

Every Step

Fall 2016

Wellesley College Peace & Justice Program Newsletter

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Welcome

After a year of hiatus, the P&J newsletter is back and so am I. Our students' enthusiasm, warmth, and curiosity were just what I needed, after a year of research and writing. We sadly said goodbye to our two-year Mellon Post-Doc scholar Ron Osborn who, with Larry, taught all courses in the program while I was away. Ron was a marvelous addition to our program and we are very grateful to have had him, even for a short time.

In this newsletter Maggie Calmer ('18) and Cassandra Cronin ('19) write on two issues of critical importance in the current political climate. Their words speak to the continuous engagement of our students with the 'struggles and wishes of the age'. In this issue as well, Larry writes about the recent efforts to have Wellesley declare itself a sanctuary campus for students, faculty, staff, and their families.

This year, as always, P&J is honored to offer a summer internship stipend in honor of Emily Greene Balch, generously funded by the class of 1950. Applications are expected in March and we will announce the winning project in the next newsletter.

Please continue to send us comments and suggestions for future issues and, most importantly, keep in touch!

Catia C. Confortini
Co-Director of Peace & Justice Studies

Reflections on Sanctuary, Elections and Campus Activism

Larry Rosenwald

This past semester was among other things the semester of the Presidential election, and those reading this newsletter may wonder what P&J faculty did in response to the results of that election – other than of course meeting some of our primary obligations as faculty: to listen to our students, talk with our students, provide a space for our students to think, mourn, rage, rejoice, be afraid, strategize.

For one thing, we took part in the extraordinary peace march the students organized, a joint Wellesley-Babson march on November 16th, a week after two Babson students, the day after the election, drove a black pickup truck with a Trump flag on it onto the Wellesley campus, yelling “make America great” and shaking up a good many of our students. I’ve been at Wellesley since 1980, and I’ve never seen anything like it: the sheer size of the group marching, how adroitly it was organized by the students, chiefly students of color, who led it. Catia and I were happy and proud to be there, happy that P&J had 100% faculty attendance, happy that President Paula Johnson marched with us at the head of the column, happy that so many students spoke so cogently, and passionately.

We also had a lot to do with pushing Wellesley to declare itself a sanctuary campus for undocumented students, faculty, staff and their families. It was our own Catia Confortini who initiated the petition asking President Johnson to make that declaration. The four faculty who notified the President of the petition were Catia, Ale Osorio (a long-member of the P&J R&P Committee), Christopher Candland (a member of the P&J advisory board) and I; and Catia and I were both present at a meeting called by the President to discuss the issue.

As you may well know, we didn’t prevail; President Johnson’s recent statement rejected the idea of calling Wellesley a sanctuary. We remain convinced that it would be better for Wellesley to make such a declaration, as Swarthmore has. But the President’s statement committed Wellesley all the important practical measures the petition called for, and we are happy to have been involved in the deliberations.

We’re in uncharted territory as a nation, that’s surely true and we, like other politically engaged people, are trying to figure out what’s useful to do. We believe that the field we teach can offer significant help in that enterprise, and are honored to have the chance to communicate and discuss that field with our students, who will, we are confident, change the world.

Fall 2016

The Emily Greene Balch Class of 1950 Summer Stipend

The [Peace and Justice Studies Program](#) offers an annual summer internship with a \$4000 stipend for students to carry out a project which analyzes the ways in which injustice is linked to conflict, or which encourages the study of the relationship between peace, justice and social change. Previous stipends have been awarded for internships at an environmental justice organization, a nonprofit program addressing childhood food insecurity in public schools, and many others.

We are looking for interesting and diverse proposals so do apply!

Applications are due **Wednesday, March 1st, 2017 at 11:59pm**

They must be submitted through the Wellesley Career Education website.

Visit <https://goo.gl/XEnYcH> for further details about the award, including application links.

Questions? Contact Larry Rosenwald (lrosenwa@wellesley.edu), Catia Confortini (cconfort@wellesley.edu), or Katy Ryan (internships@wellesley.edu)

“We are not asked to subscribe to any utopia or to believe in a perfect world just around the corner. We are asked to be patient with necessarily slow and groping advice on the road forward, and to be ready for each step ahead as it becomes practicable. We are asked to equip ourselves with courage, hope, readiness for hard work, and to cherish large and generous ideals.”

- Emily Greene Balch

In 1946, Balch was awarded the Nobel Peace Prize. For Miss Balch, it crowned 30 years of pioneering for peace. In May 1915, in the midst of World War I, a handful of American and European women, including Jane Addams and Emily Greene Balch, then a Wellesley College Professor, made an unprecedented journey through Europe to urge a concrete plan for attaining an early peace. As a delegate to the International Congress of Women at The Hague in the same year, she played a prominent role in founding of Women's International League for Peace and Freedom.

-From *Improper Bostonian: Emily Greene Balch* and nobelprize.org



Student Internship

Needham Area Immigration Justice Task Force

Margaret Calmer, 2018



I've always been passionate about immigration and asylum, and when I came into Wellesley, I had dreams of pursuing a major that would allow me to study migration patterns, immigration and asylum law, and various immigration systems around the world.

After my first year, with a foundation in Political Science, I was pointed in the direction of Peace and Justice Studies by an alumna. I discovered that through the Peace and Justice Studies program, I would be able to construct my own course of study with a concentration of my choosing, with a base of knowledge in Peace and Justice theory. I chose Immigration and Social Justice as my concentration. The major requires a credit of fieldwork in the student's concentration, and when searching around for an organization that would allow me to work with immigrants, Professor Confortini connected me with Bev Freeman of the Needham Area Immigration Justice Task Force [NAIJTF].

NAIJTF is an organization that has dedicated itself to offering legal and social assistance to Central American women who have fled violence and poverty in their countries and were detained at the border by Immigration and Customs Enforcement (ICE). Thanks to RAICES, an organization in Texas, these women who have settled in the Needham and Boston area were connected with our organization and now have the

Margaret Calmer, 2018 (cont.)

chance to apply for asylum.

So far, my experience learning about this organization and assisting in raising money and awareness about the experiences of these brave women and children has been invaluable.

Recently, we've been running a crowd-funding campaign on Go Fund Me, and the money we've raised will help us pair these women and their young children with attorneys to assist them in their cases. As Social Media Captain of a team of volunteers, I have circulated and publicized our crowd funding campaign and spread information on immigration and family detention on various social media.

Initially, I definitely thought that taking on the social media portion of the task force would be an easy feat, but I couldn't have been more wrong. Getting a Twitter account off the ground takes a lot of effort, but through hashtags, links to interesting articles, and connections with other immigration organizations like RAICES and the Irish International Immigration Center, we now have over 150 Twitter followers and 114 likes on our Facebook page. The social media team has also done a fantastic job in putting together an article about NAIJTF that we have shared with major

news media sources. I'd like to hope this work has contributed to our fundraising success.

I've also been volunteering on the Legal Team. As someone who is interested in immigration law, learning the specifics about asylum law has been very interesting and informative. The legal team had the honor of training with an asylum lawyer who volunteers for NAIJTF. Her advice and stories showed me how complex the system is and how people cannot rely on past cases or constitutional law for answers or predictions about how their or a loved one's case will turn out. Immigration and migration policy is always changing, affecting the country's process of granting asylum, a process that is very tricky, sometimes deceptive, and very emotional. Jill repeated to us many times during our training that it seems in many ways that the system is set up for asylum seekers to fail at every step of the way.

It has been hard work thus far, but I think all of the NAIJTF volunteers can agree that it is rewarding. The brave stories of the women who've made it here keep us motivated to raise money, call lawyers, and extend our compassion and support to the resilient women we're lucky to know and be of assistance to.

Prophecies, World Peace, and Global Healing Chief Arvol Looking Horse at Wellesley

Reflections by Cassandra Cronin, 2019

As Chief Arvol Looking Horse stepped up to the podium in his war bonnet, I realized that I had never seen an American Indian in person before. My only experience involving American Indians included staring at the old historical photos U.S. textbooks utilized in their inadequate attempt to represent the history and culture of a caricatured people. In this lecture organized by the Women's and Gender Studies Program and co-sponsored by P&J, Chief Looking Horse shared some of the stories and traditions of the Sioux tribe, and his wife Paula Horne explained the implications of the oil trade on innocent people. I felt ashamed, as I realized that up until that moment, I willingly accepted the story that was written in textbooks and portrayed in mainstream media: American Indians were a population of the past, killed off by American settlers, and who lived on their own reservations with little to no government interference. This lecture was important in breaking down some all too popular assumptions about American Indians, countering the main arguments made in favor of the North Dakota Access Pipeline, updating the audience on the protests at Standing Rock, and cautioning how technocratic decisions (such as building a pipeline from Canada to Texas) can have a real and lasting impact on the lives and well-being of people.



The pipeline is problematic but its supporters did not care or bother to educate themselves about the sacred land they would be destroying, or they overestimated the economic benefits of the plan while underestimating its possible environmental consequences. The dangers of pollution would be a threat to the American Indians, and other people living in the pipeline's immediate vicinities. A break in the pipeline would also pollute water sources from North Dakota down to the Gulf of Mexico. For this reason, Chief Looking Horse's message about the sacred nature of the land and the tribe's historic duty to protect it connected very well to Horne's message about the real costs of the pipeline. These costs not only include maintaining the pipeline, but also cleaning water and food sources when it eventually breaks.

Many other indigenous groups around the world have witnessed and denounced the negative consequences of pollution on the Earth, yet their worries are ignored because their voices are not deemed reliable or respectable sources of information. Horne's plea for the audience to seek alternative sources of information

Cassandra Cronin (cont.)

led me to discover Chief Looking Horse's (2016) article "Important Message from the Keeper of Sacred White Buffalo Calf Pipe" on the website Indian Country. In this article Chief Looking Horse explains how:

"Our ancestors have been trying to protect our Sacred Site called the Sacred Black Hills in South Dakota, "Heart of Everything That Is," from continued violations [...]The Diné have been protecting Big Mountain [...]The Aborigines have warned of the contaminating effects of global warming on the Coral Reefs [...]The indigenous people of the rainforest say that the rainforests are the lungs of the planet and need protection [...]The Gwich'in Nation in Alaska has had to face oil drilling in the Arctic National Wildlife Refuge coastal plain."

The Sioux tribe, other American Indian tribes, and various allies joined forces at Standing Rock to protest the building of the pipeline. Even though law enforcement attacked the protesters with teargas, rubber bullets, and water cannons in an attempt to break up the movement in Standing Rock, the protesters have successfully halted the building of the pipeline for now.

This article complements the lecture helping to further break down the single narrative of American Indians and other indigenous groups. In the U.S., American Indians are often portrayed as foreign, withdrawn, and making very little contributions to society. In reality, they are a strong and resilient people who play an important role in fighting for the wellbeing of "Mother Earth." Many groups of American Indians have banded together in the fight against the pipeline because America's historic dehumanization, genocide, and the theft of the land and resources of this group makes it crucial for different American Indian tribes to turn to each other rather than depend on support from their oppressors. This reality for Chief Looking Horse and his tribe, and the inability to depend on the American government for help in this fight, can be seen as a long lasting effect of the war against and genocide of American Indians. Their oppressors, the victors, have won the right to write history books, affect mainstream media, and determine which cultures and peoples survive and which will be "lost" to time. It is a testament to the resiliency of many American Indians, and their loyalty to their culture, that they still fight for their concerns to be valued, while adhering to their historic responsibility to protect the "Heart of Everything That Is." It is a responsibility of all of us to be allies in this fight.

Article cited: <http://indiancountrytodaymedianetwork.com/2016/08/26/important-message-keeper-sacred-white-buffalo-calf-pipe>.

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A lecture by
CHIEF ARVOL
LOOKING HORSE

Prophecies,
World Peace,
and Global
Healing:
The Return
of the White
Buffalo

Wednesday
10.5.16
6:00-7:30pm
Pendleton East
Atrium

Information: ecreef@wellesley.edu | Disability accommodations: disabilityservices@wellesley.edu



Courses Offered this Spring

PEAC 104

Introduction to the Study of Conflict, Justice and Peace



An interdisciplinary introduction to the study of conflict, justice, and peace. The course engages students in developing an analytical and theoretical framework for examining the dynamics of conflict, violence, and injustice and the strategies that have been employed to attain peace and justice, including balance of power, cooperation, diplomacy and conflict resolution, law, human rights, social movements, social justice (economic, environmental, and race/class/gender), inter-personal communication, and religiously inspired social transformation.

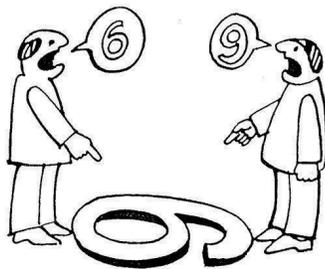
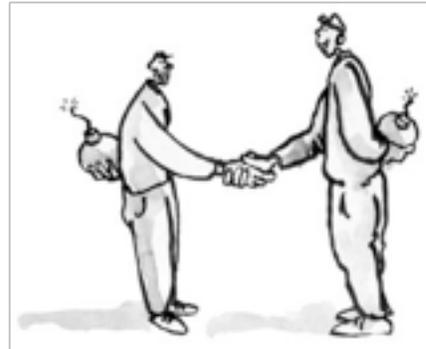
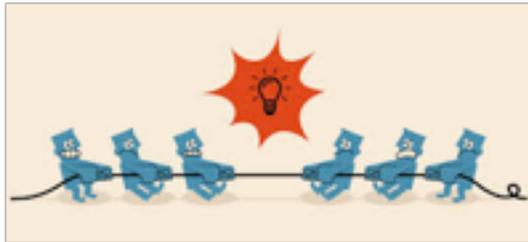
Distributions: Religion, Ethics and Moral Philosophy
Social and Behavioral Analysis

Meeting Times: TF - 09:50 am - 11:00 am

Location: Founders Hall 207

Instructor: Catia Confortini

PEAC 204 Conflict Transformation in Theory and Practice



This course provides the student with an in-depth study of conflict and its resolution. We will explore the basic theoretical concepts of the field and apply this knowledge as we learn and practice skills for analyzing and resolving conflicts. The course seeks to answer the following questions at both the theoretical level and the level of engaged action: What are the causes and consequences of conflict? How do we come to know and understand conflict? How do our assumptions about conflict affect our strategies for management, resolution, or transformation? What methods are available for waging and resolving conflicts productively rather than destructively?

Distributions: Social and Behavioral Analysis

Meeting Times: TF - 01:30 pm - 02:40 pm

Location: Green Hall 136C

Instructor: Catia Confortini

We asked two alumnae of the P&J Program to answer some questions. This is how they responded...

Molly Rose Cyr, 2013

Institutional Violence concentration

Q: What did you do after Wellesley?

A: I taught English at a primary school in France for one year, then completed my Masters at Trinity College Dublin (Ireland).

Q: What are you doing currently?

A: Now I am the Research and Training Fellow: Africa at Front Line Defenders, and NGO located in Dublin, Ireland.

Q: Why did you choose the P&J Major?

A: For many reasons, but the most important reason became apparent after my first summer out of Wellesley when I completed an internship with my Representative in Washington, DC. I was a PoliSci major, and took on this internship with the intention of following the PoliSci track. However, after the internship I realized that I did not want to continue on the PoliSci path, and found that the P&J Major was more aligned with my academic interests, values, and vision for my future career. Afterwards, the flexibility to work interdepartmentally and to create a tailored major was incredibly important.

Q: What was your favorite course you took in the department?

A: Gosh - I can't remember the number, but the senior seminar with Larry Rosenwald was phenomenal. I think it

was an incredible group of people, and the topics were fascinating. [Referring to PEAC 304 Senior Seminar in P&J – Nonviolent Direct Action in Theory and Practice offered in Fall of 2012]

Q: What challenges did you face in the department?

A: The biggest challenge was, with the popularity of the department and the courses, the professors were stretched thin.

Q: How did your experience in P&J help you after graduation?

A: P&J has paved the way for where I am today - career-wise, but as well, as a human being. P&J helped me developed the lenses through which I look critically at the world.

Claire Yi, 2015

Human Rights and International Law concentration

Q: What did you do after Wellesley and what are you doing currently?

A: I joined Davis Polk & Wardwell LLP as a Legal Assistant in its Financial Institution Group (in New York city), doing work related to compliance with banking and financial regulation. I also prepared for and applied to law schools. I will be attending law school in the Fall of 2017.

Claire Yi, 2015

Q: Why did you choose the P&J Major?

A: I came to Wellesley with a wide range of interests; I was interested in international conflicts (which I thought was related to Political Science) but passionate in human rights (which I thought was closest to Sociology) and also invested in health policy, environmental issues, and global development. I was not sure what I wanted/needed to study. During the introductory class to P&J I took my first year, I realized that it was the discipline that could bring together my diverse interests. I decided that semester that I would major in P&J and have not regretted it since. I really liked its interdisciplinary and experiential focus.

Q: What was your favorite course you took in the department?

A: PEAC259: Gender and Conflict with Catia Confortini.

Q: What challenges did you face in the department?

A: I really loved the P&J major because I could take classes from different departments and shape my own course of study. But at times, having only four classes in the department (and two classes offered each semester) felt a bit restrictive - within the P&J department, I didn't really have a choice in the classes I could take. All of the classes ended up being extremely fascinating and eye-opening, but I do hope that the department would continue to grow more and accommodate a range of topics on its own.

Q: How did your experience in P&J help you after graduation?

A: I know that I would not be able to look at the world as I do now without the learning I gained from P&J. It's not a tangible benefit, but I'm very grateful for this great intellectual framework. I also think that the critical thinking, writing, and discussion skills I learned from its classes, as well as the ability to logically devise my own course of study from numerous options, gave me invaluable tools I use on a daily basis. As a side note, P&J has been a great conversation starter for me during job and law school interviews. It really lets you elaborate your interests and passions in a way that more traditional disciplines don't offer.

Q: Is there anything else you want to say? Any wise words you want to impart?

A: I just wanted to note how supportive the P&J department was during my honors thesis process. I was combining linguistic techniques and media studies in exploring a human rights and policy issue in East Asia - I remember it being very difficult to select the corresponding discipline when I submitted my abstract for the Ruhlman Conference (I think I chose Anthropology in the end, but I'm not certain). But I appreciated that being all over the place, which I think describes my research, was not considered strange in the P&J department. P&J really allows you to pursue your interests without borders. I hope all future P&J majors will also take the opportunity to really explore and enjoy the process.

"It is not our differences that divide us. It is our inability to recognize, accept, and celebrate those differences"

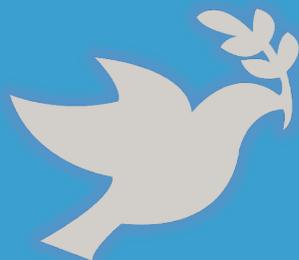
-Audre Lorde



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02481



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