

Study Guide for *The Art of Waging Peace*, 2013 by Paul K Chappell

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Over two thousand years ago, Sun Tzu wrote *The Art of War*. In today's struggle to stop war, terrorism, and other global problems, West Point graduate Paul K. Chappell offers new and practical solutions in his pioneering book, *The Art of Waging Peace*. By sharing his own personal struggles with childhood trauma, racism, and berserker rage, Chappell explores the anatomy of war and peace, giving strategies, tactics, and leadership principles to resolve inner and outer conflict.

Chappell explains from a military perspective how Gandhi and Martin Luther King were strategic geniuses, more brilliant and innovative than any general in military history, courageous warriors who advanced a more effective method than waging war for providing national and global security. This pragmatic and richly interactive book shows how we can become active citizens with the skills and strength to defeat injustice and end all war.

Preface: The Three Forms of Change

Questions prepared by Scott Griswold

Paul K. Chappell opens with these words, "Waging peace empowers us to create three forms of change."

His Story/Your Story

1. Discuss the three changes (Societal Change, Spiritual Change, and Ideological Change) as they relate to Paul K. Chappell's life.
2. In your own words what is societal change? spiritual change? ideological change?
3. What societal change have you witnessed in your own life and how has your life been affected by societal change?
4. What spiritual change have you witnessed in your own life and how has your life been affected by spiritual change?
5. What ideological change have you witnessed in your own life and how has your life been affected by ideological change?

Disciplined Approach to Peacemaking

1. How do these affected changes challenge you to actively seek peacemaking?
2. What is your understanding of the human condition?
3. Why is it important to study war as a means to peacemaking?

Part 1 The Infinite Shield

Chapter 1 The Labyrinth of Trauma

The Wars That Followed My Father Home

1. Discuss the experience of war in the Chappell household.

The Search for Trust

2. Make a list of the wars in your own lifetime.
3. How has any war personally affected you?
4. What has been your reaction to war in your lifetime?
5. What was your attitude toward those wars at that time of each war? Why?
6. What is your attitude now? Why?
7. How do you understand the concept that army was/is family?
8. What does it mean to you to be family?
9. In your own words define "trust."

Trauma Experience

1. What are the trauma experiences that have affected your life? What might be still haunting you?
2. What part of Paul's story stands out the most to you?

Chapter 2 The Siren Song of Rage

The Trauma of Racism

1. Discuss Chappell's experience of racism.
2. What has brought or brings you to rage?
3. What rage from others have you received?

The Berserker

1. What has been your personal experience of betrayal?
2. What has been your personal experience of mistrust?
3. What has been your personal experience of safe protection?
4. What experience of betrayal have you caused to others?
5. What experience of mistrust have you caused to others?
6. Based on the above what part of Chappell's story of racism stands out to you? What stands out to you in your own life?
7. Define "siren song."
8. Is there a siren song that needs to be addressed? What is it? How does it affect your life? What change must you face?
9. Discuss the four pieces of evidence in this chapter that people are not naturally violent.

People are not born as berserkers

Going berserk is often counterproductive. Going berserk is not a normal human experience. Many go berserk only after repeated instances of abuse. Chappell concludes with two questions: "How could I convince my rage that I no longer needed its protection?" "How could I transform the siren song of rage into a melody of peace?"

1. How do you identify with those two questions at this point in the study?

Chapter 3 The First Line of Defense

Questions prepared by Christopher Mahon

1. In the beginning of the chapter, Paul Chappell tells a story about how an argument over a fork in a restaurant almost resulted in a serious fight. What is the main point of this story? Why do you think respect is so important in human culture and disrespect can be so dangerous? How does Chappell defuse the situation? What important words does he use?
2. What are the three elements of universal respect? If you had to rank them in order of importance, how would you rank them? (Or do you think they are equally important?) Which element do you think is easiest to develop? Which element do you think is the most difficult to develop? Why?
3. Before Chappell discusses the three elements of universal respect, he discusses the two important steps for maximizing respect for others. The first step is "to not be ignorant of their culture and make an effort to educate ourselves about their social customs" (p. 57). This first step is certainly important when traveling to other countries, but do you also think it is important for social relationships in our own country? Why?
4. The first element of universal respect is "listening." How can listening reduce conflict? On p. 60, Chappell writes "To truly listen we must develop empathy. If we do not empathize with people we cannot really hear what they are saying." What is your definition of empathy? Think of a controversial issue. How can *you* benefit by listening with empathy to someone who opposes your view? How can that someone *else* benefit when you listen to them?
5. Do you think listening is a rare ability? Why?
6. On pp. 60-61, a reporter named Leslee Goodman tells a story about Paul K. Chappell engaging an opponent to a peace vigil in Santa Barbara, California. What does this story say about how *long* a person may have to listen to another in order to effect change?
7. Why is listening such an important skill when you are not "preaching to the choir" (pp. 61-62)?

8. On p. 62, Chappell writes, "All social problems come from how people think, and all progress comes from transforming how people think." Do you agree or disagree? Why? Can you give examples in which social progress occurred by changing the way people think? How would you characterize their beliefs "before" and "after"?
9. What is the difference between solving a problem and planting "a seed for change" (p. 62-63)? Do you think they are both equally valuable? Why?
10. In your own words, what do you think it means to "speak to their potential"? Why is it important for a leader to speak to people's potential? Do you have to be a leader to speak to people's potential? How do we change when we speak to people's potential?
11. In telling the story of Gandhi and the young boy (pp. 65-66), the author shows how Gandhi leads by example. How does Gandhi do this? Can you think of another example in which someone leads by example?
12. According to the author, what is the "true power base [of] a leader" (p. 67)? How is this true power base linked to the notion of "respect"?
13. Why does the author call respect the "infinite shield"? What does respect protect people from?
14. What is the most important thing you learned about "the first line of defense" in this chapter? (Think)
15. Do you feel optimistic or pessimistic after reading this chapter? Why? (Feel)
16. How can you incorporate listening, speaking to people's potential, and leading by example in your own life? (Act)

Chapter 4 The Power of Calm

Questions prepared by Scott Griswold

1. Discuss how our world is held hostage by hatred, greed, deception, apathy, ignorance, and misunderstanding.
2. Consider the ones that are most prevalent in your own personal surroundings, community, friendships, work, etc.
3. What gets people the most agitated today?
4. Discuss the meaning of nonviolence as a weapon for peace.
5. In your own words define respect.
6. What are the attitudes and behaviors that bring about respect?
7. What is an example of positive respect conveyed to you in your own life?
8. When have you offered respect to other(s) in a leadership position?
9. Why was that important? What was the outcome?
10. Chappell conveys that there are three steps to calm people down:
11. Be calm.

12. Listen and be respectful.
13. Show care and concern. Practice the steps (3 person experience):
 - Pick a situation where someone loses control.
 - First person role-plays a person who is not calm.
 - A second person role-plays calming the other.
 - Third person is a non-participant observer.
 - Take five minutes to act out this situation.
 - The observer reports and group discusses outcomes.
 - Change roles twice so each person has an opportunity to be the berserker, the calmer, and the observer.

Chapter 5 The Three Forms of Deflection

1. What is deflection?
2. What does deflection directly do?

Social Norms

“A social norm occurs when a new idea has persuaded enough people to create a new public consensus.”

1. List some current changing social norms (good and/or bad).
2. Which do you feel will make a positive impact on your society?
3. List the “isms” in your personal experience.
4. Which one has affected you the most and why?
5. How are social norms the first line of deflection?

Laws

1. What are laws? (List some)
2. What is an unjust law? Provide examples.

“Social norms and laws deflect violent and unjust behavior when making people consider the consequences...unlike deflection, however, the infinite shield and the sword that heals do not deter people from turning their hostile intentions into hostile actions. Instead, these forms of waging peace strive to transform their hostile intentions into understanding and compassion.” (Page 86)

“Waging peace does not seek to demonize these or any other people, but to understand them.” (Page 86)

3. What does it mean to turn an enemy into a friend?
4. Is there someone or a group you consider to be the enemy?
5. What can you do to turn that someone or group into a friend?

6. Role-play a situation (3 person experience).
 - Pick an “enemy.”
 - A first person role-plays the one seeking a friend.
 - Second person role-plays the “enemy.”
 - Third person is a non-participant observer.
 - Take five minutes to act out this situation.
 - The observer reports and group discusses outcomes.
 - Change roles twice so each person has an opportunity to be the enemy, the seeker, and the observer.

Outsmarting Violence

1. How does outsmarting violence use deception?
2. Can you think of any other examples of outsmarting violence?
3. At this point in the study, where is your group in understanding the “art of waging peace?” Use the chart on page 94 to recap the group’s understanding to this point in the book.

An additional study guide for Chapter 5

Prepared Anne Mbacke and Linda Richards

One aim of this study guide is to encourage all of us to spend time “pre-deciding”- thinking about how we want to be in the world. How can we anticipate and consider our choices strategically about what to do in conflicted or even violent situations? How can we each make a contribution toward changing violent dynamics toward peace and justice? Consider reading Gavin de Becker – *The Gift of Fear*, Sun Tzu – *The Art of War*, and Robert Miles and Malcolm Brown – *Racism (Key Ideas)* for additional background information on war, waging peace and the continued need for peace advocacy and literacy in our communities, nation and world. Paul looks at ways we can combat or fight for peace using the power of transformation. He believes we can learn how to transform hostile intentions into understanding and compassion.

1. Paul writes, “Mental martial art is the art of waging peace. Waging peace is a martial art to break the stereotype that peace activists are passive and weak; True peace activism is more than meditating alone in a quiet room. It is a fight.” What is involved in the fight for waging peace? How does struggle help us define the fight for peace?
2. Define the three forms of change as discussed by Paul in the preface (Societal, Spiritual, and Ideological Change). How are the three forms of change interconnected and related to the three forms of deflection?
3. We must study war – to be better peacekeepers –learning how “it” works and how militarization operates and more. For starters, how do you define violence? How and why does it continue? What feeds it?

4. As people who want peace, we must also be disciplined—skillful in the work – knowledgeable in the practice and methods of being. How does Chapter five inform our understanding of waging peace?
5. Describe the three forms of deflection: (Social Norms, Laws, Outsmarting Violence)
6. Give examples to answer Paul’s question on page 79: “What is a social norm and how does it work?” How does this create opportunities for everyone to participate in social change? Have you seen norms change over your life time? If so, which ones? Do you think it takes a long or a short time to create new norms?
7. Are there any laws you follow unwillingly? If so why?
8. George Bush recalled one of his worse moments as having occurred after Hurricane Katrina – what happened and what words did he use to describe this event and reactions to it?
9. How did the Little Rock Nine event contribute to social norms of the time? What form of deflection did this historic event utilize?
10. In what context was the caricature Paddy originally used? Has the nature and or use of the term Paddy changed over time?
11. What does Paul mean when he says we must learn the Art of Outsmarting Violence?
12. On page 86, Paul writes “...To unlock their vast potential for goodness, King thought Jesus was wise when he commanded us to ‘love our enemies.’” Then Paul quotes Dr. Martin Luther King, Jr: “Love is the only force capable of transforming an enemy into a friend.” Give examples in history where this has been practiced and had a positive impact on society.
13. Some people argue transformation of an enemy into a friend is too much to ask and it should never be a precondition for the use of nonviolence strategy or tactics. Others see this transformational love as the heart of why nonviolence works. How do you feel and what do you think Paul would say?
14. What would you do if you were in a situation that called for you to lie in order to save someone’s life or obtain peace? Give an example of when you believe this has occurred or been called for?
15. Clearly define Waging War vs. Waging Peace.
16. Can speaking the truth create a moral dilemma when waging peace? Is telling a lie to save someone or to obtain peace okay? If so when and or how? What example did Gandhi use in his letter? (See page 89.)
17. What does the historian Johannes Tuchel say about the number of Berlin rescuers? Would you say this was a significant number? Why or why not?
18. Is outsmarting violence always the best option in dealing with hostile situations?
19. How might Japan’s Samurai Code as discussed on page 93 help us as activists in recognizing the truth in our goals to wage peace?
20. What are the four lines of defense outlined on page 94? How does one build on the other?

21. Paul makes special note on page 92 that lying should not be used when waging peace, but only in the rare situations when the infinite shield and the sword that heals seem unlikely to work and deception is needed to protect someone in imminent physical danger. Do you agree with this thought? Why or why not?
22. Aside from those methods identified in this chapter, are there other ways besides lying that can deflect violence when physical harm is imminent?

Chapter 6 The Perilous Arrow

Questions prepared by Scott Griswold

The Gandhi Myth

“So far in this book I have explained the basic building blocks of the first line of defense: the infinite shield. Later in this book I will explore the basic building blocks of the second line of defense: the sword that heals. The infinite shield influences people by conveying respect through our words, composure, attitude and behavior. The sword that heals influences people by using strong ideas, persuasive dialogue, and strategic actions to transform how they think. This book creates a foundation you can build on through your own study, and I hope these pages inspire you to learn more about the incredible deep and complex art of waging peace.” (Page 97)

1. However, is there ever a situation where the first line of defense (the infinite shield), second line of defense (the sword that heals), and even the third line of defense (the three forms of deflection) don't work?
2. Discuss your answer as a group and in your discussion include this question:
3. Why is it wrong to fully reject the uses of violence?
4. Discuss and reflect on the idea of violence as related to medical technology and preventive-care.
5. What is the Warrior Code?
6. Why is it important to understand the Warrior Code to the art of waging peace?

The Unpredictable Nature of Violence

1. What is the unpredictable nature of violence?
2. What are the two reasons Chappell calls violence “The Perilous Arrow”? (Page 103)

The Three Types of the Perilous Arrow

1. Personal Self-Defense

- What is personal self-defense?
- What should one watch for in escalating anger?
- When would it be necessary to use self-defense?
- When should personal self-defense be used?
- List the ways personal self-defense is used

2. Police Force

- What should the police force watch for in escalating anger?
- When would it be necessary to use police forces?
- When should police force be used?
- List the ways personal self-defense is used

3. War (the Master of Deception)

- What questions do you have about war?
- List the ways war is used.
- At this point in the study, where is your group in understanding the “art of waging peace?”
- Review the chart once again on page 94 to recap the group’s understanding to this point in the book.

Part 2: The Sword That Heals

Chapter 7 West Point and World Peace

How West Point Trained Me for Peace Activism

1. Review the significant points of West Point history.
2. What new and positive understandings of West Point do you have? (List)
3. Do you believe a liberal arts education is important and why?
4. Today, higher education is moving away from liberal arts studies and moving more toward “career training.” How might this change affect the next generation and the ideals of peace activism?”

Suggestions: Before moving to the next section of the book, explore the concept of servant-leadership as a management style coined by Robert Greenleaf and former executive of AT&T:

“Within each person is a servant... to be first a servant, to lead by serving... do those served grow as persons, do they while being served become healthier, wiser, freer, more autonomous, more like themselves to become servants?” Robert Greenleaf, *Servant as Leader*, Greenleaf Center for Servant Leadership.

For further study later use *Seven Pillars of Servant Leadership; Practicing the Wisdom of Leading by Serving* by James W. Sipe and Don M. Fink

Alexander the Great, Gandhi the Greater

1. Discuss within the group how the concepts of Servant-Leadership apply to both Alexander the Great and Gandhi. (Compare and contrast)

Sargent Major Gandhi

1. What leadership strategies were important to Gandhi?
2. What stands out to you as the most positive aspects of leadership for peacemaking?

Why Trust Matters

1. Why does trust matter?
2. How does one build trust in an organization?
3. What are the core values of a peacemaking organization?
4. Before continuing, read aloud the excerpt from “War is a Racket,” by Smedley Butler (page 145) and also read the second full paragraph aloud on page 147 comparing Alexander and Hannibal with Gandhi and King, Jr.
5. Conclude this section by reading Chappell’s words found on page 148 that begin with “We cannot effectively wage peace when we believe in shallow stereotypes...”
6. Pause and reflect at this point. Share your feelings with the group.

The MacArthur Myth

Read aloud MacArthur’s response to the use of atomic bombs in Japan. (Page 151)

1. What are the three reasons MacArthur gave for the abolishment of war?
2. Chappell states, “Like MacArthur, I do not think world peace is inevitable, only possible.” In what way do you concur with Chappell?
3. Read aloud and discuss MacArthur’s reply to the letter he received from peace activists Oscar Hammerstein II, Roger Stevens and Norman Cousins. (Page 153)
4. Why must we participate in a mission of creating world peace?

Chapter 8 The Master of Deception

The Deceptive Beauty of War

1. Reread the Story of Harmonia with the group. (Page 156)
2. Retell the story in your own words; even “flipping it” for today.
3. What is the meaning behind the story as it relates to war today?
4. Reread aloud Malcom Day’s explanation of why Ares and Eris of the *Iliad* were despised by the ancient Greeks. (Page 159)
5. What is the meaning behind these two readings as they relate to the Department of Defense?
6. What is propaganda?
7. How is it best used?

Suggestions: “How Do You Kill 11 Million People?” by Andy Andrews might be worth reading at some time in the future, as would “The Razor’s Edge” by W. Somerset Maugham.

The Curse of the Empire

1. What reasons do the pro-advocates of war use to justify war today?
2. How are these reasons misrepresented?
3. How did Rome misrepresent these reasons?
4. How does our government misrepresent these reasons?
5. Is war ever necessary? What would be the conditions if any?
6. How do you relate this to today's situations in North Korea, the Middle East, and Africa?
7. At this point in the study, what would you think could be a better approach to these world situations and other situations as well? (Consider religious conflict and other "isms.")

Chapter 9 The Sword of Truth

The Truth Will Set Us Free

Fun Fact: The motto of the CIA is a biblical passage: "You Shall Know the Truth and the Truth Shall Set You Free (John 8:32)

1. Make a list of factual truths.
2. Make a list of half-truths and policies that you know of (illusions) or myths (stories that have value yet may not be true)
3. Why should we wage peace? (Refer to page 182 for assistance)
4. What new understanding do you gain from the myth of Fulad-zereh?

Two Methods of Hiding Truth

1. Redirect people's ability to express and hear new ideas
 - Can you cite some examples for today?
 - Can you cite some examples related to today's "isms"?
2. Propaganda (discuss chart 9.1 on page 188)

Paul writes on page 189: *"Liberty, justice, and peace are powerful ideals, but they cannot exist without the ideal of truth. Truth is the ideal that brings liberty, justice and peace to life. It is the ideal that makes all of our other ideals possible."*

 - Have a discussion defining what "the ideal of truth" means.

Why Waging Peace is Mightier than Violence

Chappell writes, *"Gandhi is often misrepresented as someone who opposed war on strictly moral grounds. But his opposition to war had more to do with practical and strategic reasons rather than a strict moral objection to violence."* (Page 199)

1. Discuss what might be the practical and strategic reasons to oppose war at this point in the study.
2. What did Gandhi learn from the Indian Rebellion of 1857 and Zulu Rebellion of 1906?
3. What can one learn from the "Arab Spring" uprising?

4. What is nonviolent action?
5. What has gotten in the way of the “Arab Spring” movement?
6. Discuss how this relates to the aftermath of 9-11 and the approach the United States government took.
7. Consider how the world might look today had the United States government allowed waging peace to prevail.

Chapter 10 The Power of Persuasion and Strategic Thinking

Transforming How People Think

1. Discuss what it means to “love your country” and the word “patriotism.”
 - What is the “common” understanding?
 - What would be a new and transforming understanding?

How to Effectively Frame a New Idea

1. Discuss your understanding of the 1866 American Equal Rights Association
2. What are current misconceptions that need to be corrected and/or changed?
3. Discuss the big questions: “How can we promote the new and controversial idea of waging peace when the “worldview of waging war” has become the predominant worldview in America today. (Page 220)

Consider this one possibility:

1. Waging peace can be taught – consider taking it into the schools.

How Today’s Activists Can Benefit from Strategic and Tactical Thinking

1. How do we, according to Gandhi, make nonviolence...the law that rules mankind?
2. Discuss how this can be framed around the ideals of fairness, justice, and democracy.
3. Relate this to the “Occupy Movement” as discussed on page 229 (look at Figure 10.2 on page 231).

Suggestion: Watch the 1933 movie *Angel in the White House* as it relates to the Bonus Marchers – Veterans of WWI.
4. Discuss what it means to you to change your personal worldview, America’s worldview and the World’s worldview, one person at a time.
5. Discuss the four kinds of people every movement must interact with. (Figure 10.3 on page 232)
6. Discuss the four strategies for moving people toward action? (Figure 10.4 on page 233)
7. Look at the text on page 234 and discuss the following questions:
 - What is the reason why progress doesn’t happen?
 - How do we motivate people to take action?
 - What is the difference between a strategy and a tactic?
8. Make a list of possible tactics.

9. Always consider: Are we raising awareness? Persuading? Motivating? Empowering?
10. What tactics can be used for each?
11. Now let's consider the expectations:
 - What possible criticisms will be raised?
 - What are the risks?
 - What are the benefits to those we are addressing?
12. Review and discuss the chart "The Grand Strategy" (figure 10.5 on page 241)
13. At this point in the study what do the words, "Power of Hope" mean to you?

Chapter 11 How We Can Protect Our Country and Planet in the Twenty-First Century

What Do Conservatives and Liberals Have in Common?

1. Define and describe "stereotypes."
2. Define and describe "bias."
3. What impact do stereotypes and biases have?
4. List possible ways it can be prevented.
5. What does Chappell mean that political parties are inconsistent organizations?
6. What would prevent political parties from becoming anti-war parties?
7. It means we must begin somewhere. The question could be stated as "couldn't we at least?" And find the common ground.

Falling into Osama Bin Laden's Trap

1. What is the Osama Bin Laden Trap?
2. Why does it work?
3. How can it be prevented by us?
4. Read aloud MacArthur's speech segment on page 256.
5. What new understanding do you gain from hearing these words?

Hypocrisy Threatens National Security

1. Discuss what the statement "Hypocrisy threatens national security" means to you.
2. Why is hypocrisy so upsetting?
3. Read aloud the remarks by Noam Chomsky on pages 266-267.
4. Discuss its meaning for you today.
5. On page 269 Chappell states three key points to consider.
6. List and Discuss each.

The Four Steps Necessary to Create a More Effective Security Paradigm

1. Using four large pieces of poster board write each of the four steps on a separate poster.
2. As you review each step, obtain comments related to your understanding of that step.
3. Use your notes and discussions from your book study.

Reflect on this statement from Chappell: *“If we understand that many people in the Greater Middle East want freedom just like we do, and we as the American people have the power to change our hypocritical foreign policy, then peace becomes a realistic possibility.”* (Page 286)

Chapter 12 The Underdog Journey

Questions prepared by Abbie Jenks

1. Chappell used the metaphor of Moby Dick to describe the internal war of trauma. How does this internal war of trauma perpetuate violence?
2. What are the 5 self-destructive behaviors of the “labyrinth of trauma”? (Page 293) Why is it important to take on the journey of personal growth and self-understanding in order to wage peace? Have you begun that journey yourself? In what ways? See *The Little Book of Trauma Healing: When Violence Strikes and Community Security is Threatened*, Carolyn Yoder, Good Books, 2005.
3. In what ways does Chappell’s vision help us to be our higher selves?
4. What is the difference between trauma and suffering? What are some differences between an adult experience of trauma and a child’s experience? What are some of the implications of the experience of trauma in our society and communities?
5. What are some of the barriers to creating a culture of peace that Chappell has identified? Can you think of others?
6. On page 296, there is a Hopi prophecy that talks about diverse groups of people coming together, rising up and leading the way toward peace and unity. Do you any evidence of this happening today? Give some examples. *Yes! Magazine is a good resource for this question. (yesmagazine.org). Or Pachamama Alliance (www.pachamama.org)*
7. How can being a peace warrior sometimes be dangerous? Would that hold you back from becoming a peace warrior? In what ways? What would help you to overcome your fears and concerns? *Engaging in peace activities doesn’t mean one must put one’s life in jeopardy. There are many ways one can find their voice in promoting a culture of peace. See Albert Einstein Institute and Gene Sharp’s work: www.aeinstein.org/nonviolentaction/198-methods-of-nonviolent-action/*
8. What are the ideals of the warrior code philosophy?
9. Why can using warrior metaphors be useful in championing the cause of peace? What is the author’s argument for using military metaphors to talk about and define peace? Do you think they are effective? Why or why not?
10. Name the basic peace skills of waging peace outlined in this book. How can these peace skills be used as life skills?

11. Chappell sees the truth as essential to waging peace. What role does truth play in waging peace? How can it affect change? Give some examples from the book. Think of other examples.
12. What role does waging peace play in addressing climate change? How are waging peace and climate change interconnected? How does waging peace help address climate change?
13. Chappell states on page 304, “The war system is a powerful opponent. All systems of oppression are goliaths, but the war system is a goliath among goliaths.” Discuss what he means by that. Why are peace activists seen as underdogs?
14. Chappell states on page 304, “During my struggle to defeat the war system, I have experienced spiritual change that has made me more hopeful, empathetic, appreciative, conscientious, rational, disciplined and in awe of the world.” Discuss how that is possible. Use examples he gave in this chapter. Do you know of other examples? Have you experienced this on a personal level? How does this change help in waging peace on a personal and societal level/s?
15. Why is perseverance so important in waging peace? Give some examples.
16. What are the “muscles of humanity”? (Page 305) Why does the author encourage us to strengthen these muscles?
17. The author ends on a hopeful note, saying that he sees the world “as an unfinished masterpiece where peace can be painted”. Discuss the implications and meaning of this statement. Does it give you hope? Does it help inspire you to become more engaged in creating a culture of peace?

Additional questions for discussion, compiled by Abbie Jenks

1. One of the greatest challenges in working towards a culture of peace is to define what we mean by peace. How do you define peace? What does peace look like? It can be helpful to imagine what the **practice** of peace looks like. In what ways can we use Chappell’s concepts to visualize what peace can be in our culture? Give some specific examples:
2. What would our social systems look like?
3. Design an educational system using Chappell’s concepts. Do the same for: medical, housing, food production and access, work, transportation, government, legal, etc. *See Building a Global Civic Culture: Education for an Interdependent World, by Boulding, E., Syracuse University Press, 1988. Elise Boulding was influential in thinking of the crucial role of women in creating peace, and created an exercise in imagining a world without weapons used for violence.*

4. How would we be resolving our conflicts differently?
See The Little Book of Cool Tools for Hot Topics: Group Tools to Facilitate Meetings When Things Are Hot, Kraybill, R. & Wright, E., Good Books, 2006. See Association for Conflict Resolution www.acrnet.org, or find your local mediation service, www.restorativejustice.org.
5. In what ways would our personal relationships be different?
6. What other personal insights did you find within this reading? If at all, how might your own behavior be influenced to change moving forward?

“Once you see it, you can’t unsee it. And once you’ve seen it, keeping quiet, saying nothing, becomes as political an act as speaking out. There’s no innocence. Either way, you’re accountable.” Arundhati Roy

Additional resources, compiled by Abbie Jenks

Video Suggestions:

- Taking Root: The Vision of Wangari Mathaii by Lisa Merton and Alan Dater (2008, Marlboro Productions)
- A Force More Powerful series, by Steve York (2011, CreateSpace)
- Pray the Devil Back to Hell: Liberia, Disney, A. Hogan, P., Reticker, G. (www.womenwarandpeace.org)
- The Power of Forgiveness by Doblmeier, M. 2007. (www.journeyfilms.com)

General Resources:

- Peace Education by Ian M. Harris and Mary Lee Morrison
- Working for Peace: A Handbook of Practical Psychology and Other Tools by Rachel M. MacNair, Ph.D., Editor

Webpages:

- M.K. Gandhi Institute for Nonviolence: www.mkgandhi.org
- World Beyond War: www.worldbeyondwar.org
- International Center on Nonviolent Conflict: www.nonviolent-conflict.org
- Fellowship of Reconciliation: www.forusa.org
- Bibliography by Catherine Morris, many additional links: www.peacemakers.ca/bibliography/bib37nonviolentdirect.html
- Roots of Empathy: www.rootsofempathy.org

Bonus Questions For Those About to Graduate
Prepared by **Scott Griswold**

Finding Joe Project

The Hero's Journey

The Call to Adventure (The Art of Waging Peace)

Refer to the Documentary: "Finding Joe" based upon the ideas of philosopher Joseph Campbell. Soon you will be leaving this wonderful study (The Ordinary World) and set out on an adventure that you have been preparing for.

Specifically state each with one or two sentences:

1. Your **Group's Bliss** (*vision/passion*)
2. Your **Group's Strategy**
State the possible strategies you could use in order to achieve your stated vision.
3. What are the **Talents & Strengths** (obvious & hidden) of the members?
4. Your Group's **Mission** (Adventure)
Describe what would be the best ideal adventure in reaching this vision.
5. The Group's **Core Values** (i.e., *Integrity, Compassion, Respect, Spirituality, Honesty*)
6. The **Journey** (Special World Experiences)
Describe the experiences you would like to have related to this vision.
7. Your **Mentors** and **Enemies**
Who can assist you; who will get in your way.
8. Your **Tests** and **Challenges** (Dragons to Slay)
What can you anticipate and prevent?
9. **What do you hope to gain from this experience before entering into the next?**
Go Beyond the Limit of Possibilities!
Stretch Your Potential!