

Guidelines for the A-Level Reader

Readership

The principal "target audience" are British A-Level students which it is envisaged will comprise-

- a) school students aged 16-18 who are academically fairly able
 - b) adult education students who would have very varied backgrounds.
- In both cases it is probable they would have some prior interest in peace-related issues as motivation for taking the course.

A-Level Course

A-Level courses are often considered to be a bridge between the very traditional style of much secondary school work and the supposedly more challenging, critical, exploratory style of University work. Therefore it is acceptable for A-Level texts to be fairly demanding.

Style

The course curriculum is intended to be multi-disciplinary and the Reader is expected to reflect this. In order to avoid difficulties caused by the special terminology of the different fields covered by the reader, it is intended to include a glossary. A clear, readable style is important.

Index

The index will contain both the titles of articles and selected topics discussed in the articles. Authors are asked to underline in RED in the manuscript or indicate in the margin any terms or short phrases which they think should be included in the index. These terms should also be listed alphabetically at the end of the article, together with essential synonyms (if any). As a rough guide, ten items per 1000 words of text seems appropriate in general.

Glossary

The reader will include a glossary. Therefore it is necessary for authors to indicate those terms which they feel should be included in the glossary. This should be done by circling the words required.

Tables and Figures

Tables should be typed on separate sheets and should be provided with

a brief title. The preferred location in the text of each table or figure should be indicated in the left hand margin of the text.

Illustrations and Maps

Line drawings should serve for most purposes but good contrast half-tone photographs are acceptable. Clear drafts of line illustrations should be submitted.

Length of article

Each article should not exceed 10 typescript pages. The minimum requirement is 3 typescript pages. A typed double spaced A4 page contains approximately 250 words.

Copyright

Authors should ensure that the article is in no way a violation of any existing copyright, and should obtain written permission from the copyright holder for publication of any already published material that they may wish to use.

Marketing

The publishers are also interested in marketing the book abroad, especially in the USA. It is hoped that inviting contributions from many different countries will attract this wider audience.

A-LEVEL PEACE STUDIES READER: PROPOSED STRUCTURE AND CONTENT

CHAPTER ONE: Theoretical Approaches to Peace and Conflict.

1.1 Introduction.
Beer

1.1.1 Feminist Perspectives.

Feminist concepts of peace and security; Reardon.
Feminist theories of peace; Brock-Utne.

1.1.2 Violence, Aggression and Human Nature.

Biology of co-operation versus conflict; Hinde.
The psychological basis of co-operation; Lieven.
Why human beings need enemies; Rowe.
Why War; Freud.
War is a social invention; Mead.
A biological basis for aggression?; Kemp.

1.1.3. Models of Conflict.
Conflict resolution; Boulding.
Structural violence; Galtung.
Prisoners Dilemma; Rapoport

1.1.4. Nonviolence
Nonviolence as a strategy for change; Carter
An assessment of nonviolent movements; Young.

1.1.5. Historical Perspectives
They talk about peace and prepare for war; Kuhn
The Just War; O'Connell

CHAPTER TWO: Patterns Of Conflict Since 1945

2.1. The origin of the cold war and the arms race.
History of the Cold War since 1945; Halliday

2.2 De-colonisation

2.3 Terrorism
Theoretical introduction; Chomsky
Does terrorism work?; Clutterbuck
English press reporting on Northern Ireland;
Hamilton-Tweedale

CHAPTER THREE: Nuclear Weapons and Nuclear Strategy

3.1 Theoretical section

Possibilities for non-nuclear defence in Britain; Smith.
Nuclear disarmament and the practicalities of checking on compliance/cheating; Lewis
Nuclear decision-makers; McLean
Deterrence, provocation and the martian temperament; Midgley
SDI; Brauch.

3.2 Practical section

Deployment and distribution of nuclear weapons; Rogers.
Working in the defence industry; Hally.
SDI; Albrecht

CHAPTER FOUR: Manifestations of Structural Violence

4.1 North/South

4.1.1 Theoretical section

Problems of Euro-centrism in understanding developing countries; Toh
Capitalism and global integration; Hoogkvelt
The structural theory of imperialism; Galtung.

4.1.2 Practical section

Food crisis and recovery; Kebbede
Aid; Moore-Lappe
The emergence of military industries in third world countries; Dagnino.
Third world debt; George

4.2 Oppression on a global scale.

4.2.1 Race

4.2.2 Women

CHAPTER FIVE: Case studies (shorter pieces)

Nicaragua
South Africa
Northern Ireland
WWII
Ghandi
UN Peace Keeping
EEC

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