

SYLLABUS

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

PLACE: George Hall 215, University of Hawai`i @ Manoa

TIME: 12:00-1:15 Tuesdays and Thursdays, Fall 2012

INSTRUCTOR:

Dr. Leslie E. Sponsel, Professor Emeritus
Department of Anthropology, UHM

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Faculty Profile:

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

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

New book – Spiritual Ecology: A Quiet Revolution

<http://www.spiritualecology.info>

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 on the radical idea of a nonkilling anthropology. After some background material, we begin this class by discussing through a division of labor the new edition of the book Nonkilling Global Political Science by Glenn D. Paige (2009). He will be interviewed in a subsequent class meeting. Thereafter we read and discuss a succession of books published by his Center for Global Nonkilling which are available free online from <http://www.nonkilling.org>. The books selected focus in succession on different perspectives on nonkilling from various scientific and academic disciplines and professions; nonkilling societies and nonkilling anthropology from the viewpoint of diverse anthropologists; and nonkilling in six different national cultures associated with the Korean conflict.

There will be a succession of critical analyses by student panels of book-length ethnographic case studies about nonviolent and violent societies, and the transition between the two (see pp. 18-21 and 33-35).

The last book to be read this semester is Addicted to War: Why the U.S. Can't Kick Militarism by Joel Andreas. (It is also available free online at <http://www.addictedtowar.com>).

Finally, in preparation for a guest panel discussion every student is required to read online an article on the history of the militarization of Hawai`i.

The last two books together with the article on militarization should help us understand why American history, society, culture, and values have often tended to be aggressive and militaristic, and, far 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.

With these resources covered through a division of labor in reading and discussion this course should help everyone to acquire a general familiarity with the basic course material on nonkilling. The primary purpose of the course is to generate critical thinking, discussion, and debate about this subject with a focus on exploring 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 also comprise the final take-home essay examination, thus you should take careful and detailed notes while reading and attending class throughout the semester, and then use your notes as the basis to carefully develop a very substantial essay for the final examination (see pp. 17-18).

FORMAT

This course is thinking and discussion intensive. Furthermore, beyond discussions in class meetings this emphasis needs to be demonstrated by faithfully writing a dated-entry into a personal journal after every class meeting. You must be seriously committed to this entire approach, if you are to be successful and earn a good grade. That requires the regular investment of a substantial amount of time and effort. If you are not committed to this intellectual adventure then you 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, most of them with PowerPoint, and selected films plus some guests. The Schedule below must be considered to be tentative and flexible in order to take advantage of the opportunity of including guest speakers as they become available (see pp. 9-15).

LEARNING OUTCOMES

Through class discussions and debates as well as regular and detailed journal entries and the final essay examination exploring the four pivotal questions identified previously, you should be able to demonstrate your progressive achievement in 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. 22-45).

CLASSROOM ETIQUETTE

Every student is expected to arrive in class on time and to remain attentive for the entire period without any interruptions (12:00-1:15). Regular conversation or other behavior that distracts other students and the instructor will not be tolerated. 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 must be 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 any students think; however, he does care very deeply that they think in an informed and critical manner. This includes being critical of any aspect of the idea of nonkilling and related course material.

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

You are required to regularly and effectively participate in all class activities and to faithfully maintain a personal journal with two weekly entries of up to one page typed single-spaced. In turn the journal will serve as your basis for a substantial essay reflecting on the entire course organized around the four pivotal questions for the final examination. You must send your journal as an email attachment to the instructor twice during the semester for grading in place of any mid-term examinations.

30% Journal (15%, 15%) Due October 2 and November 8

30% Final Essay Examination Due December 13 (see pp. 17-18)

30% Panel Discussions (assigned readings and ethnographic case study)(see pp. 33-35 and Schedule pp. 9-15)

10% Regular attendance and meaningful participation.

Regular attendance is imperative. The final course grade will be reduced by one letter for each three unexcused absences.

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, videos, and/or guests. These should be only reactions, not summaries. They will be accepted up through the date scheduled for the final examination (December 13). Five quality essays may elevate a border line grade (e.g., C- to C+), while ten may elevate any grade to the next higher level (e.g., C to B). 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 in advance by the

instructor. Any extra credit should be submitted to the instructor as an email attachment.

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

REQUIRED READINGS

Except for the panel discussion of a book-length ethnographic case study, there will be a division of labor in reading the main books for the course with each student selecting a chapter to cover in class discussion. The reading you select should be done thoroughly and a brief presentation carefully prepared in advance to contribute optimally to class discussion. For each book a copy of the table of contents will be circulated in class ahead of time for your selection of an individual chapter. However, ideally each of the books should be read in their entirety by every student. These readings are listed here in the order in which they will be covered in class discussions and also indicated in the following Schedule (pp. 9-15).

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

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

Joam Evans Pim, ed., 2010, Nonkilling Societies.

Glenn D. Paige and Chung-Si Ahn, eds., 2012, Nonkilling Korea: Six Culture Exploration.

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

The last segment of the course will discuss these further two publications which are also available free online:

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>.

During the semester some additional readings will be assigned or recommended from Bruce P. Bonta, 2010, “Peaceful Societies: Alternatives to Violence and War” at <http://www.peacefulsocieties.org>.

One book-length ethnographic case study of either a violent or nonviolent society, or the transition from one condition to the other, is required for a class report or panel discussion selected from the section on Ethnographic Case Studies in the appended Resource Guide (pp. 33-35).

A few brief additional articles, book chapters, and handouts may be assigned or recommended as readings.

On the average, you are required to read and discuss one chapter for each class meeting as this course emphasizes a seminar rather than lecture format.

Beyond the above, optional reading can be pursued from citations in the various textbooks and from the attached Resource Guide (pp. 22-45). 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/>. The literature on anthropological aspects of war and peace is vast, and the instructor can recommend citations on topics of particular interest to any student.

NOTES

SCHEDULE

AUGUST

21T Introduction: students, course syllabus, and instructor

23Th Overview: Center for Global Nonkilling

Required reading:

See FAQ on <http://www.nonkilling.org>.

Recommended reading:

Balwant Bhaneja, 2008, “Nonkilling Political Science,” in Encyclopedia of Violence, Peace, & Conflict, Lester Kurtz, Editor-in-Chief, San Diego, CA: Elsevier 2:1356-1363.

28T FILM: “Peace Is Every Step: Thich Nhat Hahn” (1997, DVD 52 minutes)

30Th Human nature, negative and positive peace, just war, etc.

Required readings:

L.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>).

L.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].

SEPTEMBER

4T Continued

Recommended readings:

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

L.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.

L.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.

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>).

6Th War, anthropology, and ethics: Historical perspective

Required reading:

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

Keith F. Otterbein, 1999 (December), "A History of Research on Warfare in Anthropology," American Anthropologist 101(4):794-805.

11T Anthropologists go to war: Human Terrain System

Recommended readings:

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

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

13Th Nonkilling Global Political Science (Glenn D. Paige)

18T Guest interview: Glenn D. Paige on "Nonkilling"

20Th Guest lecture: Stephen Younger on "Calculating Chiefs: Simulating Leadership, Violence, and Warfare in Oceania."

25T Panels organize

27Th Towards a Nonkilling Paradigm (Joam Evans Pim, ed.)

OCTOBER

2T Continued, JOURNAL DUE (sponsel@hawaii.edu)

4Th Nonkilling Societies (Joam Evans Pim)

9T Continued

11Th Continued

16T FILM: “Dead Birds” [Dani of New Guinea] (2004, DVDS 3976, 83 minutes)

Recommended readings:

Gat, Azar, 1999 (Winter), “The Pattern of Fighting in Simple, Small-Scale, Prestate Societies,” Journal of Anthropological Research 55(4):563-583.

Strathern, Andrew J., and Pamela J. Stewart, 2008, “Anthropology of Violence and Conflict, Overview,” Lester Kurtz, Editor-in-Chief, Encyclopedia of Violence, Peace, & Conflict, San Diego, CA: Elsevier 1:75-86.

18Th CASE: Grand Valley Dani: Peaceful Warriors (Karl Heider)

23T FILM: “The Ax Fight” [Yanomami] (1989, 30 minutes, VHS 5736)
 “The Feast” [Yanomami] (1988, 30 minutes, VHS 7939)

Recommended film: “Warriors of the Amazon” (Yanomami of Venezuela)(1996, VHS 18554, 60 min.)

25Th CASE: Yanomamo (Napoleon A. Chagnon, Sixth Edition)

30T Continued

Recommended reading:

R. Brian Ferguson, 1992, “Tribal Warfare,” Scientific American 266(1):108-113.

L.E. Sponsel, 2006, “Darkness in El Dorado Controversy” in Encyclopedia of Anthropology, H. James Birx, ed., Thousand Oaks, CA: Sage Publications 2:667-673.

NOVEMBER

1Th CASE: Semai: A Nonviolent People of Malaya (Robert K. Dentan)

6T ELECTION DAY

8Th Guest Panel: Palestinian-Israeli Conflict, JOURNAL DUE
(sponsel@hawaii.edu)

13T Nonkilling Korea (Glenn D. Paige and Chung-Si Ahn)
(online discussion instead of class meeting)

15Th Joel Andreas, 2004, Addicted to War: Why the U.S. Can't Kick Militarism, Oakland, CA: AK Press, <http://www.addictedtowar.com>.
(online discussion instead of class meeting)

20T FILM: "End of the Spear" [Waorani] (2006, 111 minutes, DVD, Maui CC 420)

22Th THANKSGIVING HOLIDAY

27T CASE: Waorani: The Contexts of Violence and War (Clayton and Carole Robarchek)

Recommended reading:

Clayton A. Robarchek, and Carole J. Robarchek, 1998, "Reciprocities and Realities: World Views, Peacefulness, and Violence among Semai and Waorani," Aggressive Behavior 24:123-133.

29Th CASES: to be determined (see pp. 33-35)

Recommended readings:

Bruce D. Bonta, 2008, "Peaceful Societies: Alternatives to Violence and War," <http://www.peacefulsocieties.org>.

Carol J. Greenhouse, 1985, "Mediation: A Comparative Approach," Man 20(1):90-114.

DECEMBER

4T GUEST PANEL

Required reading:

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>).

Recommended readings:

Michael T. Klare, 2001 (May-June), "The New Geography of Conflict," Foreign Affairs 80(3):22-49.

Carolyn Nordstrom, 1998, "Deadly Myths of Aggression," Aggressive Behavior 24(2):147-159.

6Th Open

13Th FINAL EXAMINATION DUE BY NOON (see pp. 17-18)

INSTRUCTOR

Leslie E. Sponsel earned the B.A. in Geology from Indiana University, and the M.A. and Ph.D. in Biological and Cultural Anthropology from Cornell University. Over the last four decades he has taught at seven universities in four countries, two as a Fulbright Fellow (Venezuela, Thailand). Since 1981, he has been on the anthropology faculty at the University of Hawai`i in Honolulu where he is currently a Professor Emeritus in the Department of Anthropology and the former Director of the Ecological Anthropology Program which he developed over three decades. 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 beginning in the mid-1980s serving 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 beginning in the early 1990s. Among his extensive publications is the co-edited book The Anthropology of Peace and Nonviolence (1994). His interests focus on the intersection of ecology, religion, and peace, and increasingly on spiritual ecology having just published the new book Spiritual Ecology: A Quiet Revolution (2012) (see <http://www.spiritualecology.info>). Sponsel has conducted field research on ecological anthropology in the Venezuelan Amazon, and more recently in Thailand, the latter focused on exploring aspects of Buddhist ecology and environmentalism and in recent years sacred caves. His recent publications on nonkilling societies and nonkilling anthropology are available in the book Nonkilling Societies edited by Joam Pim Evans (2010). For more information please see:

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New book – Spiritual Ecology: A Quiet Revolution

<http://www.spiritualecology.info>

GUIDELINES FOR FINAL EXAMINATION

The essays for the final examination should be sent as an email attachment to the instructor by December 13. 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. One or more letter grades will be subtracted from your final course grade if evidence of reading and other course material is inadequate. 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, not just a summary of course material.

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 October 4), (discussion November 27), (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 is sufficient.

The purposes of each of the four essays is 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 for the examination and course, and course learning outcomes as listed previously in this syllabus. In grading the instructor will emphasize content. 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.

From past experience, 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 each question throughout the semester.

PANEL GUIDELINES

1. **PANEL SIZE AND COORDINATION** The optimum size for a student panel is around four 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 key 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 chapter 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 dedicated to 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. The panel presentation may be facilitated by a PowerPoint presentation, but keep it simple and relevant, don't get lost with details and gimmicks.

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, anecdote, or catchy example 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 (or dark) 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>, <http://www.bing.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, but only 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. Get to the class early to set up. 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.

RESOURCE GUIDE

Note: For additional resources see the 345 syllabus for 2007 available online from the UHM College of Social Sciences or Department of Anthropology syllabi and from the instructor's homepage at <http://www.soc.hawaii.edu/sponsel/>. Also see bibliography in

REFERENCE WORKS

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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.

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American Anthropological Association (AAA)
<http://www.aaanet.org>

Amnesty International
<http://www.amnesty.org>

Buddhist Peace Fellowship
<http://www.bpf.org>

The Carter Center
<http://www.cartercenter.org>

Center for Global Nonkilling, Glenn D. Paige
<http://www.nonkilling.org>

Cultural Survival
<http://www.culturalsurvival.org>

DMZ Hawai`i
<http://www.dmzhawaii.org>

Global Public Square CNN
<http://globalpublicsquare.blogs.cnn.com/>

Human Rights Watch

<http://www.hrw.org>

Koa Books

<http://www.koabooks.com>

Network of Concerned Anthropologists

<http://concerned.anthropologists.googlepages.com>

Peaceful Societies, Bruce D. Bonta

<http://www.peacefulsocieties.org>

Public Broadcasting Service (PBS) [Frontline, Need to Know, Newshour, Nova, etc.]

<http://www.pbs.org>

Refusing to Kill

<http://www.refusingtokill.net>

Spark M. Matsunaga Institute for Peace and Conflict Resolution at the University of Hawai`i

<http://www.peaceinstitute.hawaii.edu>

Leslie E. Sponsel Homepage

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

Sulak Sivaraksa, socially engaged Buddhist in Thailand

<http://www.sulak-sivaraksa.org/en/>

Survival International

<http://www.survivalinternational.org>

United Nations

<http://www.un.org>

First Lieutenant Ehren Watada

<http://www.thankyoult.org>