

Oral History: The Peace Studies Program: From Mundelein to Loyola

Memoir Interview Number 2: Dr. Gilda Parrella

Interviewed by Kathleen Ermitage February 25, 2015
Chicago, Illinois

Edited Draft

Context: This interview was conducted at Professor Parrella's office in Lewis Towers at Loyola University Chicago's Water Tower Campus. There are sounds from sirens during the course of the interview.

00:00

Part 1

Kathleen Ermitage: This is Kathleen Ermitage, the researcher with the Oral History Peace Studies Project I'm with ... Gilda Parrella ... Professor Gilda Parrella at Lewis Towers at Loyola University. It's February 25, 2015.

I'm going to begin by asking you some of the questions that we distributed to you ahead of the interview. And, I'm grateful for all of the material you pulled out ahead of time from your office archives.

One of the goals of the project is to get a good understanding of how the Peace Studies program was incorporated into Loyola from where it had been at Mundelein. And I'm appreciative of the details that you included on the profile and we'll go through some of that as we move along. But the first question that we have is ... I know that you were <likely] selected to be part of a committee for the Peace Studies and I'm wondering if you could speak to your experience about why Loyola wanted to include it <at all].

Dr. Gilda Parrella: OK. Well the way I remember it ... and I'm glad that I had these files to go through because I had forgotten actually the actual sequence of events. We had a new chairperson at the time, Barnett Pearce. And he was in touch with the Dean, of course. And I think the Dean at the time was Kathleen McCourt. And she was gathering names of people who might be interested in Peace Studies. And my background ... I had been ... I got a Mellon grant to develop conflict resolution courses some years before that. And so my chairman knew that I was interested in this area. In addition to that, actually in 1990, I had just gone to the Soviet Union while it was still the Soviet Union. The year later it actually came apart. But in 1990 I was part of a group of people who were called conflict resolution catalysts. And, we all had various backgrounds ... mine being communication and conflict and others had psychology background and labor union background, legal background. And we all went at different times. In fact, I was the first woman there. And I did my workshops in conflict resolution in Moscow, in Leningrad, and Kiev (in the Ukraine). So, it was about a month I was gone. I'm sure ... it was in May of 1990. So, probably that became apparent to the Dean at the time because I remember I had to get some kind of an excuse for leaving a bit earlier. My contract went until May the 15th, but I had to leave on the 9th because that's the only flight <siren noise begins] I could get and they had arranged all of these different meetings for me. So I think that brought my name and this area of interest to the Dean's attention. So when Barnett Pearce came ... he actually came that year as well ... as the new chair and became acquainted with our particular areas. He either gave my name to the Dean or the Dean mentioned my name to him. I'm not exactly sure which way it went. <siren noise ends] But, in any case she did recommend me. [And, as I recall, of course, being here at this campus.]

Kathleen: May I interrupt you for a second?

Dr. Gilda Parrella: Yes. Sure.

[started again due to siren noise]

Part 2:

Kathleen: This is Kathleen Ermitage. I'm the researcher for the Loyola University Peace Studies Oral History Project. I'm with Professor Gilda Parrella at Loyola University Lewis Towers in Chicago, Illinois.

We're going to start with your being invited ... how it occurred ... in that you were invited to be on the committee to bring the Peace Studies program over from Mundelein to Loyola. And I understand you had been traveling prior to that. I'd love for you to share those details of that time.

Dr. Parrella: OK. Yes. Actually I was reminded of the timing of it when I went through my files because I'm a little bit of a pack rat. So, I kept a lot of these things and I didn't realize that the year that it started was actually '91 at least at Loyola. It had been on for some time at Mundelein. And they were making a transfer to Loyola. And, the person actually who put me in touch with the program ... was ... I guess a combination of two people. My chair at the time was Barnett Pearce. He was our new chair from Amherst. And he joined us in 1990. And I had just gotten back from the Soviet Union when we had our first meeting. I spent almost a month of the month of May in my travels there and doing workshops in conflict resolution. I was one of a group of people under someone else's grant ... it wasn't my grant ... but someone else's grant who had a number of us who had different specialties ... mine was communication and conflict resolution. Other people were psychologists. We had some lawyers. We all traveled independently but met there at different points where we turned over our group to the next person who came in and so forth. I was actually the first woman to go at that time and ... in that group Conflict Resolution Catalysts. The man who put it together was an organizer from Vermont. And I had answered at a conference his inquiry of people who were interested in traveling there and sharing their backgrounds and experience and perhaps contributing ... donating ... whatever they could to people there who wanted to learn these skills or have discussions about various other things like psychological concepts and so forth. So, I think what happened was ... because I had to leave a little bit earlier ... I was technically speaking supposed to be here until May 15th. I had to contact the Dean and get permission to leave on the 9th of May. So, in explaining what I was doing it probably made an impression that was a bit unusual for someone to be doing that kind of work in those days. And I did get permission to leave. And then I think when this transfer of Peace Studies from Mundelein to Loyola was anticipated, Dean McCourt pulled together a number of names and

contacted my Chair and I was very happy to get the call, so to speak, because it is an area of great interest to me ... and was at the time, and still of course is. And I had received earlier received a Mellon grant to develop courses. I had applied for it ... to develop courses in conflict resolution. And, so that was part of my experience already.

Kathleen Ermitage: Thank you. I want to ask you a follow up question from that just to clarify. So when you said you had to cut your trip short that was due to ...? What was the reason for that?

Dr. Parrella: Actually, I was hoping to leave the first of May. But the ... but I got permission to leave on the 9th. I didn't cut it short. I just didn't have the entire month that I had hoped to ... initially and when I had originally made the plans I thought I would be in all of these different places. As it turned out, it was only possible for me to go to three of the six places that I was supposed to and that was Moscow, Leningrad ... at the time and now it is St. Petersburg, and Kiev in Ukraine. So, I spent a week in each of these places and did workshops with ... sometimes university students. Most of the time they were professionals ... business professionals ... people who were in private practice in psychology ... other kinds of consultants who wanted to know and help and to learn these different skills and how to manage and control conflict and convert it into something productive.

Kathleen: OK. And so you had to ... Did you get the call or invitation to be part of the Peace Studies committee while you were there?

Dr. Parrella: No. I got it actually when I came back. In fact, I think it was a few months later. I think it was actually in '91 that actually .. the committee ... the formation committee was kind of pulled together or a steering committee or something like that. And I was one of the people that was on that.

Kathleen: Very good.

Dr. Parrella: And I'm the only one actually from the Water Tower campus, which proved to be both an advantage and a disadvantage. I mean ... one of the frustrations I had throughout the process was that I didn't know a lot of the people very well. Of course, I got to know them because we got to work together on the committee. But, because my courses were mostly at Lewis Towers and not at Lake Shore campus ... you know its about an 8-mile difference ... and so once in a while I would teach up north ... as we call it ... I didn't get a chance to work with them in other ways. And, I was the solitary person on this campus doing this kind of work, which I think was an advantage and it was represented. And, I'm certainly grateful that they included somebody from Water Tower campus. But a disadvantage in that ... I didn't get to have as fully developed relationships with some of the students and some of the faculty who were also in the program.

Although, for meetings I traveled of course and went always up north for the meetings and still to this day do that because they're mostly up north.

Kathleen: I'm glad that you mentioned that because through the interview process and conversations that I've had up to now about this ... one of the things that I didn't learn was that [siren] there often isn't time for faculty to get together from different departments ... perhaps even when they are on the same physical campus. So I find that interesting that you bring that up that you were the only representative from the Water Tower Campus. And that you were traveling up to Loyola's Lake Shore Campus for those meetings. Do you recall what those early meetings or what those early ... what the process was like at the beginning for you?

Dr. Parrella: Well .. it was ... as it was with everything that's new a little awkward and uncomfortable at the beginning. People ... some people knew each other and had developed friendships or relationships with each other already. And, I didn't know anybody but that didn't stop me from ... you know ... participating at all. [laughs] And I do think in my recollection that there were ... some of the people who were mostly leaders of the group at the time may have known each other before. And I was very impressed with a number of different people who participated and brought ... at the beginning were all to bring our specialties together and try to define what we thought Peace Studies would be.

10:00

And there were some ideological differences as I recall. And there were a number of very strong opinionated men in the conversation [laugh] and some very strong opinionated women in the group. Although I think the women were shyer in some ways and were perhaps drowned out by the men who participated. And that was part of the struggle I think. I think that it may sound sexist to say this. But women tend to have a different focus about Peace Studies than men do ... simply because of the way that we're socialized. And, I think that we tried to resolve and moderate conflict and try to work on relationships more sometimes than the men do. And the men tend to rely more on power and authority. And I remember we did get into a discussion about how ideas were being received even in the group and whether or not there were prevailing voices that were so powerful that it was very difficult to hear what some of the women were saying. And I remember Prue Moylan was so passionate about gender and peace that she really made a very strong appeal to the people in the committee to try and listen to what the women had to say because at that point I think there was a strong feeling that the name of the committee or the name of the minor was sounding too politically correct. Peace Studies? They wanted more War and Peace Studies or something like that. There was a lot of emphasis on war, which was really a turn off to me. And ... but we stuck with it and I think made some inroads there. Not all of the men had that point of view. I thought Bill French, for instance, was very open and willing to listen to what may have been different

points of view from his perspective. And I think they both stood out in my mind as being very committed leaders of this particular group.

Kathleen: And when you say both of them what are the two people you are thinking of?

Dr. Parrella: Bill French is in the Philosophy Department. And Prue was at Mundelein. And I'm not sure how she came into Loyola actually. She was in Women's Studies as I recall. And I'm not really sure how she made the connection or whether or not her courses were a part of the Peace Studies program or whether they were a part of Theology or Philosophy or some other area.

Kathleen: Ok. Thank you for that insight about the gender issue. One of the things I have noted in the research and one of the other interviews and the research ... some of these obstacles that you speak of: the name of the program and that's one of the questions that we have here for this project ... and that is what were the obstacles for getting it approved at Loyola? I understand that there was a pretty long period of time between when the committee was formed until the program was officially approved. Can you speak to any of ...

Dr. Parrella: Actually, I don't really remember when it was officially approved because I was already teaching courses that I was teaching that would have been included so ... when it was ... when particular conflict management [15:00] became part of and the other thing I mentioned earlier ... the students necessarily didn't come from Lake Shore to take the course. So I did occasionally teach up north. But because it was part of our curriculum here ... most of the students who took it were Water Tower students. And it is part of the major or Peace minor I mean ... in the Peace minor. It is a course that is included. But I don't really recall when it officially the minor was incorporated into the curriculum. Do you remember?

Kathleen: It was several years later. I think it was '93.

Dr. Parrella: '93.

Kathleen: Yeah. But what I'm wondering is ... you mentioned some of the obstacles and some of the champions.

Dr. Parrella: Yeah as I recall one of the divides ... if you will ... was the academic activism divide. It was sort of ... a lot of people were approaching this as a very scholarly endeavor and wanted to have lots of courses in history, sociology, philosophy, theology, and that's all well and good. And I'm happy about that. It's very important. At the same time, my particular emphasis was ... I really wanted it to be something that people would use in their daily lives immediately and that it would make an impact in the world. Because that's my whole thing ... that's why I went to the Soviet Union, for

instance, that's why I've been on peace demonstrations ... it seems since the Viet Nam War up through Occupy recently. So, to me ... I wanted the dimension of activism to be emphasized and that was a struggle as I recall. The other part of it that I was reminded of in looking over the notes was whether we should include courses on the environment and whether or not ... when you talk about violence and conflict in the world, you also have to see the impact of war and all of the destruction on the earth and how that becomes a part of the conflict not just between the humans and the Earth ... their home ... but between people over what the resources are, where they are, if they are available to people, how they're distributed, and so forth. And I don't really recall the outcome of that discussion but I do remember thinking that it was so important of course now in 2015 we see how prescient that discussion was at that time. Even though I don't think I'm not sure that it was incorporated to the satisfaction of the people who were really were pushing for more course in that area. I think the ... some people felt on the committee as I remember that we were watering it down ... no pun intended ... it was watering down the curriculum to include environmental issues. We should stick to more academic coursework and so forth. So that are two things that I recall we went 'round and 'round about. And also the name of course and the emphasis on doing a kind of analysis that did not incorporate as much of a values-approach as some of us wanted, especially being an institution that has a particular commitment to world peace it seemed to some of us that that was an important consideration. And that being able to [20:00] have this focus without having it having a consequence in action and choices that people made about their own behavior and all of their resources and so forth ... a missed opportunity I think. So many of us felt that we wanted to emphasize the approach that was value-based and as well as activist in the community in the world.

Kathleen: Thank you for sharing that. I appreciate the level of detail that you have shared. I also wanted to give you an opportunity ... because you have already mentioned some of the other people on the committee ... how the discussions tapped into each of the different disciplines in the work of the committee. You've mentioned some it already in terms of the activism and the academic focus and how to blend all of that. I was wondering if you had anymore that you would want to say about that.

Dr. Parrella: I'm trying to remember ... people who developed various courses developed the courses out of their own set of expertise ... expertises [laughter] ... their own focus and expertise. And I think that we struggled to try and get some introductory courses and some capstone courses that would pull it all together so that people could do their thing representing their particular area and sort of make it part of this program. And it seems to me ... I sort of recall ... I'm not sure I'd have to go and check and see if I could find this discussion in any of the minutes ... but I sort of wanted it not to be just a collection of courses that had relevance to war and peace without some particular dimension of the course focusing on the peace aspect in a very strong way. And I'm not sure if I was in the minority on this or not, but there were a lot of courses developed already that people pulled in. It was an interdisciplinary approach so we did get a lot of courses that were on

the books and maybe not a lot of adaptation to the fact that they were all in this umbrella of peace studies. And I have sort of lost touch with those issues and because I'm not in contact with people who teach courses in peace studies on a regular basis. I don't know how that's worked out and whether in the evolution of the program changes were made. I know that courses were added over a period of time. I think we added a few courses from the communications area. We added a course on propaganda and I think another course on maybe intercultural communication. I'm not sure ... if that's still in it or not. But I was very concerned that it would just be a collection of courses under a heading that was not necessarily reflected in all of the courses. And I think maybe other people were concerned about my concern. You know ... so they didn't want that particular focus of having a practical dimension to all of the courses to reshape what they were doing and I certainly understood that, too. So, I think that probably in the end it probably was a combination of a lot of different elements coming together.

Kathleen: That makes sense. And, as I understand it there's understandably there's a process for having a new minor added to a university at all. And with all of these different people coming to the committee with their own focus and their own coursework I'm wondering if you can recall ... in addition to yourself ... those who were trying to make sure that this really was a success. So, in other words you had to blend a lot of different interests and a lot of different priorities [25:00] coming from the university, too. [25:00] I'm wondering if you can in the meetings or during the process at all ... people that really wanted to make sure that it worked and that it didn't fall apart or fail.

Dr. Parrella: Yes. I think I mentioned two of them already: Prue Moylan and Bill French. And Carol ... I forget her last name ... who was from Mundelein. She was a nun. And he was very very helpful and very focused in keeping it on track. There may have been others, but as I say those three people really stand out in my mind. And, I'm pretty sure Bill is still doing this work. I don't know about Prue ... whether she is still with the university or if she may be retired or ... and Carol is retired. But the other folks I didn't know very well and they were in different areas. And, of course the physical distance you know from one campus to another. The fact that I was teaching courses ... so if you had a meeting at noon I'd have to high tail it out of there and get back to teach my courses at Water Tower. And so the travel time and all of that kept my from kind of having any real contact with them over those months. I think most of the contact we had was in the meeting time. I'm not sure if we'd had a retreat on that issue or not. I don't think we did. But it might have been a good idea to have one. They may have had them since. But I don't know.

Dr. Parrella: One of the things I wanted to focus in a little more about was ... you've mentioned some already ... is ... obviously there was this committee with people from different disciplines, but what do you think you brought to it. What do you think that you brought to it? I understand the academic part of it, but if you could speak to that and your personal experience, your background What do you think you added to the effort?

Dr. Parrella: Well, what I wanted to add and what I did add whether its still as important to the minor as I had hoped it would be ... would be the practical dimension of how to dissolve conflict. What is the actual process involved? How does communication interface with that process. In fact, the whole idea of having negotiations on a major issue of war and peace, you really can't talk about all of the aspects that affect all of the participants without looking at how they communicate with each other and whether or not their style contributes to peace or not. I was always impressed with President Carter who, of course, after his presidency, established the Carter Center and has done amazing things ... focusing on just what I'm talking about. And he initiated peace talks that brought together warring factions ... two people who didn't like each other, who didn't really respect each other ... and became a kind of mediator. And he did that by developing relationships, of course, but also by using a kind of communication connection, which brought them in touch with their own humanity. That each of them realized that they were father-grandfather ... had trouble that were going to suffer, or peace, if they didn't get it together. And I think putting them in a very human place and trying to nurture their humanity was a lesson ... you know ... a really powerful lesson [30:00] for us all. He did a number of other things including getting the hostages out of Iran, which was overlooked by a lot of history books, without a loss of a life. It lost him the election, but I think the nineteen were finally realized just when Reagan took over the presidency. I think that people forget that we could have gone to war over that, but he managed to do some remarkable things, which I think had not been given enough attention. So my whole approach to bring these kinds of skills to light. In the course that I developed ... it is based on first of all ... we all do an analysis of how we manage conflict. We ... and there's a survey that I use and people start to recognize that what they do has a consequence. And what others do has a consequence, too. So, we start with the idea that there are certain kinds of communication behaviors that will foster relationship development ... will ... and those that will create a great deal of tension and aggression and so forth. And then we start by using various kinds of exercises. It's an experiential course where students go through these different processes and we do small groups and analyze what happens and use different kinds of feedback systems and negotiate even the course syllabus in some cases and then towards the end we open it up to okay look at the conflicts in the world. What do you want to tackle? Try to analyze what you see out there. And see if you can envision a peaceful solution for these things ... not just to re-hash what's already been done and this is why it didn't work ... let's see if we can come up with some alternatives and some options that people have used when they have successfully settled labor disputes, peace negotiations. What makes some peace negotiations work and others not? Not that there ... that it's not a very complicated process beyond just communication. Certainly it is. You can't ignore history and economics and all of those factors. At the same time, I think you can go so far in trying just to establish human connection, one with another. And that's the approach that I used and that's the approach that I wanted to be included in Peace Studies. And, it was and is, still of course, what is taught in the minor as I am happy to say.

Kathleen: Well that's a great segue to my next question. Which is what impact you think it makes at Loyola, or has it made ... to teach these courses this way within the Peace Studies minor?

Dr. Parrella: Well, as I say, I'm not as familiar with a lot of the Peace Studies students as I would be if I were stationed at the other campus. But, this past semester I had a lot more of them than I had before. And now one of them is doing a direct study with me and she's an excellent student. And, aside from the Peace Studies part of it, most students come out of the course really ... I don't want to sound too dramatic here ... they're enlightened in a sense to the fact that they ... they didn't realize what they do and how they do it and what they could do differently and so forth. So, I think the experiential dimension of it in the context of all of the research that we have in the texts that I use and so forth ... there is a solid basis of research in this area as well ... I think that they're all happy about having these skills. And, they actually use them. [35:00] I have had people come back years later ... you know if they see me on the street in Chicago and mention that they used some of these skills to make a better relationship with their family, in the workplace, and so forth. So I know that if people wanted to use these various traits, or skills that they can incorporate them into their every day life.

[35:45]

Specifically for Peace Studies students, I would imagine it's the same because it does have a very personal dimension to it. And you really can't take the course without looking at what's going on in your own life and you know ... and I'm sure it has some consequences sometimes. It may be a little bit hard for some to handle. And yet at the same time, all of education is really from my perspective ... you know ... is designed to make us better and to make the world better.

Kathleen: Thank you for that answer. That's a great response and I ... it occurred to me that from the point that the Peace Studies committee came together and your mentioning or I had noted you mentioned that you were teaching a lot of these courses already ... from that point to now ... there's a lot of different examples that you would have used then and you use now in terms of world events and then trying to bring it home so that people have some practical skills. Am I correct in assessing that that's part of your approach in teaching in bringing this into the program?

Dr. Parrella: Yes.

Kathleen: ... big picture and then ...?

Dr. Parrella: Well, we start with the small. We start with the self because everybody can identify what other people do that drives them crazy. [laughs] And what causes conflict. And it's always the other person's fault. It's so easy to see it's the other person's fault

that we don't recognize that what we contribute to it. So I always use the systems approach. That is to say ... I look at the processes as being interactive, interdependent ... and if one part the process has shifted or has some other thing affect it ... that the whole process is going to be affected. So starting small and then going a little bit farther out. So one of the surveys that I use is actually doing a self-analysis of the conflict styles and then do it with a partner and see if you can gauge the differences and then we do exercises in the small group and then we take it to the larger community systems ... national, international. If I were teaching the course today, we look at the world scene ... you have so many examples of how we could change just the way we talk about it. I've actually been dealing with recently ... I made another kind of ... this is slightly off track ... I don't know if you want to go into it or not ... I developed trying to merge mediation, which is a process of conflict management where you try to encourage the parties to use various ways of speaking and listening with each other to resolve their own conflicts ... try to merge that with a process with a form of journalism. And I developed something called consensus-building journalism where I look for journalists to change their way of reporting on events ... not be so infatuated with conflict and only focus on that particular dynamic in what is a much larger issue or problem for whatever motives: sell papers, get on the news, whatever ... to look at the possibilities are when you actually try and figure out what a person is trying to achieve and see where they are coming from and look at all of the dynamics that affect their choices and behaviors. You know ... economics ... their whole environment, their political motivations and so forth. And also to focus on the people who are trying to make a difference ... to try and resolve something peacefully. We don't get very much of that in the news and I think it gives a very distorted picture of what is possible because its so heavily focused on conflict that we don't have any models of behavior to say: "How can something be made to work to solve the problem?" So that is sort of a spin out of this work that I have been doing in conflict and mediation and negotiations in more recent times [40:00] ... and actually had an article published in Nieman Report, which is a publication from Harvard University that is directly geared to journalists on this topic. So ...

Kathleen: Thank you ...

Dr. Parrella: So, still trying to get something to work out there.

Kathleen: You spoke earlier about your trip to the Soviet Union and how that was just before becoming a part of the Peace Studies committee. I'm wondering if you can go back to that time and talk a little bit about what you brought from your experiences in that work to this committee and to the development of the Peace Studies minor because I'm appreciative of the contemporary look at the systems too. But I'm also interested in what you brought at the point when the program was coming together because its very interesting and I think it seems so long ago and a lot of people don't understand the dynamics of it but that was a very interesting period of time and you were participating in a country where there was a lot of conflict.

Dr. Parrella: Well, yeah ... I ... when you look back on it ... it was quite amazing ... putting aside what is happening now which is a result of a lot of different dynamics, as well as some dynamics that I noticed when I was there ... the tension between the Russians and the Ukrainians even then ... but the fact that they lived together for so many years and have a very complicated interrelationship of trust and suspicion as well as interdependence. At the time, if you could see how the disintegration if you will ... came about with the minimal amount of violence ... it's just stunning. When I was a kid growing up there was a Cold War and it was terrible and the Russians were awful and we hated them and they hated us and we're all going to go up in a big atomic, terrible explosion ... everything is ... it's going to become a hot war and so forth and so on. And it's amazing to me that all of the states that became part of a federation for a while anyway ... it un- ... it evolved in such a peaceful way. And the other thing of course is that I went there with ... the understanding that people are people the way I look at it. You can make contact with another human being. And I think that rhetoric can keep us from making that contact as well as foster relationships too. I'm not sure that at the time I talked much about it at the meetings. We were very focused on our getting our decisions made. What courses should be included? What name should we have? How ... we struggled back and forth whether it sounded too off-putting [45:00] to some students who would find ... you know ... it sounded too ideological to some people and so forth. So, I don't think ... I'm not even sure if I mentioned it in the meetings because when I go back in the minutes I see no reference to it at all. And the only thing I do remember ... talking about my course ... but I don't think that I necessarily even talked about it. It was something that I did and I was glad that I did it. I actually did it again in 2000. I did it ... I made actually three trips there. The second trip I did not do work. But the third trip I did. I was back in 1998 as well and went again in 2000 and did a workshop in Kiev. But ... yeah .. I'm not sure really that I shared that information.

Kathleen: OK. Well, I wanted to ask you about the students who are enrolled in the program now ... and what impact you think this Peace Studies minor has on them?

Dr. Parrella: Well, last semester I had five students ... about five that were in the Peace Studies program who were in my conflict class, which is about 20 students altogether. Most of the students who were in Peace Studies ... sort of self-identified when we discussed various things because they may have referenced a course that they were taking and may have had some ideas about final project as a result of trying to pull things together from other courses and looking at it from a practical dimension. OK, take this problem and what can we do to make it better ... to solve it? In particular, I don't know if I should use names or not in this situation for the privacy of the student ... I think better not ... but one student in particular who is a very devoted student and she is in advocacy and social change. We have a major in the department now ... or rather in the school, which is a development of some of us who wanted to have a focus that does have a practical dimension as well. At the same time, it is grounded in theory and in history

and there's a lot of literature about advocacy and social change that is a part of that whole emphasis. But anyway, she has done some really remarkable [50:00] things and is now ... as a matter of fact next week ... going to a ... Washington to participate in an anti-armament march or movement. I'm not sure if they are actually going to be marching or not. She's very committed to trying to make change ... positive change in the world. She's very active on campus in many organizations that have a social justice mission and is in particular ... in women's leadership ... active in that. And I've ... she's now doing a directed study with me ... to look at leadership and its relationship to conflict. So I know that at least in that case and I'm sure there are other cases as well ... but I've gotten to know her than many of the other students.

Kathleen: Very good.

[pause]

Dr. Parrella: Are you on there?

Kathleen: Yeah. If you would go ahead ...

Dr. Parrella: Well, her name is Danielle Sullivan. And I think this year she is a junior. I've actually nominated her outstanding junior. She's very ... really very very brilliant young woman. Very active on campus, like I said. Mostly on Lake Shore because most of the organizations are at Lake Shore. And she is doing [50:00] remarkable work on her own. And I hope she continues in this vein and I'm sure she will. I'm anxious when she comes back from her trip ... and we meet on a regular basis for the directed study ... to have her discuss ... tell me ... what she's been doing and what's happening on the larger front regarding disarmament.

Kathleen: Thank you. I wanted to ask you too about ... can you ... you've already mentioned some of the people who were on the committee and that were ... you know ... strong voices in putting the program together, the minor together. Is there anyone you would suggest that we interview for this Oral History project?

Dr. Parrella: Oh, I'm sure you have contacted Bill French. Right? And Prue Moylan and Carol Jegen. And ... you know ... probably the present well I mean ... part of the people who are already involved in this project ... Kathleen Weigert, of course, but ... the person who is in charge is now Linda Heath, I believe. She's the head of Peace Studies. She wasn't there at the beginning, but she's taken on this task and she is doing really well with it. Maybe ... I don't know ... it's not from a historical point of view but maybe more recently. I don't know what your parameters are for this ...

Kathleen: No. I appreciate that. I appreciate that list. That's a good list for us to work with. And I also wanted to ask you about your own archive of materials that you have

about Peace Studies and the development of the Peace Studies minor. Could you tell me a little bit about what you were able to find ...

Dr. Parrella: What I unearthed? [laughs]

Kathleen: Yes.

Dr. Parrella: ... in my findings? Actually, I found a whole bunch of minutes: planning committee minutes from 1992, receipts for going to a Peace Studies conference in Boulder, Colorado, that I went to ... because there's a national association of Peace Studies and at the time and I'm sure now it's much larger ... but at the time it was about 200 different universities ... had ... colleges had something related to Peace Studies ... might have been a minor or program of one sort or another. I'm just trying to think in terms of ... mostly just the minutes of the meetings that I have collected and probably mention of the different issues that came up and how we resolved them and I haven't really gone through all of them. But basically, you know ... sometimes there would be a flyer like this of some event ... "Conflict Resolution in Africa" in the post-Cold War period from November of '91 ... again up at Lake Shore and various meetings that people on the committee or who might have been related members of the faculty that ... you know ... put together and so forth.

Kathleen: I appreciate knowing that you have those files. I certainly will make that known to the archive.

Dr. Parrella: It may be ... some of these ... may be repetitious to things that are already there. But I don't know what is all there. I saw some of the things that are there that you had. Here's ... a brochure on the "Politics of Women's Experience: Naming, Choosing, Acting," a conference sponsored by Loyola University Chicago and Mundelein College. And summer internships in nonviolence at Peace and Justice Studies, Tuft University.

Kathleen: Very interesting. I will ...

Dr. Parrella: ... and bulletins [55:00] that I guess ... some of the bulletins of Peace Studies that ... this was given to me by Carol Francis Jegen who was at Mundelein ... and then a note from her saying that "Kathleen McCourt is delighted that you will be joining the program. So am I. She suggests that you request the money from her budget so can get it on time to go to this conference ... in Colorado, which I did. <laughing]

Kathleen: What a perfect document to find at the end of the interview. Thank you for your time.

Dr. Parrella: Thank you.

