Most Critical Distinctions: Negative Peace and Positive Peace, War Studies and Peace Studies, etc.

21 Th Human Nature is Evil, therefore War is Inevitable

Required readings:

Leslie E. Sponsel, 2007, “Human Nature,” Encyclopedia of Environment and Society, Paul Robbins, General Editor, Los Angeles, CA: Sage Publications, 3:886-889 [handout].

Leslie E. Sponsel, "Ashley Montagu," *Encyclopedia of Anthropology*, H. James Birx, ed., Thousand Oaks, CA; Sage Publications 4:1620-1622 [handout].

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26 T Human Nature is Good, therefore Peace is Inevitable

Required reading:

Leslie E. Sponsel, 1996, "The Natural History of Peace: A Positive View of Human Nature," *The Natural History of Peace*, Thomas A. Gregor, ed., Nashville, TN: Vanderbilt University Press, pp. 95-125 (available at Bruce Bonta's <http://www.peacefulsocieties.org/Archintr/spo96int.html>).

28 Th The Anthropology of War and Peace

Required reading:

Anna Simons, 1999, "War: Back to the Future," *Annual Review of Anthropology* 28:73-108. (ARA is available online through the Hawai'i Voyager Catalog of Hamilton Library at <http://uhmanoa.lib.hawaii.edu>).

Leslie E. Sponsel, and Kenneth Good, 2000 (February), "Anthropologists Debate Future of War," AAA *Anthropology News* pp. 19-20 [handout].

R. Brian Ferguson, 2007 (February), "Eight Points on War," AAA *Anthropology News* pp. 5-6 [handout].

Recommended readings:

Leslie E. Sponsel, 1994a, "The Mutual Relevance of Anthropology and Peace Studies," in *The Anthropology of Peace and Nonviolence*, Leslie E. Sponsel and Thomas A. Gregor, eds. Boulder, CO: Lynne Rienner Publishers, Ch. 1, pp. 1-36.

Leslie E. Sponsel, 1994b, "Toward a Pedagogy of the Anthropology of Peace," in The Anthropology of Peace and Nonviolence, Leslie E. Sponsel and Thomas A. Gregor, eds. Boulder, CO: Lynne Rienner Publishers, Ch. 11, pp. 259-269.

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## February

2 T Anthropology at War and the Development of Professional Ethics

4 Th Military Anthropology, Human Terrain System, and Ethics

Required readings:

Carolyn Fluehr-Lobban, 2002 (March), "A Century of Ethics and Professional Anthropology," AAA Anthropology News 43(3):20 [handout].

Hugh Gusterson, 2007, "Anthropology and Militarism," Annual Review of Anthropology 36:155-175. JOURNAL DUE

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9 T Just War, or just war? Some Moral Excursions and Reflections

Required readings:

Carole Nagengast, 1994, "Violence, Terror, and the Crisis of the State," Annual Review of Anthropology 23:109-136.

Richard Falk, 2001 (October 29), "Ends and Means: Defining a Just War," The Nation 273(13):11-15 [handout].

11 Th "Nonkilling Global Political Science" by Glenn D. Paige (Preface, Introduction, and Chapters 1-3)

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16 T book discussion continued (Chapters 4-6)

18 Th Informal interview with author Dr. Glenn Paige, Professor Emeritus, Political Science, UHM, and founder of the Center for Global Nonkilling

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23 T Open

25 Th “Toward a Nonkilling Paradigm” edited by Joam Evans Pim (Foreword, Introduction, and Chapters on Arts, History, Linguistics, and Philosophy)

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## **March**

2 T book discussion continued (Chapters on Economics, Geography, Psychology, and Sociology)

4 Th book discussion continued (Chapters on Biology, Health Sciences, Mathematics, Physics, Engineering) JOURNAL DUE

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9 T book discussion concluded (last chapter on Utopia)

11 Th “Anthropology,” in Joam Evans Pim

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16 T Film: “Dead Birds” (Dani of New Guinea)(2004, 2DVDs 3976, 83 min.)

18 Th Papua New Guinea and Irian Jaya – Heider, Koch, Meggitt

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SPRING RECESS - No class meeting on March 23 and 25.

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30 T Yanomami – Chagnon, Dawson, Ferguson, Good, Lizot, Peters, Ramos

## **April**

1 Th Middle East – Barth, Banerjee, Brenneman, Cole, Easwaran, Fernea

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6 T Malaysia & Amazon – Dentan, Robarchek and Robarchek

8 Th Various – Azevedo, Boehm, Kiefer, Mahmood, Rosaldo

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13 T Amish – Kraybill, et al.

15 Th Comparison of Case Studies through Four Pivotal Questions

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20 T Open

22 Th Joel Andreas, 2004, Addicted to War: Why the U.S. Can't Kick Militarism, Oakland, CA: AK Press. (<http://www.addictedtowar.com>).

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27 T book discussion continued

29 Th Guest Discussants:

Kyle Kajihira, 2007 (March), "A Brief Overview of Militarization and Resistance in Hawai'i," Honolulu, HI: DMZ-Hawai'i/Aloha `Aina Paper, pp. 1-12. (<http://www.dmzhawaii.org>).

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## **May**

4 T Conclusions

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11 T Final Examination (9:45-11:45)

Final examination essay due in the instructor's mailbox by noon.

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## **INSTRUCTOR**

Leslie E. Sponsel earned the B.A. in geology from Indiana University, and the M.A. and Ph.D. in anthropology from Cornell University. Over the last four decades he has taught at seven universities in four countries, two as a Fulbright Fellow. Since 1981, he has been on the anthropology faculty at the University of Hawai`i in Honolulu where he is currently a Professor of Anthropology and the Director of the Ecological Anthropology Program. Among the many courses he teaches are ANTH/PACE 345 “Aggression, War and Peace” and ANTH 410 “Ethics in Anthropology.” Sponsel was a founding member of the Spark M. Matsunaga Institute for Peace at the University of Hawai`i, and in its early years he served on its Executive Board and Curriculum Committee. Also, he was a founding member and the first chair of the Committee for Human Rights of the American Anthropological Association and its predecessor the Commission for Human Rights. Among his extensive publications is the edited book The Anthropology of Peace and Nonviolence. His interests focus on the intersection of ecology, religion, and peace, and increasingly on spiritual ecology with a book in preparation for January 2011 on that subject titled “Spiritual Ecology: A Quiet Revolution.” Sponsel has conducted field research in ecological anthropology in the Venezuelan Amazon and more recently in Thailand. For more information please see: <http://www.soc.hawaii.edu/Sponsel>.

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## **GUIDELINES FOR FINAL EXAMINATION**

The final examination is due in the instructor's mailbox in Saunders Hall 346 on May 11 by noon. Examination essays will not be accepted by email or fax. Late examinations cannot be accepted because of university regulations. One or more letter grades will be subtracted from the examination grade for failure to carefully follow the following guidelines.

Identify the number and topic of the question you are answering in your essay. Each answer should be a clear and concise but penetrating essay. Limit your answer to each of the four questions to one page typed single-spaced. (The instructor will not read more). Include introductory and concluding paragraphs. Identify by number 3-5 main points. Instead of quotes use paraphrasing, don't waste space.

Ultimately your essays must be the product of your own individual scholarship and creativity. Any plagiarism will be rewarded with an automatic F for the final course grade and reported to the office of the Dean for further disciplinary action. However, you are welcome to consult with any individual as well as any print and internet resources, although covering the required readings for the course is by far the most important. Just be careful to properly acknowledge the source for very specific information, ideas, and the like. Also, be sure to include your own insights, comments, reactions, and criticisms.

Your essay should be a thorough and penetrating synthesis of all relevant course material. Cite the course textbooks, other sources including publications, lectures, videos, case studies, web sites, class discussion, handouts, and guests. In each reading citation include the author, year, and page (for example, Paige 2009:54-55). Other sources can be documented as follows: (lecture February 26), (discussion March 9), (video title), or (personal communication with Mohandas Gandhi April 1). It is not necessary to append a bibliography with the full citation of any sources if they are already in the syllabus, rather the name of the author and year of publication should be sufficient.

The purposes of the essay are to: (1) convincingly demonstrate your familiarity with the course material, (2) present a critical analysis of it, and (3) discuss your own reactions to it. Your grade will be based on fulfilling

these three purposes, the guidelines, and course learning outcomes as listed previously in this syllabus. In grading the instructor will emphasize content, but also make corrections for any serious and repetitive grammatical and spelling errors. However, you should routinely perform a grammar and spelling check with your own computer.

The instructor is willing to read and comment on an outline or draft of an essay sent by email well in advance of the due date of the final examination.

Students who do well on these essays start sooner than later. Since the questions are already available in the course syllabus by the first day of class it is possible and highly desirable to keep a file of notes and observations toward answering them throughout the semester.

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## **Panel Guidelines**

1. **PANEL SIZE AND COORDINATION** The optimum size for a student panel is around three individuals, a smaller or larger number can be awkward. One member of the panel should volunteer or be elected to serve as its coordinator. The coordinator should make a list of the names and email addresses of all members of the panel to set up a group email to facilitate effective communication and coordination of the panel as a whole outside of the classroom.
2. **THREE MEETINGS** Each panel should meet outside of class at least three times in order to successively plan, integrate, and rehearse the whole presentation. It is especially important for the panel to rehearse the presentation before it is given in class in order to work out any problems, gauge timing, and make it run as smoothly as possible. In effect, panel meetings outside of class should be like a small seminar on the subject under consideration as part of the active and collaborative learning style emphasized in this course.

3. **INSTRUCTOR FEEDBACK** Ideally the entire panel should meet with the instructor during his office hours to outline the presentation and obtain feedback. If such a regular group meeting is not feasible, then a representative from the panel may meet with the instructor instead. Since the panel presentation comprises 30% of the final course grade feedback from the instructor can be especially helpful.

4. **BOOK ANALYSIS** The members of each panel should dialog among themselves in person and by email to identify the author's primary thesis or argument and three to five main points for each book to explore in their class discussion. In this presentation panel members should engage together in a conversation about their individual conclusions from their own case study book, perhaps focusing in turn on each of three to five main points on the subject. Avoid each panelist simply summarizing their own book in succession. The panel must involve a dialog among panelists. (Note that the author of an academic book usually identifies the argument and main points in a preface, introduction, and/or conclusion).

5. **IDEAS AND DELIVERY** The panel should keep its presentation simple, just focus on discussing the primary argument and three to five main points identified for each book as a whole that are most relevant to the course, and especially material relevant to the four primary questions that this course is exploring. Try to accomplish this in a manner that attracts and holds the attention of the class. In other words, both the ideas and their delivery are important for an effective presentation. If feasible, it is desirable for the panelists to engage in a debate on the subject with different individuals taking opposing or alternative sides in a constructive argument.

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# **GUIDELINES FOR POWERPOINT PRESENTATION**

## Contents

Any report should incorporate substantial contents. However, the report also needs to be clear and concise. Drafting an outline first will help. Identify three to five main points near the beginning of your report and repeat them again near the end in order to reinforce your message. Keep the presentation focused on these main points. Package your information and ideas in a way that will attract and maintain the attention of your audience. Your opening statement is most important in this regard. A personal story or anecdote can be useful to set the stage.

## Oral Communication

The most interesting and important ideas will not be effectively communicated to your audience, unless they are delivered skillfully. The main skills in oral communication are to attract and hold the attention of your audience from the outset; vary your voice to avoid a monotone; maintain eye contact with the entire audience during your talk; judiciously use appropriate body language such as facial expressions and hand gestures; and identify and emphasize your main message(s) near the start and again at the close of your presentation. You need to repeatedly rehearse your presentation to be sure that you can confidently and comfortably deliver it within the time period available. Repeatedly rehearsing in front of a few of your acquaintances and getting their constructive feedback can help a lot.

## PowerPoint

Limit the number of frames in your PowerPoint to about one frame for every one to two minutes according to the time available. For example, use about a dozen frames if you have only 15 minutes for your presentation, or about two dozen frames if you have a half of an hour. When you start developing your PowerPoint presentation, select a frame design and color combination that best reflect your subject matter. Be sure to use a strong contrast in the colors of the text and background. For instance, it is easy for

your audience to read something like a yellow text on a dark blue background, or vice versa. Avoid using light colors for both text and background. Use a bold font in the largest size that will fit on the frame. The goal is to design the PowerPoint so that it can be easily read by the audience without straining. It should also be aesthetically pleasing. Limit the text on each frame of the PowerPoint to a few key words or phrases avoiding too much detail. The text is simply a guide to help your memory as the speaker and an outline for the audience to help them follow the main points of your talk. Do not read the text on each frame to your audience; they are literate and will be more actively engaged in your presentation if they read the text on each frame for themselves. Instead, explain the key words and phrases on each frame to elaborate on the main points outlined. If you use a quote, then ask the audience to read it for themselves in order to involve them more actively in the presentation. Use a few striking but relevant illustrations or images for most frames, but not necessarily on every one of them. Careful selection of images that are most relevant and highest quality will greatly enhance your PowerPoint. Images may be found at <http://www.google.com>, <http://www.yahoo.com>, <http://www.flickr.com>, and possibly on the department, faculty, or other website of the individual or subject of inquiry. Sometimes special effects or gimmicks with PowerPoint such as animation can enhance a presentation, but if they are not handled very carefully, then they may be distracting for the audience. Your primary goal is to inform your audience, rather than dazzle them with your technological skills and in the process sacrifice your message. Video segments may be useful, if you have time and if they can be accessed easily and quickly (e.g., <http://www.YouTube.com>).

## USB

You should bring your PowerPoint file on a USB, flash drive, or other external storage device that can be installed easily and quickly in the computer provided in the classroom, rather than wasting time installing your laptop, trying to download the PowerPoint from your email, or some other venue. Install this device well ahead of the time for your presentation for efficiency. Be sure to test and rehearse with any equipment in advance in order to avoid any frustration with technical problems for you and your audience.

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## **RESOURCE GUIDE**

Note: For additional resources see the 345 syllabus for 2007 and the instructor's homepage at <http://www.soc.hawaii.edu/sponsel/>.

### **REFERENCE WORKS**

Barash, David P., and Charles P. Webel, 2002, Peace and Conflict Studies, Thousand Oaks, CA: Sage Publications

Barnaby, Frank, ed., 1988, The Gaia Peace Atlas, NY: Doubleday.

Birx, H. James, ed., 2006, Encyclopedia of Anthropology, Thousand Oaks, CA: Sage Publications.

Bonta, Bruce D., 1993, Peaceful Peoples: An Annotated Bibliography, Metuchen, NJ: Scarecrow Press.

Eller, Jack David, 2006, Violence and Culture: A Cross-Cultural and Interdisciplinary Approach, Belmont, CA: Thomson Higher Education.

Ferguson, R. Brian, and Leslie E. Farragher, 1988, The Anthropology of War: A Bibliography, New York, NY: Harry Frank Guggenheim Foundation Occasional Paper 1.

Jeong, Ho-Won, 2000, Peace and Conflict Studies: An Introduction, Aldershot, UK: Ashgate Publishing Company.

Josephson, Harold, 1985, Biographical Dictionary of Modern Peace Leaders, Westport, CT: Greenwood Press.

Kurtz, Lester, Editor-in-Chief, Encyclopedia of Violence, Peace, & Conflict, San Diego, CA: Elsevier.

Lazlo, Ervin, and Jong Youl Yoo, eds., 1986, World Encyclopedia of Peace, New York, NY: Pergamon, Volumes 1-4.

Levinson, David, 1994, Aggression and Conflict: A Cross-Cultural Encyclopedia, Santa Barbara, CA: ABC-CLIO.

Sills, David L., ed., 1968, International Encyclopedia of the Social Sciences, New York, NY: Macmillan, Volumes 1-20

Smelser, N.J., and Paul B. Baltes, eds., 2001, International Encyclopedia of the Social and Behavioral Sciences, Oxford, UK: Pergamon Press, Volumes 1-26.

Smith, Dan, with Ane Braein, The Penguin Atlas of War and Peace, New York, NY: The Penguin Group.

## **HUMAN NATURE**

Brown, Donald E., 1991, Human Universals, New York, NY: McGraw-Hill, Inc.

Cannel, Ward, and June Macklin, 1974, The Human Nature Industry: How Human Nature is Manufactured, Distributed, Advertised, and Consumed in the United States and Parts of Canada, Garden City, NY: Anchor Press/Doubleday.

Davies, James C., "Human Nature, Views Of," Encyclopedia of Violence, Peace, & Conflict, Kurtz, Lester, Editor-in-Chief, San Diego, CA: Elsevier 2:958-967.

Feibleman, James Kern, 1987, The Destroyers: The Underside of Human Nature, New York, NY: Peter Lang.

Golding, William, 1999, Lord of the Flies, New York, NY: Penguin Books (original 1954).

Kohn, Alfie, 1990, The Brighter Side of Human Nature: Altruism and Empathy in Everyday Life, New York, NY: Basic Books.

Feibleman, James Kern, 1987, The Destroyers: The Underside of Human Nature, New York, NY: Peter Lang.

Grossman, Dave, 1995, On Killing: The Psychological Costs of Learning to Kill in War and Society, New York, NY: Little, Brown.

Hawkins, David R., 2002, Power vs. Force: The Hidden Determinants of Human Behavior, Carlsbad, CA: Hay House, Inc.

Lieberman, Leonard, Andrew Lyons, and Harriet Lyons, 1995 (December), "An Interview with Ashley Montagu," Current Anthropology 36(5):835-844.

MacNair, Rachel M., 2002, Perpetration-Induced Traumatic Stress: The Psychological Consequences of Killing, Westport, CT: Praeger Publications.

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\_\_\_\_\_, 2005, "Noble Savage and Ecologically Noble Savage," Encyclopedia of Religion and Nature, Bron Taylor, Editor-in-Chief, New York, NY: Continuum, 2:1210-1212.

\_\_\_\_\_, 2006, "Ashley Montagu," Encyclopedia of Anthropology, H. James Birx, ed., Thousand Oaks, CA: Sage Publications 4:1620-1622.

\_\_\_\_\_, 2007, "Human Nature," Encyclopedia of Environment and Society, Paul Robbins, General Editor, Thousand Oaks, CA: Sage Publications 3:886-889.

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Stevenson, Leslie, and David L. Haberman, 1998, Ten Theories of Human Nature, New York, NY: Oxford University.

## **ETHICS**

Carter, Jimmy, 2005, Our Endangered Values: America's Moral Crisis, New York, NY: Simon and Schuster.

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