





## Information Resource Centers

• U.S. Diplomatic Mission in Germany

### Teaching about Terrorism and Tolerance

- Internet Links – English
- Internet Links – Deutsch
- Recent Articles and Commentary
- Books

 [www.usembassy.de/irc](http://www.usembassy.de/irc) 



## Internet Links - English

“While America and the world reeled in shock, most teachers were struggling with how to present and discuss issues related to the attacks, terrorism, Islam, and discrimination against Arab Americans and Muslims... I have selected several Web sites that could help teachers accomplish three goals:

- (1) Provide information for teachers and students about terrorism, the September 11 attacks, and lesson plans on these topics;
- (2) Assist teachers and students to understand Islam, a religion that seems foreign to most Americans but is actually closely related to Christianity and Judaism; and
- (3) Provide information and lesson plans related to understanding and tolerance at a time when there is too much misunderstanding and hatred.”

**C. Frederick Risinger**, former NCSS President, Coordinator: MAT/Social Studies program at Indiana University, Bloomington.

From **Teaching about Terrorism, Islam, and Tolerance with the Internet** in *Social Education* November/December 2001 © 2001 National Council for the Social Studies, NCSS

<http://www.ncss.org/resources/moments/650705.shtml>

### **America Responds – Classroom Resources and Lesson Plans**

#### **Public Broadcasting Service (PBS)**

The *PBS* Web site gives lesson plans for many relevant topics including “understanding Afghanistan,” civil war, human rights, politics and tolerance. Most lesson plans are designed for one hour of class time. The lessons encourage students to explore current events, consider America’s position and understand the Taliban. Some plans make students think about future events by learning about past conflicts. Students focus on ethnic groups in history and how blame is assigned to certain populations. Included here are several lesson plans for different ages and grade levels dealing with terrorism, tolerance, peace, and disaster preparedness. The *Public Broadcasting Service (PBS)* is a private, nonprofit media organization which creates noncommercial television, online material and other media.

<http://www.pbs.org/americaresponds/educators.html>

- **Taming Terrorism**

<http://www.pbs.org/americaresponds/tamingterrorism.html>

### **America Responds to Terrorism**

#### **Constitutional Rights Foundation**

*Constitutional Rights Foundation* has prepared "America Responds to Terrorism," a new series of online lessons and resources designed for classroom use. They will continue to add lessons on related issues.

<http://www.crf-usa.org/terror/America%20Responds%20to%20Terrorism.htm>

- **Web links:** [http://www.crf-usa.org/terror/terrorism\\_links.htm](http://www.crf-usa.org/terror/terrorism_links.htm)

### **America’s New Challenge: a World of Information**

#### **Scholastic, Inc.**

Lessons, links, and information from special online issues of *Scholastic*.

<http://teacher.scholastic.com/newszone/specialreports/challenge/index.htm>

## Behind the Headlines: Resources for Educators on the September 11 Tragedy and the Response

### The Network of Educators on Central America

Articles for the classroom, teaching ideas and links to web sites with news and analysis

<http://www.teachingforchange.org/Sept11.htm>

## Beyond Blame: Reacting to the Terrorist Attack

### Education Development Center, Inc.

In response to the terrorist tragedy of September 11 and subsequent attacks against Arab-Americans, EDC developed a free 30-page curriculum for middle and high school students focused on issues of justice and mislaid blame.

"Beyond Blame: Reacting to the Terrorist Attack," co-sponsored by *The Justice Project* and the *Vietnam Veterans of America Foundation (VVAF)*, was designed by a team of EDC researchers and curriculum writers who were concerned that the terrorist attacks have created a hostile climate for Arab-Americans-- much like the climate Japanese-Americans faced following the attack on Pearl Harbor.

<http://www.edc.org/spotlight/schools/beyondblame.htm>

- **Lesson Plans:** <http://www.teachervision.com/lesson-plans/lesson-6930.html>

## Coping With a National Tragedy

### National Association of School Psychologists

*The National Association of School Psychologists* will continue to provide information to help parents, school personnel, mental health professionals, and others to assist children as they cope with the aftermath of the terrorist attacks on the United States. Adults can have a significant impact on how children respond during this time of crisis. NASP will continue to add new resources that offer useful information on what to look for in children, what to say, and how adults can help. Current topics addressed include coping with terrorism, promoting tolerance, recognizing severe trauma reaction, managing anger and other strong emotions, preventing suicide, school memorials, children and war, and helping children with special needs cope. Some handouts are translated into other languages.

[http://www.nasponline.org/NEAT/crisis\\_0911.html](http://www.nasponline.org/NEAT/crisis_0911.html)

## Covering the Attack: Telling Children About 'Bullies'

### Poynter Institute

"It is difficult enough for adults to understand terrorism; imagine how difficult it is for children. They are being inundated with images of people suffering on television and every other medium. Parents and other adults who interact with young people can help reassure kids. They should not sweep legitimate concerns and fears under the rug, but open talks with young people about the terrible events in the news." (Al Tompkins, Group Leader, Broadcast and Online)

<http://www.poynter.org/terrorism/al3.htm>

## Guidance for Instructors: Leading Class Discussion on the Tragedy of September 11

### Center for Research on Learning and Teaching, University of Michigan

The Center for Research on Learning and Teaching (CRLT) compiled the following guidelines to help faculty and graduate student instructors prepare for classes on September 12, 2001. These guidelines continue to be useful as instructors respond to student concerns about the tragedy and, whenever possible, integrate the intellectual frameworks of their disciplines into discussions of surrounding issues.

<http://www.crlt.umich.edu/tragedydiscussion.html>

## Helping Children Cope: Teacher Resources for Talking About Tragedy

### Education World Online

As the United States deals with the aftermath of the worst terrorist attack in its history, teachers will play a critical role in how children handle ongoing events. *Education World* has compiled a list of Web sites to help teachers discuss the tragedies with students. Included: Links to Web resources for helping children cope with crisis.

[http://www.educationworld.com/a\\_curr/curr369.shtml](http://www.educationworld.com/a_curr/curr369.shtml)

## **Lesson Plans: Beyond September 11, 2001**

### **Teachervision.com**

Dealing with students' responses to the September 11, 2001 terrorist attacks on the United States is very difficult. *Teachervision.com* has put together articles, lessons, and advice on how to help your students understand and cope with these horrible events.

<http://www.teachervision.com/lesson-plans/lesson-6807.html>

## **Promoting Cultural Understanding in the Classroom and Community**

### **National Clearinghouse for Bilingual Education**

One of the goals of the *National Clearinghouse for Bilingual Education*, is to promote understanding and respect for cultural diversity. This list of resources is designed to assist educators in this difficult time. These resources can assist educators and others in preventing cross-cultural misunderstanding and persecution within schools and communities as well as promote healing and respect for differences. Broken down into three categories, the list includes resources on:

- 1) The Middle East, Islam and Arab Americans;
- 2) Talking to children and helping them cope with violence and death;
- 3) Challenging stereotypes, intolerance and racism, including lesson plans on community building and respect for diversity.

<http://www.ncbe.gwu.edu/library/tolerance.htm>

## **Resources for Coping with the Events of September 11<sup>th</sup>**

### **Michigan State University Libraries**

Selected lesson plans and background information for teachers and students. Compiled by the reference librarians of Michigan State University Libraries

<http://www.lib.msu.edu/corby/ebss/september.htm>

## **Resources for Teaching Students on Terrorism**

### **Division of Social Sciences, Miami-Dade County Public Schools**

The Division of Social Sciences has developed this web-based resource guide to assist teachers in teaching about the recent terrorist attacks. These resources are intended to serve as tools to help students understand the background of the attacks.

<http://www.dade.k12.fl.us/socsci/current/imgs/terrorist.pdf>

## **Responding to the Events of September 11, and Beyond**

### **American Political Science Association**

Attention to civic education in the U.S. has increased in light of the recent tragedies. This Web site is useful in formulating thoughtful classroom discussion of terrorism and international and domestic policy.

<http://www.apsanet.org/teach/terrorism.cfm>

## **Social Studies Lessons Plans Related to Terrorism, Tolerance, or the Events of September 11**

### **Social Studies School Services**

This site offers links to lesson plans and other resources on dealing with terrorism, Afghanistan, human rights and tolerance.

<http://www.cloudnet.com/%7Eedrbass/edsoc.htm#currentevents>

## **Suggested Lessons for Teachers Following the Attacks of September 11th, 2001 and the Bombing of Afghanistan**

### **Educators for Social Responsibility (ESR)**

Links to resources are offered for the three sections:

1. Guides For Helping Children Express Themselves, Deal with Trauma, and Build Community;
2. Lessons and Information to Help Address and Stop Discrimination;
3. Creating Class Dialogues on Afghanistan, Conflict, Security, War, Peace, and Propaganda

<http://www.esrnational.org/wtclessons.htm>

## Talking about Terrorism, Tragedy, and Resilience: Resources for Parents, Teachers, and Family Support Professionals

### National Parent Information Network

Topics covered in this resource guide include: How can parents and teachers talk with children about terrorism or tragedies? How can parents respond to the impact of the media on children during the broadcast of a tragedy? What is resilience? How can parents and teachers help children understand that by being resilient we can overcome tragic events and promote healing, learning and growth?

<http://npin.org/library/2001/n00578/n00578.html>

## Teaching About Tragedy and Reflections in a Time of Crisis

### National Council for the Social Studies (NCSS)

The *National Council for the Social Studies (NCSS)* has published two special issues of "Social Education" focusing on the events of September 11. The articles describe ways in which children and young adults are likely to be affected by witnessing or learning of dramatic acts of terrorism, and offers guidance to teachers and other adults on how to discuss these acts and deal with their impact on students (and on themselves). The other issue contains a special section providing information and teaching suggestions in the aftermath of the attacks on the World Trade Center and the Pentagon on September 11, and the subsequent engagement of the United States in a war overseas. This is a time for profound reflection about these events and their likely future consequences.

<http://www.ncss.org/resources/moments/socialeducation.shtml>

## Teaching Guide on International Terrorism: Definitions, Causes and Responses

### United States Institute of Peace

Dealing with terrorism has become the centerpiece of U.S. foreign policy today. Yet, terrorism -- its definition, causes and methods of dealing with it, has rarely been dealt with in high school courses. In an effort to assist teachers in helping their students identify and understand terrorism, the United States Institute of Peace has developed a three lesson plan entitled "Teaching Guide on International Terrorism: Definitions, Causes and Responses." The teaching guide is aimed at grades 11 and 12 with the objective of providing teachers with lesson plans, bibliographic sources, and factual material to assist them in understanding the varying views and definitions of terrorism, some of terrorism's possible origins and different ways in which terrorism may be addressed.

<http://www.usip.org/ed/Products/TeachingGuides/terrorism.html>

## Teaching Students About Terrorism and Related Resources

### AskERIC.com

*AskERIC* is a personalized Internet-based service providing education information to teachers, librarians, counselors, administrators, parents, and anyone interested in education throughout the United States and the world. *AskERIC* has compiled a list of resources for educators and parents to help students cope with and discuss terrorism. Includes Links to numerous Web sites/articles and lessons plans.

[http://www.askeric.org/cgi-bin/printresponses.cgi/Virtual/Qa/archives/Subjects/Social\\_Studies/Current\\_Events/tragedy.html](http://www.askeric.org/cgi-bin/printresponses.cgi/Virtual/Qa/archives/Subjects/Social_Studies/Current_Events/tragedy.html)

## U.S. Response: September 11th and its Aftermath

### C-SPAN in the Classroom

This *C-SPAN in the Classroom* series offers sets of materials designed to foster critical thinking and learning about the aftermath of September 11th.

[http://www.c-span.org/classroom/sept11\\_about.asp](http://www.c-span.org/classroom/sept11_about.asp)

## War, Terrorism, and America's Classrooms: Teaching in the Aftermath of the September 11<sup>th</sup> Tragedy

### Rethinking Schools Online, an Urban Educational Journal

This report offers background articles, teaching ideas, and a range of perspectives that will help students and teachers alike come to grips with what happened that day and what has happened since.

<http://www.rethinkingschools.org/sept11/>



## Internet Links – Deutsch

### Talking about terrorism - Aktuelle Materialien für den Unterricht

Gewerkschaft Erziehung und Wissenschaft, GEW. 31. Oktober 2001.

<http://www.gew.de/wissen/zeitschriften/e-w/2001/2001-11/s-22.htm>

Der 11. September hat die Welt aus den Angeln gehoben. Um den Terrorismus sowie den fundamentalistischen Islam auch in seinen wahnhaftesten Ausprägungen als Problem der Postmoderne fassbarer zu machen, weisen wir auf aktuelle Materialien für den Unterricht hin.

Der Terror des 11. September und der jetzige Krieg gegen Afghanistan, eine Weltordnung, die plötzlich in den Grundfesten erschüttert ist und ihre zutiefst ungerechten Seiten entblößt - all das verlangt Schule in diesen Tagen vieles ab: Aufgewühlte Kinder stellen bohrende Fragen, Jugendliche suchen beharrlich Antworten auf die Gewalteskalation, engagieren sich politisch - oder provozieren einander mit blöden, bisweilen rassistischen Sprüchen und schaffen sich auch so ein Ventil, um den Schrecken über die realen Horrorbilder zu verarbeiten. **Lehrkräfte müssen reagieren, so oder so.**

Etliche deutsche Schulbuchverlage und Bildungsportale haben auf die Anschläge von New York prompt reagiert und ad hoc gutes Unterrichtsmaterial ins World Wide Web gestellt. Die Angebote werden laufend ergänzt und aktualisiert. Wer sich mit der beeindruckenden Fülle an gehaltvollem Informationsstoff aus den überregionalen Tageszeitungen nicht zufrieden gibt, findet im Internet ein detail Aufbereitetes für seine Klassen. Eine kleine Surf-Rundreise: Unter [www.bildung-online](http://www.bildung-online) kann man sich über die einschlägigen Schlagwort-Links auf der Startseite weiter durchklicken und stößt rasch etwa auf Arbeitsblätter, die auf die möglichen Motive der Flugzeuganschläge eingehen oder auf dem Niveau ab Klasse 8 die weltpolitischen Folgen beleuchten (Schroedel-Verlag; eine Bestellung kostet pro Blatt 1,90 Mark). Für die Jahrgangsstufen 10 bis 13 finden sich Arbeitsblätter zu den Themen „Gegenschlag der USA“, Sinn der humanitären Begleitaktionen, Denkstrukturen eines Osama bin Laden sowie geografische Karten. Weitere Themenpakete befassen sich mit Fragen wie: Wer sind die Taliban? Welche Konsequenzen sind für die innere Sicherheit in Deutschland zu erwarten?

Englischsprachige Anbieter

Sehr breit angelegt ist auch das Themenangebot von [www.lehrer-online.de](http://www.lehrer-online.de).

Auf den Seiten wird etwa auf den Klett-Verlag verwiesen, der sich mit Arbeitsblättern zur Diskussion im Englischunterricht hervortut: „Talking about terrorism - for classes 5-8“ und „Acts of terrorism - for Class 9 and upwards“. Ergänzende Linklisten verweisen auf „How do other countries see...“ sowie auf gut „anzapfbare“ englischsprachige Anbieter im Netz.

Wer weiter mit der Maus unter der Web-Adresse forscht, landet erneut bei Klett: Diesmal werden Arbeitsblätter und profunde Materialsammlungen im pdf-Format zum Herunterladen und Speichern vorgestellt: „Gibt es »den Islam«?“ Was steckt hinter der These vom „Kampf der Kulturen“ von Samuel P. Huntington? Ergänzt werden die Lehrer-Online-Seiten durch Verweis auf weiteres solide Quellen über Islam und den Nahostkonflikt oder - recht ungewöhnlich - zu Tendenzen des islamischen Extremismus in Nordrhein-Westfalen.

Sehr einladend und instruktiv wirkt der Internet-Auftritt des Schulbuchverlags [www.cornelsen-teachweb.de](http://www.cornelsen-teachweb.de). Unter dem Rubrum „Aktualitätendienst Geografie“ beispielsweise findet man sich leicht zurecht und stößt auf ein geordnetes, übersichtliches Tableau: „Afghanistan - ein Land leidet unter Krieg und der Herrschaft der Taliban“ lautet ein Thema, zu dem man Dokumente wahlweise im pdf- oder Word-Format auf den eigenen Computer ziehen kann.

Als wertvoll stellt sich auch der Überblick für weitere Recherchethemen heraus: „Frauen in Afghanistan“, die Lage der Menschenrechte anhand von Web-Seiten von amnesty international, Reisehinweise des Auswärtigen Amts und harte Daten und Fakten via Homepage der Weltbank. Schließlich zieht die Online-Redaktion von Cornelsen auch Parallelen zum israelisch-palästinensischen Konflikt und den religiösen Fanatismus in anderen Staaten. Und sie fragt provozierend Jugendliche, die sich in der Oberstufe mit Geografie oder Geschichte befassen: „Kann es einen »sauberen« Krieg überhaupt geben?“

Jörg Feuck

**Web-Adressen:**


[www.lehrer-online.de](http://www.lehrer-online.de)

[www.cornelsen-teachweb.de](http://www.cornelsen-teachweb.de)

[www.bildung-online.de](http://www.bildung-online.de)

[www.schule-online.de](http://www.schule-online.de)

[www.schulweb.de](http://www.schulweb.de)







## Commentary/Articles

### **Teaching Tolerance After Terrorism. Mike Rose (The Education Digest, February 2002, pp. 4-8)**

Rose discusses how some elementary schools in New York began to teach tolerance immediately following the Sep 11 terrorist attacks. Only a few hours after the attacks, a kernel of hate was beginning to take root in the hearts of some Americans, seen even in small children.

### **Campuses Across America Are Adding 'Sept. 11 101' to Curriculum. Karen W. Arenson (New York Times, Feb 12, 2002, p. A11)**

Many of the new courses are focused on obvious topics like the history of terrorism, Islam and Afghanistan. But there are less obvious ones, like the nature of American identity, the engineering of tall buildings and the lessons Machiavelli can teach about power and terrorism.

### **Twin Towers of Mind, of Heart. Ferdi Serim (Multimedia Schools, January/February 2002, pp. 6-8)**

From the first moment the first word of the Sept 11 tragedy reached schools they have been dealing with a changed world. They are on the frontlines of caring, helping the young to make sense of the world that has been created before them.

### **Teachers, Terrorists, and Tolerance. Chester E. Finn Jr. (Commentary, December 2001, pp. 54-57)**

Finn discusses how many in education have responded to the terrorist attacks of Sep 11. In the educational materials that have been produced since the attacks for teachers to use with students, little is found about strengthening children's loyalties toward their country, its history, and its values.

### **But Will the War Be on the Test? Timothy W. Maier (Insight on the News, December 24, 2001, pp. 18-19)**

High-school teacher Patricia Anderson is grabbing all the teachable moments she can. She is a 17-year veteran teacher of government and history at the San Diego School of Creative and Performing Arts, a public high school. Anderson says the war has become an invaluable teaching tool for a variety of subjects, but warns that teachers must not abandon every lesson plan to be relevant.

### **September 11, 2001: Helping Children Cope With Our National Tragedy. Adele M. Brodtkin (Instructor, November/December 2001, p. 10)**

The author offers teachers suggestions on how to help children cope with the horrifying events of Sep 11, 2001. It is important to offer children opportunities to express themselves, be calm and optimistic about everyone's safety and respect the "self protective position" of young children who are unaware or uninterested in the attack and its aftermath. Books and web sites to help children are noted.

### **Turning Point. Sandra Feldman (CQ Weekly, November 3, 2001 p. 2581)**

A commentary on public education and other critical issues  
Comments on public education and national issues in the United States. Impact of the September 11, 2001 terrorist attacks on school children; Significance of government institutions' expressions of public faith and trust; Relevance of education to children's future.

### **Facing Their Fears. Chris Smith (New York, October 29, 2001, pp. 28-33)**

This article looks at how children are dealing with fear in the wake of Sept. 11 and

how parents and teachers are coping with them.

**The Changed Classroom, Post-September 11. Ana Marie Cox (The Chronicle of Higher Education, October 26, 2001, p. A16)**

The terrorist attacks have markedly altered student interest in particular subjects, and in some instances have altered the subject matter in college itself. The attacks have also given many courses a new relevance.

**Terrorist Attacks Prompt Professional Schools to Add New Training. Katherine S. Mangan (The Chronicle of Higher Education, October 26, 2001, p. A18)**

The events of Sep 11, 2001 changed the parameters of what students preparing to become doctors, nurses, lawyers or engineers can expect as they enter their professions. Professional schools have responded by adding topics like bioterrorism and racial profiling.

**Attacks Alter Instructional Landscape. David J. Hoff and Kathleen Kennedy Manzo (Education Week, September 26, 2001, pp. 1, 10+)**

The terrorist attacks in New York City and at the Pentagon on Sep 11 had an immediate impact on what teachers do in their classrooms--and the effects will likely be felt throughout the rest of the school year and perhaps for years to come. Sep 11, and the reactions from classrooms around the country, became a profound illustration of how teachers have in many ways become moderators rather than dispensers of knowledge in which vast and instant access to information has put so much learning directly into the hands of students.

### **The Terrorist Attack on America: Background**

*Foreign Affairs* is making available previously published articles that contribute to an understanding of the tragic attacks on New York and Washington. Several of the essays analyze the nature of contemporary terrorism and the capabilities of the United States to combat it. Other essays provide the Middle Eastern and radical Islamic contexts for so much recent terrorism, including, apparently, the attacks on the World Trade Center and the Pentagon.

- Pakistan's Jihad Culture, Jessica Stern (November/December 2000)
- The New Threat of Mass Destruction, Richard K. Betts (January/February 1998)
- Catastrophic Terrorism: Tackling the New Danger, Ashton B. Carter, John Deutch, and Philip Zelikow (November/December 1998)
- Keeping America's Military Edge, Ashton B. Carter (January/February 2001)
- Beyond Border Control, Stephen E. Flynn (November/December 2000)
- The Taliban: Exporting Extremism, Ahmed Rashid (November/December 1999)
- License to Kill, Bernard Lewis (November/December 1998)
- Postmodern Terrorism, Walter Laqueur (September/October 1996)
- The Clash of Civilizations? Samuel P. Huntington (Summer 1993)
- The Strategy of Terrorism, David Fromkin (July 1975)



## Books for Understanding A Small Selection

### **Barash, David (ed.) APPROACHES TO PEACE**

Oxford Univ Pr 1999 pa 0195123867 \$23.95

Approaches to Peace provides a unique and interdisciplinary sampling of classic articles and short literary selections focusing on the diverse aspects of peace and conflict studies. Readings cover the causes of war and proposed means of preventing its so called negative peace and also reflect upon the universal concern for positive peace. The material examines nonviolence movements, peace movements, religious inspirations, and our future prospects for peace. [...] The book's balanced and unbiased approach makes it easily adaptable to both general discussions of peace and conflict as well as the rapidly changing issues of the moment. Approaches to Peace is able to stand on its own as a foundation text in any introductory peace studies course. It is also compact enough to use as a supplement with more specialized readings, allowing instructors to assign additional readings consistent with their own particular orientation. Each selection is prefaced by a short introduction highlighting the author's background, the work's historical context, and the selection's significance in terms of the "big picture."

BOOK DESCRIPTION AT AMAZON.COM

### **Bodnar, John (ed.) BONDS OF AFFECTION: Americans define their patriotism**

Princeton Univ Pr 1996 pa 0691043965 \$19.95

In his first inaugural address, delivered in 1861, Abraham Lincoln sought to keep the Union from disintegrating into civil war by appealing to the "bonds of affection" holding the nation together. Like Lincoln, most of us cherish the bonding effects of patriotism and are moved by its powerful force, but what precisely is it? The concept is devilishly elusive yet immensely important. Even if we can agree that patriotism fundamentally involves love for and loyalty to one's nation, where does it come from? And is it in danger of disappearing amid the fragmenting demands of multiculturalism, interest group politics, and hyphenated-Americanism? Such questions prompted this interesting collection of articles written by 15 scholars, mostly historians. "Bonds of Affection" examines how Americans have professed and practiced different notions of patriotism. The subjects range from the efforts during the Revolutionary era to craft a mythic patriotism for an infant nation to the different ways in which patriotism has manifested itself among women, wage laborers, and African Americans during the 19th and 20th centuries. Other articles discuss the relationship of religion to patriotism, the cult of the flag, the role of patriotic organizations such as the Daughters of the American Revolution, the emergence of a "neoconservative patriotism" during the Reagan years, and the awkward military associations connected with President Clinton. [...] In exploring such diverse perspectives, "Bonds of Affection" helps broaden our understanding of what factors converged to splinter and at times degrade American concepts of patriotism. [...] Surprisingly, there is no mention of the olympics and the role of international athletic competition as a catalyst for patriotic fervor. But such quibbles are beside the point. This book is worthy of sustained interest because it offers provocative insights into the vexed nature of our affection for the American republic. [...]

CHRISTIAN SCIENCE MONITOR, AUG. 12, 1996

### **Demerath, III, N.J. CROSSING THE GODS: world religions and worldly politics**

Rutgers Univ Pr 2001 pa 0813529247 \$28.00

Crossing the Gods examines the sometimes antagonistic, sometimes cozy relationship between religion and politics in countries around the globe. Eminent sociologist of religion Jay Demerath traveled to Brazil, China, Egypt, Guatemala, India, Indonesia, Israel, Japan, Northern Ireland, Pakistan, Poland, Sweden, Turkey, and Thailand to explore the history and current relationship of religion, politics, and the state in each country. In the first part of this wide-ranging book, he asks, What are the basic fault lines along which current tensions and conflicts have formed? What are the trajectories of change from past to present, and how do they help predict the future? In the book's second part the author focuses on the United States-the only nation founded specifically on the principle of a separation between religion and state-and examines the extent to which this principle actually holds and the consequences when it does not. Highlighting such issues as culture wars and religious violence, religion's different relations to politics versus the state, and



the fluidity of individual religious identity, Demerath exposes the fallacies underlying many of our views on religion and politics worldwide. Finally, Demerath places within a comparative context the commonly held view that America is the world's most religious nation and argues that our country is not "more religious" but "differently religious." He concludes that the United States represents a unique combination of congregational religion, religious pluralism, and civil religion.

PUBLISHER INFORMATION ON AMAZON.COM

### **Smith, Jane I. ISLAM IN AMERICA**

Columbia Univ Pr 2000 pa 0231109679 \$19.50

*Columbia Contemporary American Religion Series*

This new series, written by leading scholars for students and general readers, portrays the diversity and complexity of religious life in America, focusing on the influence of Western society as a major challenge that religious groups will face in the 21st century. Both works contain profiles of noteworthy individuals, suggestions for further reading, glossaries, chronologies, and a list of web sites. Gillis (theology and Catholic studies, Georgetown Univ.) provides an excellent survey. In the chapter "Who Are the American Catholics?" for example, he breaks down types of Catholics by geography, ethnic background, and income; charts and informative statistics supplement the text without becoming tedious. This title includes a detailed synopsis of the history of Catholicism, with special emphasis on Vatican II and the tensions between Rome and America--partially due to issues such as women's ordination, birth control, and abortion rights. Smith (Islamic studies, Hartford Seminary) writes a general introduction to Islam as practiced by American Muslims. Islam in America outlines the influences of a secular and materialistic Western culture, the keenly felt prejudices on the part of non-Muslims, and the misunderstandings between Muslims that often arise when they try to balance cultural expectations with the value system of the conservative Middle East. Of special interest is the chapter on African American Muslims and other smaller groups

LIBRARY JOURNAL, MAY 15, 1999

### **Stearns, Monteagle TALKING TO STRANGERS: improving American diplomacy at home and abroad**

Princeton Univ Pr 1999 pa 0691007454 \$16.95

How the United States conducts its foreign policy has been the subject of scores of volumes, some written by historians, others by political scientists, but few by practitioners below the level of Secretary of State. Stearns, who sports a resume as long as his arm as a diplomat and ambassador to places as diverse as the Ivory Coast and Greece, provides an insider's account of the "practice" of diplomacy--the point where policies from Washington are implemented locally. Stearns traces the history of American diplomacy from the days of Franklin and Jefferson but spends most of his time with the past 50 years. He examines the effects of the 1924 Rogers and 1980 Foreign Service acts on the roles and responsibilities of foreign service officers. This is not a long book, but between its covers the author imparts a great deal of wisdom

LIBRARY JOURNAL, JAN. 1996

### **Campbell, Kurt M. TO PREVAIL: an American strategy for the campaign against terrorism**

Center for Strategic & Intl Studies 2001pa 0892064072 \$18.95

This book takes readers beyond the hourly headlines and day-to-day dramas of the post-September 11 environment and helps them to think about the medium- and long-term implications of the new terrorist threat. Despite the courageous response to recent events, the fundamental conclusion of this work is that the years ahead will be among the most difficult in the long life of our nation. The authors present a comprehensive look at the areas in which new choices and hard decisions must be made--from strengthening law enforcement and intelligence to sustaining a sense of American purpose and devising tailored strategies for key regions of the world. The book's analysis was informed by the work of the CSIS Task Force on Terrorism, drawing on the full range of CSIS expertise in terrorism, national and international security, regional studies, and religion. [...]

### **Esposito, John et. Al WORLD RELIGIONS TODAY**

Oxford Univ Pr 2001 hc 0195102533 \$45.00

The twenty-first century is witnessing a resurgence and globalization of religion. Around the world, religion has become an increasingly more important and pervasive force in personal and public life, and faith and politics now play a powerful role in international affairs. Revealing the significance of religion in contemporary life, *World Religions Today* explores six major religious traditions--Christianity, Judaism, Islam, Hinduism, Buddhism, and East Asian religions--as dynamic, ongoing forces in the lives of individuals and in the collective experience of modern societies. Moving beyond the almost exclusively historical perspective of many books in the field, this text takes a fresh approach, using solid historical coverage of the various religious traditions as a framework to help students understand how faiths have

evolved to the present day. It connects today's religions to their classical beliefs and practices but also shows how these religions have responded to and been transformed by the modern world. To help students grasp what might be "new" about the emerging era of religious life in the 21st century, the authors open each discussion with a contemporary scenario of religious experience that illustrates the tensions between pre-modern views and modernity. World Religions Today includes a general introduction that provides essential background information for students and features many pedagogical aids including timelines, maps, numerous illustrations, questions for discussion, and a glossary of key terms. Ideal for undergraduate courses in world religions and comparative religion, World Religions Today emphasizes the interconnectedness of faith, culture, politics, and society, providing a peerless examination of the diverse ways in which contemporary human beings are religious.

DESCRIPTION ON PUBLISHER'S WEBSITE

## **Terrorism** **A Brief Bibliography**

**Suggested by**  
**Dr. John E. Santosuoso**

The following brief list of books is not intended to be an exhaustive bibliography on the subject but rather as an introduction to some of the helpful sources available for anyone seeking information on the subjects of terrorism and insurgency.

### **ANNUAL EDITIONS. VIOLENCE AND TERRORISM, 99/00. 5th edition.**

Guilford, CT: Dushkin/McGraw-Hill, 1999.

Updated periodically, this is an excellent collection of articles from the media on terrorism. The publisher appears to be in the process of supplementing it or possibly replacing it with a paid web site to be known as **POWERWEB: Violence and Terrorism**. The web site will make updating much easier. It should be available in early 2002.

### **Cockburn, Andrew and Leslie. ONE POINT SAFE.**

New York: Doubleday, 1997.

Must reading for anyone concerned about nuclear terrorism.

### **Cockburn, Leslie.**

**LOOKING FOR TROUBLE: One Woman, Six Wars, and a Revolution.** New York: Doubleday, 1998.  
A fascinating look at Iraq, Somalia, Afghanistan, and other problem areas.

### **Combs, Cindy C. TERRORISM IN THE TWENTY-FIRST CENTURY.**

Upper Saddle River, NJ: Prentice-Hall, 1997. Examines who the terrorists are and possible responses to them.

### **Dyson, William E. TERRORISM: AN INVESTIGATOR'S HANDBOOK.**

Cincinnati: Anderson Publishing Co., 2001. Helpful for those interested in counter-terrorism.

### **Huntington, Samuel P. THE CLASH OF CIVILIZATIONS AND THE REMAKING OF WORLD ORDER**

New York: Simon & Schuster, 1996.

Huntington sees the world's danger spots as being on the fault lines where different cultures meet.

### **Kegley, Charles W., Jr., editor. INTERNATIONAL TERRORISM: Characteristics, Causes, Controls.**

New York: St. Martin's Press, 1990.

Although somewhat dated, still a good introduction to the subject.