A central purpose of this curriculum resource is to help students at the secondary level gain mental images, concepts, vocabulary, and learning skills they can use to comprehend the rather vast idea of world order and gain a world perspective on contemporary affairs. Emphasis is on presenting learning experiences designed to arouse controversy, generate questioning attitudes, and challenge young people to think critically about important global concerns of their generation and the future. The teaching strategies, activities, and audiovisual and print materials emphasize direct student participation and involvement on both affective and cognitive levels. The resource bulletin contains a course of study, suggested readings and audiovisual materials for instruction, and suggested references for further information on war and peace studies, as well as address lists of resource organizations and materials vendors. The course outline is organized around the major themes of war, war prevention, and world order and is amplified with several broad questions and many subquestions for inquiry under each theme. (Author/JH)
history and social science resource bulletin

WAR AND PEACE STUDIES:
WAR AND WAR PREVENTION
WORLD ORDER

ELECTIVE MINI-COURSES
ENRICHMENT FOR EXISTING COURSES FOR SECONDARY SCHOOLS
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WAR AND WAR PREVENTION
WORLD ORDER

ELECTIVE MINI-COURSES
ENRICHMENT FOR EXISTING COURSES
FOR SECONDARY SCHOOLS

PRELIMINARY EDITION
1974-75
ACKNOWLEDGEMENTS

This curriculum bulletin, War and Peace Studies, was developed under the direction of Dr. Edythe Gaines, Executive Director, Office of Educational Planning and Support, as a staff project of the Bureau of Social Studies, Florence Jackson, In Charge.

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Curriculum and reference materials were contributed by:

William A. Nesbitt, Center for International Programs and Comparative Studies, New York State Education Department
We recognize that modern life is characterized by social change in unprecedented rate and dimension. We know, in a general way, that science and technology have brought about rapid and drastic changes in the conditions of life. We sense that the present contains hitherto undreamed of possibilities for wide betterment of human life on earth and contains, also, hitherto undreamed of and very actual possibilities for extinction of humankind. The economist, Kenneth Boulding puts it succinctly: "If the human race is to survive, it will have to change its way of thinking more in the next 25 years than it has in the past 25,000."

Most people agree, for example, that war is bad and nuclear war will be catastrophic. Yet, to what extent are public school students in New York City analyzing the immensely complicated problem of securing world peace for their generation? Most young people are aware of only small parts of the whole issue of shaping a peaceful world because it comes to them as isolated fragments, usually in Social Studies and English instruction, like pieces in a jigsaw puzzle. There is great need for a comprehensive study of world peace for a coherent point of view, fresh thinking and attitudes.

The term 'World Order' is used to convey the concept of a world at peace - without war and without strife. World order is a big subject for anyone, adult or adolescent. It is also a new subject for most teachers and students. A central purpose of this publication is to help students gain mental images, concepts, vocabulary, and learning skills they can use to comprehend an idea as large as world order.

International tensions in our atomic age and growing awareness of global community are pressing young people to acquire a world perspective on contemporary affairs. Social Studies teachers have an obligation to assist students in their search for a world outlook. This curriculum resource is offered as a beginner's roadmap in that search.

WHAT THIS BULLETIN CONTAINS

This curriculum publication contains a course of study, suggested readings and audio-visual materials for instruction, and suggested references for further infor-
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The course outline is organized around two major themes (1) War and War Prevention (2) World Order. Each theme presents several broad questions and many sub-questions for inquiry. Suggested readings and audio-visual materials are provided for each theme.

Theme One, War and War Prevention, presents two broad questions:

What are causes of war?
What offers the best possibilities for war prevention?
Theme Two, World Order, presents six broad questions:

- How can the concept of world order be understood?
- How can conflict resolution promote world order?
- What can be done to reduce social injustice and promote world order?
- How can world peacekeeping promote world order?
- How can global ecological balance promote world order?
- The future: What kind of world do you want?

**HOW TO USE THIS BULLETIN**

The course of study can serve for one term electives, mini-courses, or supplements to existing courses in junior and senior high school. The course outline is not prescriptive. It is designed for flexibility and should be freely adapted to meet school time schedules, teaching-learning strategies and pupil interests.

*War and Peace Studies* is not intended to be a textbook based course oriented to recall, mastery of data and purely cognitive objectives. Teaching strategies, activities and audio visual and print materials should emphasize direct student participation and involvement in the learning process, on both the affective and cognitive levels. Teachers are encouraged to engage pupils in simulation, roleplaying, media production, individualized and group projects and creative arts. Learning experiences in *War and Peace Studies* should arouse controversy, question attitudes and values, and challenge young people to think critically about important global concerns of their generation and the future.

The Bureau of Social Studies is prepared to assist supervisors and teachers in the sharing and distribution of curriculum resources in peace education. These should be sent to: Florence Jackson, In Charge

Bureau of Social Studies

131 Livingston Street

Brooklyn, New York 11201
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I. What Are Causes of War?

A. Are human beings a cause of war?

   Investigation of "human nature"

   Positive and negative uses of aggression in human beings

   Reasons for individual levels of violent behavior

B. Does aggression in individuals reflect cultural values and life styles in a society?

   The art and science of making men and women psychologically ready for war

   Cultural conditioning for in-group chauvinism, nationalism

   *Selected Case Studies: Sparta and Athens
   Soviet Union and United States

   Is there a discrepancy between articulated and actual values?

   Is war exalted or considered a necessary evil?

   Who fights wars? Is there a warrior class?

   How are warriors regarded?

   How are opponents in warfare regarded? as equals? as inferiors?

C. Are Nation-States a Cause of War?

   Role geographic factors play in creating hostility between nations

   Extent to which wars are caused by desire for land, resources and economic national interest

   Belligerent and militaristic values lead to war: Sparta, Imperial Germany, Imperial Japan, Nazi Germany*

   Domestic, internal difficulties lead to war and foreign adventures

   Interrelationships between nationalism and war

   Concepts of power politics, geopolitics, balance of power, national interest lead to war

   Functions of the nation-state: duties and responsibilities of sovereign state which have led to the use of warfare

D. Are differences in ideologies and religions a cause of war?

   e.g. Moslem Empire, Crusades, Arab States vs Israel

E. How is warfare conducted in the modern world?

   Limited Warfare. e.g. Vietnam
   Guerrilla Warfare. e.g. Middle East
The art and science of making men and women psychologically ready for war

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e.g. Moslem Empire, Crusades, Arab States vs Israel

E. How is warfare conducted in the modern world?

Limited Warfare. e.g. Vietnam
Guerrilla Warfare. e.g. Middle East
"Total War". e.g. World War I*
World War II*

An Atomic War: What is it like?

Contrast between explosive power of conventional and atomic weapons

Measurement of destructive capacity of atomic bombs

The immediate and long-range effects of atomic bombing of Japan

Scenarios and projections on what would happen if the United States were bombed with atomic weapons

*See Curriculum Bulletin, Board of Education, History and Social Science Series, Grade 10, World Studies, Western Civilization, History and Culture.
F. How Does Warfare Effect Us as Individuals?

1. What is it like to be a soldier?

*Selected Case Studies: World War I (All Quiet on The Western Front by Remarque)
World War II (Slaughterhouse Five by Vonnegut)
Vietnam

Armed Forces life style

The reality of combat: ground, air, sea

Individual responsibility: Geneva Conventions and Nuremberg Principles

Selected Case Studies: Lieutenant Calley
Nuremberg Trials

2. What is it like to be a civilian in a war?

Selected Case Studies: World War II
Vietnam

Number of civilian casualties dead, wounded, and homeless is high in modern war.

Restrictions are placed on personal liberties, movement.

Social and cultural activities of individuals are restricted

Economic hardships are encountered

Normal family life is disrupted

Treatment of suspected enemies of the nation

Selected Case Studies: The Holocaust - the mass murder of Jews, Non-Jews in World War II (Night by Wiesel)
Relocation of Japanese - Americans in California in World War II

3. What are the long-range effects of warfare on the individual in modern society?

ideals and aspirations

ways of earning a living

family structure

Roles of women, men (civilians & soldiers); effects on children and dependent people

Societal mores and values

4. To what extent can an individual refuse to participate in a war?

When, if ever, should a man refuse induction into the armed forces?
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Societal mores and values

4. To what extent can an individual refuse to participate in a war?

When, if ever, should a man refuse induction into the armed forces?

What is the meaning of "pacifist", "conscientious objector", "selective objection"?

When, if ever, should amnesty be granted to deserters and draft evaders?

*J.B. Teachers are encouraged to select case studies which meet the interests and concerns of students, school, and community
II. What Offers The Best Possibilities of War Prevention?

A. Can The Super-Powers Maintain Peace?

1. What are the basic elements of national power?

   Demography - Human resources

   Geography - Natural resources

   Economic development: industrial capacity, technological advancement, financial strength, foreign investments

   Military power: atomic arsenal (if any), conventional weapons system, manpower capability, skills and education.

   Historical, psychological, and moral aspects of culture, governmental stability, authority.

2. What is the nature of power politics?

   The Concert of Europe, 1815-1914 - A Case Study

   United States in The Far East, 1889-1972 - A Case Study

   The concept of the balance of power

   The status quo - the concept of legitimacy

   Dynamics of Imperialism

   Role of political ideology

   Imperatives of prestige, honor, "Face Saving"

   Influence of personalities on events

   Emotional aspects of power politics: fear, chauvinism

B. Can a Revised and Strengthened United Nations Prevent War? (See Theme No. 2: World Order)

1. The League of Nations and the United Nations: A Comparative Case Study

   Origins, Purposes and Functions

   Organization

   Strengths and Weaknesses

   Major successes and failures

   Strengthening the United Nations: Charter revisions, regional organizations, functional organizations

2. How Can The United Nations Enforce World Law?

   "That is the meaning of the concept "world law"

   Purposes of all law, methods of law-making, law enforcement
Historical, psychological, and moral aspects of culture, governmental stability, authority.

2. What is the nature of power politics?

The Concert of Europe, 1815-1914 - A Case Study
United States in The Far East, 1889-1972 - A Case Study

The concept of the balance of power
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Strengths and Weaknesses
Major successes and failures

Strengthening the United Nations: Charter revisions
regional organizations
functional organizations

2. How Can The United Nations Enforce World Law?

What is the meaning of the concept "world law"

Purposes of all law, methods of law-making, law enforcement
Definitions of world law; international law; differences between them

Historical development of world law and international law: Theories, precedents, statutes, United Nations resolutions.

Conversion of international law into world law: compulsory jurisdictions, enforcement procedures as revisions of United Nations Charter

Distribution of international and supra-national political power
International economic, political, and social arrangements
3. Are forms of world government possible? Necessary?

Existing barriers: political, cultural, psychological

Developments: Trans-national political, economic and social developments

What are emerging global problems calling for world-wide solutions?

Evidence of emerging global community

C. Can International Disarmament Arrangements Be Established to Prevent War? (See Theme No. 2: World Order)

1. When is a nation secure in the modern world?

Meaning of the 'arms race'

Purposes of disarmament agreements

Existing disarmament agreements: limitations on conventional weapons, results of SALT Treaties

Prospects for multi-lateral agreements; uni-lateral agreements

2. What is the meaning of complete and general disarmament?

Differences between general disarmament and arms limitation

Differences between general disarmament and arms control
SUGGESTED BIBLIOGRAPHY -- WAR AND WAR PREVENTION

An explanation of abbreviations and symbols

(T) For the teacher

PB Paperback

Where there is no designation, the book is listed for high school students. It should be noted that many materials for students are also useful for the teacher. Items marked 'T' alone are generally appropriate only for the teacher.

Many references in this section and additional bibliography, print and visual, are available in a highly recommended work:

Teaching About War and It's Control:

Selective Annotated Bibliography For The Social Studies Teacher edited by William A. Nesbitt (The University of the State of New York, The State Education Department, 1972)


Bloomfield, Lincoln P.: Disarmament and Arms Control, Foreign Policy Association, 1965, Pb. (Headline Series No. 137)
The U.S. and World Order, Foreign Policy Association, 1969, Pb. (Headline Series No. 157)


Boyle, Ray and Von Gundy, Justine (eds.): Enough of Dying, Dell, 1972, Pb.

Eisenstadt, Murray (ed.): United States Foreign Relations 1800-1970's,


Hals, Warren W. Jr. (ed.): The President as Commander in Chief, Addison-Wesley, 1971, Pb.

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*Barnes and World Order*, Foreign Policy Association, 1969, Pb. (Headline Series No. 197)


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Remarque, Erich Maria: *All Quiet on the Western Front*, Fawcett, 1969, Pb.


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*See list of vendor addresses, page 27*
I. How can the concept of world order be understood as a process of becoming, not a distant state of affairs nor a predetermined goal?

1. What are some global characteristics of a just and peaceful world community?

   - World without war
   - Peaceful conflict resolution
   - Equitable distribution of the world's resources and productivity
   - International cooperation
   - Human rights
   - Economic and social development
   - Disarmament
   - Clean global environment
   - World law - based upon equitable power sharing and participation

2. What are some global problems in achieving a world community?

   - Nuclear armament and its control
   - Conventional war among nation-states
   - Revolution and counter-revolution
   - Group conflicts, tensions and violence
   - Ecological imbalances: pollution of air, water; solid waste disposal
   - Depletion of economic resources
   - Gap between rich and poor nations
   - Minimum standards of economic and social justice
   - Social and economic tensions: tradition and change in developing nations
   - Ethnocentrism: misperception, ignorance and fear
   - The international system of sovereign states

3. How is the concept of world order related to:

   - A personal value system
   - Perception of people, nations and cultures?

4. How is the concept of world order related to the study of:
2. What are some global problems in achieving a world community?

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3. How is the concept of world order related to:

- A personal value system
- Perception of people, nations and cultures?

4. How is the concept of world order related to the study of:

- Conflict resolution
- War prevention
- Economic welfare
- Social justice
- Ecological balance?
5. Is a world community emerging?

- biological and psychic unity of homo sapien
- ethical and moral values of world religions
- trans-national institutions and processes
- mass literacy, education and communication
- trans-national sciences and technologies
- trans-national arts and culture
II. How Can Conflict Resolution Promote World Order?

1. How can conflicts be resolved among individuals?

Existing practices in conflict resolution:
- Child rearing
- Labor-management relations
- Teacher-pupil discipline

Counter-culture and conflict resolution
- Communes
- Cults of Eastern Religions
- Hippies

Judaic and Christian concepts of conflict resolution

2. What is the significance of non-violent conflict resolution for social change?

- Distinctions between passive acceptance and non-violent means of forcing social change: Amish and Quaker responses to Vietnam War
- Historical use of non-violence in a democratic society: Vietnam War - petitions, delegations, parades, rallies, advertisements, silent vigils, periodicals, books, films
- Non-violence as a strategy of national liberation: Gandhi and Indian independence
- Distinctions between non-violence, civil disobedience and pacifism
- Political and ethical justifications for civil disobedience in a democracy: Abolitionists and Underground Railroad
- Religious and philosophic roots of non-violent conflict resolution in Western and Eastern civilizations: Torah, Gospels, Chandogya Upanishad, Writings of Leo Tolstoy

3. Is non-violent conflict resolution possible in violent circumstances?

Non-violent strategies for social justice:
- Martin Luther King Jr. in American South
- Mohandas K. Gandhi in Africa and India
- Cesar Chavez in California
- Non-violence movement in Northern Ireland

Non-violent strategies in a totalitarian society: Campaign of Soviet Jews for emigration to Israel

Controversy on theories of violence versus non-violence for
child rearing
labor-management relations
teacher - pupil discipline

Counter-culture and conflict resolution
Communes
Cults of Eastern Religions
Hippies

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Controversy on theories of violence versus non-violence for social change: Mohandas K. Gandhi and Martin Luther King Jr. versus Frantz Fanon
III. How Can Reducing Social Injustice Promote World Order?

A. How are social tensions produced in a developed (rich) nation?

1. What is the extent of economic, social, and political injustice?

Who earns what: Per capita distribution of the national income
ethnic and racial distribution of national income
ethnic and racial profile of employment

Who spends what: Per capita consumption of goods and services
ethnic and racial profile of housing, education

Who's voice is heard: patterns of voter registration and voting
ethnic and racial profile of voters, officeholders
campaign and legislative influences - contributions, lobbies

2. What is it like to be poor in a developed (rich) nation?

characteristics of inner-city areas of the poor

Selected Case Studies: The South Bronx, Brownsville/East New York,

The Catholic areas of Northern Ireland

profile of a welfare family
definition of poverty
survey of who are poor
effects of poverty on formative years of life - prenatal, infancy, childhood, schooling
the "culture of poverty"
effects of poverty on family relationships, self-image, aspirations
life chances of the poor

B. To what extent is political instability and social tension prevalent in developing (poor) nations? e.g. Bolivia

Ecuador
Nigeria - Biafra Civil War

political instability - political change of power by assassination, coup d'etat: e.g. Togo

Dahomey
Chile

politics of despair and armed revolution, e.g. Cuba

Algeria
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politics of despair and armed revolution, e.g. Cuba
    Algeria
regional secessionist movements, e.g. Biafra -
    Bangledesh
politically unstable, repressive or authoritarian regimes
    e.g. Greece
    Spain
    Libya
political instability and economic pressures threaten existing democracies, e.g. Republic of the Philippines

*See Curriculum Bulletin, Board of Education History and Social Science Series, Grade 9 World Studies Eastern Civilizations, Regional Studies

**See Curriculum Bulletin, Board of Education History and Social Science Series, Grade 9 World Studies Eastern Civilizations, Regional Studies
vestiges of colonialism spawn liberation movements, nationalist movements of unification and civil war, e.g. Mozambique
Korea
Vietnam

C. How are world tensions related to the gap between developed (rich) and developing (poor) nations?

1. Power Politics and big power competition in developing regions,
e.g. U.S. and Soviet Union in the Middle East
big power involvement in African political affairs

2. Structural relations between rich and poor nations: global dominance,
mutual needs, trade, aid and investment policies, disproportion of
world's resources consumed by "rich" nations e.g. economic domination
e.g. U.S. & Latin America
Soviet Union and Eastern Europe

3. Internal dissensions and pressures diverted by foreign adventures
e.g. Rhodesia
Union of South Africa

4. Legacies of European colonialism: racial tensions in Africa,
e.g. Rhodesia
Union of South Africa

5. The Third World concept: developing nations of dark-skinned people
vs. developed nations of white people, e.g. Caribbean Sea area
Pan African movements

6. The Afro-Asian bloc in political affairs of the United Nations

7. Marxist revolutionary movements, e.g. Castroism in Latin America
IV. What Can Be Done To Reduce Social Injustice and Promote World Order?

A. What can be done to reduce social injustice and promote world order in developed nations?

1. How can economic opportunity be broadened?

- Expansion of private sector of the economy; increase in labor force
- Government action: anti-poverty programs; work programs
- Civil rights laws enforced in areas of equal opportunity employment
- Compensatory social policies in education
- Reform of welfare assistance policies

2. How can social harmony be achieved?

- Cultural pluralism and humanism in education
- Enforcement of civil rights legislation in areas of integrated housing, education, public accommodations

3. How can political equality be achieved?

- Attempts to overcome political apathy of poor
- Attempts to curb potential abuse of political influence and power of individual and corporate wealth, vested interests
- Concept of decentralization of political units, agencies and services

- Alternative political structures: should changes be made, if so, how?

B. What can be done to reduce social injustice in developing nations and promote world order?

1. How can developing nations help themselves? e.g. India

- Nigeria
- China

Colonial experience: one crop economy, social class system, fluctuating world market prices, high tariffs and high interest on loans, inadequate transportation and marketing facilities

- Social, cultural and political obstacles to political stability and modernization

- The revolution of rising expectations

- Agricultural development: government funded research, development and dissemination of information - seeds, fertilizers, breeding, land use, marketing

- Industrial development: government planning and allocations - priorities, raw materials, labor force, markets
Compensatory social policies in education

Reform of welfare assistance policies

2. How can social harmony be achieved?

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Agricultural development: government funded research, development and dissemination of information - seeds, fertilizers, breeding, land use, marketing

Industrial development: government planning and allocations - priorities, raw materials, labor force, markets

Educational and cultural development: national and regional projects, foreign study and influences

Balance sheet of successes and unfinished business
2. Can development assistance of rich nations reduce social injustice and promote world order?

**Purposes of development assistance:** global, regional, and local

**Proposals for development:** global, regional, local

**Forms of development assistance:** international, multi-lateral, person-to-person

**Private investment and economic development**

**Trade policies and economic domination**

**Foreign aid and military aid and political domination**

**Harmful effects of aid giving on local economy and culture**

**Role of the multi-national corporation**

3. Can intervention of rich nations reduce social injustice and promote world order?

**Forms of intervention are practiced:**
- expeditionary armed forces
- volunteer troops and advisors
- aid to indigenous guerrilla movements
- military aid and training

**Insurgence and Counter-insurgency:** do they threaten world order?

**Distinctions between conventional wars and guerrilla revolutionary warfare (insurgency)**

**Theories of revolutionary and guerrilla warfare**

**Differences between unilateral and multilateral interventions**

**Distinctions between conventional wars and counter insurgency responses to revolution**

**American, Chinese, and Russian theories of their roles in insurgency and counter-insurgency: justifications for intervention**
V. How Can Global Ecological Balance Promote World Order?

A. What are the characteristics of global ecological balance?
   Concept of biosphere, the closed system of the earth's environment,
   global interrelatedness of environmental peril points:
   - pollutants in the air
   - pollutants in the rivers and oceans
   - depletion of natural resources
   - endangered species
   - population pressure on food resources
   - land use
   - solid waste disposal
   - disposal of hazardous wastes

B. How are global trends related to ecological problems?
   - longer life span
   - increased consumption of goods and services
   - population growth
   - urbanization
   - rising expectations and demand for larger individual consumption
   - mechanization
   - the disproportion of the earth's non-replaceable resources consumed
     by Americans: about 6% of world population uses between 45-60%

C. Is population growth threatening world order?
   - current demographic studies
   - reliable demographic projections of population trends
   - relationship of population to global food consumption, living space,
     waste disposal
   - relationship of crowding to "quality of life" - stress, strain,
     nervous disorders, mental breakdown
   - pressure of population growth on living standards in developing
     nations
   - Controversial issues on population control:
     Government policies and campaigns in non-communist nations
     National policies and campaigns in communist nations
endangered species
population pressure on food resources
land use
solid waste disposal
disposal of hazardous wastes

E. How are global trends related to ecological problems?

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Controversial issues on population control:

Government policies and campaigns in non-communist nations
National policies and campaigns in communist nations
position of the Roman Catholic Church
abortion legislation controversy in the United States

D. Can global ecological balance be achieved through international cooperation?

current status of international cooperation for environment: studies, monitoring stations, agreements

obstacles to international cooperation for environmental issues: interrelatedness of pollution and economic growth

First and Third World perceptions and interests in area of ecology
E. How does ecological crisis challenge traditional nation-state and private goals and values?

- Nation-state economies duplicate production and distribution of goods and services
- Gross national product of advanced industrial nations based on personal consumption
- Personal, private value systems related to getting and spending in consumer cultures
- Increasing world-wide per capita consumption of earth's resources
- Projections and predictions of ecological trends by experts question mankind's survival: Barry Commoner, Paul Ehrlich
VI. How Can World Peacekeeping Promote World Order?

A. How Can World Disarmament Promote World Order?

1. Is arms control possible?

- distinction between arms control and disarmament: which is more desirable/feasable? (See Theme No. 1)
- universal, inspected, enforceable
- evaluation of existing treaties/agreements: SALT talks
- Soviet-Sino-American triangular balance of power/military realities
- nuclear test-ban agreements
- problems of inspection and verification
- new weapon systems and limitations agreements

2. Is world disarmament possible by multilateral negotiated agreements?

- distinction between arms control agreements and international disarmament negotiations
- comparison and evaluation of current disarmament proposals
- possibility studies of negotiated disarmament agreements: Soviet Sino, and American goals
- problems of verification, inspection and control

3. Is world disarmament possible by unilateral disarmament

- continuation of unilateral initiatives
- interrelationship of unilateral disarmament, international disarmament agreement and enforcement powers
- unilateral disarmament proposals and projected programs
- economic and social consequences of disarmament on the international economy on the American economy
- civilian defense (non-violent resistance) as a component of unilateral disarmament

4. Is world disarmament possible by unilateral initiatives?

- regional disarmament approaches
- disarmed 'peace' zones
- identification of areas of big power cooperation in hostile world
- international climate of reduced tensions through graduated unilateral acts
realities
nuclear test-ban agreements
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B. Is World Order Through World Law Possible? Is World Law Necessary?

1. What is the meaning of world law? (See Theme No. 1)

- ideas of political theorists: Grotius, Rousseau, Kant
- existing body of international, multinational agreements, pacts, treaties: Red Cross Conventions, Geneva Conventions, Conventions on Nuclear and Biological weapons
- international tribunals of world law: Hague Court, League of Nations, International Court of Justice, United Nations Organization, Nuremberg Trials
system of rules, precedents and obligations through cases before international and national tribunals and war crime trials: Tokyo War Crimes Trial, Eichmann Trial, court martial of Lt. Calley

2. What is the historical record of peacekeeping through world law?

League of Nations and United Nations - Comparative Case Studies *

historical record of League of Nations: *

historical record of United Nations: *

e.g. Iran (1946), Indonesia (1947), Suez (1956), Cyprus (1968)

3. Can world law be strengthened through regional and functional international organizations?

comparison and evaluation of regional and functional organizations:

- e.g. European Economic Community
- Organization of American States
- World Health Organizations
- International Bank for Reconstruction and Development

international cooperation on global problems: hijacking, narcotics traffic, ecology

regionally based economic policy-making: European Common Market

compatibility and incompatibility of regional and functional international authorities and nation-state interests

4. Can world law be strengthened through world government?

approaches to world government through strengthening the United Nations: U.N. Charter revision ceding portion of nation-state authority to U.N.

World Federalism: creating new, more powerful world organization by nation-state agreements on division of powers

World Constitutional Convention for world law by treaty

*See New York City Board of Education Curriculum Bulletin, Grade 10, World Studies: Western Civilization
II. The Future: What Kind of World Do You Want?

A. How can future world conditions be comprehended?

1. How can future world conditions be comprehended through trend identification?

   - congested and urbanized concentrations of population
   - mobile populations: migrations from rural to urban centers
   - technological societies: machine performance, fossil-fuel energy powered
   - brain-intensive occupations: greater demand for literacy, machine-tending skills
   - regulation and alteration of human behavior: medicine, psychiatry, drugs, mass media
   - socio-economic trends: global distribution of goods and services

2. How can future world conditions be comprehended through future projections?

   - identification of trends and sub-trends
   - visual and graphic plotting of trends
   - statistical, computer-based projections of quantitative trends

3. How can future world conditions be comprehended through the literature of futurism?

   - Daniel Bell (ed) Toward The Year 2000: Work In Progress
   - Harrison Brown (et.al) The Next Hundred Years
   - Aldous Huxley Brave New World
   - George Orwell 1984
   - B.F. Skinner Beyond Freedom and Dignity
   - Alvin Toffler Future Shock

4. How can future world conditions be comprehended through policy creation?

   - problem-solving scenarios of options and choices based on current data: clean air, pure water, safe streets
   - policy creation based on a desirable future model (an exercise in how to achieve a desirable future)
   - policy creation based on simulation strategies and games.

B. To what extent are futuristic trends influencing values, attitudes and behavior?

   popularization of futurism: Future Shock
Brain-intensive occupations: greater demand for literacy, machine-tending skills

regulation and alteration of human behavior: medicine, psychiatry, drugs, mass media

socio-economic trends: global distribution of goods and services

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popularization of futurism: Future Shock

human behavior theorists: B.F. Skinner

syndrome of violence: Clock-Work Orange

loss of freedom and identity: George Orwell, Franz Kafka

challenges to traditional religions: "God is Dead" doctrines, cults of mysticism, estrangement of young from church and synagogue life - counter trends: Jesus people and Jewish communes

voluntarism and ecology: zero-population growth movement, symbolic rejection of consumerism - communes, organic foods
voluntarism and war/militarism: pacifist movements, draft resistance, counter-culture’s glorification of anti-hero

privatism, political apathy and politics of despair: drug culture, apolitical youth and radical youth

C. What Kind of World Can You Expect? What Kind of World Do You Prefer?

1. How can you know what kind of world to expect?: Broad Questions for the study of relevant, 'Expected' Future Models.

What situations now exist and what are dominant trends?

What situations are likely to emerge in the near future (e.g. the year 2000) if present trends continue?

What situations are preferable, given one's values

If expected situations are different from the preferred, what can one do to eliminate the difference?

2. How can you know what kind of world you prefer?: Teaching Strategies for values clarification

Teaching strategies materials and methods which help students become aware of the beliefs and behavior they prize and would be willing to stand up for in and out of the classroom: ***

e.g. Open-ended questions, exercises such as:

20 Things You Love To Do
One Year To Live With $10,000
When I Die, Say This of Me

Teaching strategies materials and methods which encourages students to consider alternative modes of thinking and acting and to weigh the pros and cons and the consequences of the various alternatives

e.g. role-playing: e.g. One doctor and 10 patients in need of one kidney machine

simulation games: e.g. Starpower, Atomic Shelter, Six Places and Twelve Applicants, Guns and Butter
scenario: Airplane crashes on remote uninhabited Island

Case Studies - The Nuremberg Trials
Japanese-American Relocation Camps

Teaching strategies, materials and methods which help students consider whether their actions match their stated beliefs, and if not, how to bring the two into closer harmony.

e.g. Questionnaire - "Ever Been In Any of These Situations?"
"How Do You Relate To-——?"

Teaching strategies, materials and methods which give students options, in and out of class, in order to make their own choices and evaluate the actual consequences.
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e.g. Independent Study and Self-Pacing
Community Social Service
Political and Legal Action Projects


**For further study of values clarification rationale and teaching strategies see Introduction To Value Inquiry by Jack Nelson, Hayden Books, 1973

***For reference to strategies, materials, and methods consult Institute For World Order, 11 West 42nd Street, New York, New York 10036


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See Vendor Addresses on page 27
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RESOURCE ORGANIZATIONS

Academy of World Studies, 1344 Union Street, San Francisco, California, 94123

Ad Hoc Committee for Introducing Peace-Related Materials, 231 West 24th Street, Riverdale, New York, 10471

African-American Institute, 333 United Nations Plaza, New York, New York, 10017

American Freedom From Hunger Foundation, 1717 H. Street, N.W. Washington, D.C. 20006

American Friends of the Middle East, 1505 New Hampshire Ave., N.W. Washington, D.C., 20009

American Friends Service Committee, 150 North 15th Street, Philadelphia, Pa. 19102

American Universities Field Staff, 3 Lebanon Street, Hanover, New Hampshire, 03755

Asia Society, 112 East 64th Street, New York, New York 10021

Atlantic Information Centre for Teachers, 23-25 Abbey House, 8 Victoria Street, London SW1, England

Carnegie Endowment for International Peace, 345 East 46th Street, New York, New York 10017

Center for Inter-American Relations, 620 Park Avenue, New York, New York 10021

Center for Teaching about Peace and War, Wayne State University, 785 University Center Building, Detroit, Michigan 48202

Center for Teaching International Relations, Graduate School of International Studies, University of Denver, Denver, Colorado 80210

Center for the Study of Democratic Institutions, P.O. Box 4446, Santa Barbara, California 93103

Center for War/Peace Studies, 218 East 18th Street, New York, New York 10003

Council on Religion and International Affairs, 170 East 64th Street, New York, New York 10021

Educational Film Library Association, 17 West 60th Street, New York, New York 10023

Foreign Policy Association, 345 East 46th Street, New York, New York 10017

Institute For World Order, School Program, 11 West 42nd Street, New York, New York 10036

League of Women Voters of the U.S., 1730 M Street N.W. Washington, D.C. 20036

Studies in International Conflict Project, Center for International Programs and Comparative Studies, The State Education Department, Albany, N.Y. 12224

Ad Hoc Committee for Introducing Peace-Related Materials, 231 West 246th Street, Riverdale, New York, 10471

African-American Institute, 833 United Nations Plaza, New York, New York, 10017

American Freedom From Hunger Foundation, 1717 N. Street, N.W., Washington, D.C., 20036

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U.S. Arms Control and Disarmament Agency (ACDA), Washington, D.C. 20451

United States Department of State, Office of Public Affairs, 1730 M Street N.W., Washington, D.C. 20036
VENDOR ADDRESSES

American Freedom from Hunger Foundation, 1715 M. Street, M.W., Washington, D.C.

BAVI Subscription Service, 131 Livingston Street, Brooklyn, N.Y. 11201

Benchmark Films, 145 Scarborough Road, Briarcliff Manor, N.Y. 10510

LiA Educational Media, 2211 Michigan Avenue, Santa Monica, California 10510

Brandon Films, 221 W. 57th Street, New York, N.Y. 10019

Bureau of Mass Communications, State Education Department, Albany, N.Y. 12224

CAL Industries, 76 Madison Avenue, New York, N.Y. 10016

Carousel Films, 1501 Broadway, New York, New York 10036

C.C.W. Films, 965 Third Avenue, New York, New York 10022

Center for Humanities, Two Holland Avenue, White Plains, New York 10603

Center for International Programs, State Education Department, Albany, N.Y. 12224

Contemporary Films, 330 West 42nd Street, New York, New York 10036

CTIR, Denver University, Denver, Colorado 80210

Current Affairs, 24 Danbury Road, Wilton, Connecticut 06897

Denoyer-Geppert, 5235 Ravenswood Avenue, Chicago, Illinois 60640

Division of Educational Communications, State Education Department, Albany, N.Y. 12224

Doubleday Multi-media, 277 Park Avenue, New York, New York 10017

Educational Audio Visual, Pleasantville, New York 10570

Encyclopedia Britannica Films, 425 North Michigan Avenue, Chicago, Illinois 60611

Father Peyton's Family Theater, 7201 Sunset Boulevard, Hollywood, Calif. 90046

Games Research, 48 Wareham Street, Boston, Massachusetts 02118

Guidance Associates, Pleasantville, New York 10570

Indiana University Film Center, Bloomington, Indiana 47405

Institute for World Order, 11 West 42nd Street, New York, New York 10036

Interact, Box 262, Lakeside, California 92040

Markham Co., 3322 West Peterson Avenue, Chicago, Illinois

Mass Media Ministries, 2116 North Charles Street, Baltimore, Maryland 21218

Multicorn Corporation, 507 Eleventh Avenue, New York, New York 10017

McGraw-Hill/Contemporary Films, 1221 Avenue of Americas, New York, N.Y. 10020

New York Times Book and Educational Division, 229 West 43rd Street, New York,

New York 10036

Newsweek Magazine, Educational Division, 444 Madison Avenue, New York, N.Y. 10022

Office of Media Services, Room 4831, Department of State, Washington, D.C. 20520

Pyramid Films, P.O. Box 1948, Colorado Avenue, Santa Monica, Calif. 90404

Schloat Productions, Pleasantville, New York 10570

SIMILE II, P.O. Box 1923, La Jolla, California 92037

Social Studies School Services, 10,000 Culver Boulevard, Culver City, Calif.

90230

SRA - Science Research Associates, 159 East Erie Street, Chicago, Illinois 60611

Syracuse University Film Library, 1455 East Calvin Street, Syracuse, N.Y. 13210

Time-Life Films, 43 West 16th Street, New York, New York 10011


WJZ - TV Programming, 3725 Malden Avenue, Baltimore Maryland 21211

Zenger Productions, 10,000 Culver Boulevard, Culver City, California 90230