

A Publication of the Institute for  
Conflict Analysis and Resolution

GEORGE MASON UNIVERSITY

## ICAR Becomes a School: Reflections on the past and looking to the future

By Kevin Avruch, Ph.D., Professor of Anthropology and Conflict Analysis and Resolution, [kavruch@gmu.edu](mailto:kavruch@gmu.edu)

In December, 2010, the University Board of Visitors, following similar action by the Faculty Senate and with the support of President Merten and Provost Stearns, voted to change the name of ICAR from Institute to School. In one sense, this marked the end of a decades-long journey of ICAR's growth and development.

I arrived at George Mason University in 1980, as an assistant professor hired to teach undergraduate anthropology. I joined a faculty group from all the various social science departments (save economics),



Director Andrea Bartoli at ICAR's 2010 Graduation, soon to become Dean of the School of Conflict Analysis and Resolution. Photo: A. Martin.

who were considering the possibility of starting the first post-graduate program in the world devoted to conflict resolution. The group was chaired by Thomas Rhys Williams, then graduate dean, and had the crucial support of the canny chair of the Department of Sociology and Anthropology, Joseph Scimecca. The patronage of the graduate dean

and the support of a key social science chair especially in a new, tradition-free and institutionally pliant university, meant that what was then the Center for Conflict Resolution would grow very quickly. The new program was incubated and nurtured inside Scimecca's department in its formative years, and he became ICAR's first director. In 1981 Dennis Sandole arrived from the UK to be appointed the Center's first dedicated faculty member. By 1982, the Master of Science degree had been approved, a curriculum was in place, the first cohort of master's students arrived, and some faculty began to orient their research and writing specifically toward the emergent discipline. The PhD degree followed in 1988.

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# History and Conflict Conference: ICAR collaborates with George Eckert Institute and USIP

By Karyna Korostelina, Ph.D., Associate Professor of Conflict Analysis and Resolution [ckoroste@gmu.edu](mailto:ckoroste@gmu.edu)



Karyna Korostelina, ICAR Professor, facilitating a meeting at Point of View. Photo: ICAR.

Between December 2-4 2010, ICAR's Program on History Memory and Conflict organized a conference entitled "History Education in Conflict and Transitional Societies." The conference was sponsored by the Frederick Ebert Foundation and co-hosted with the United States Institute of Peace (USIP). The conference brought together twenty scholars from the U.S. and Europe to discuss the role of history education in post-conflict and divided societies. In the introduction to the conference, Pia Bungarten, the representative of the Friedrich Ebert Foundation (FES) to the U.S. and Canada, stressed the importance of history for the understanding of current tendencies in society. Andrea Bartoli, Director of ICAR, pointed out that choices that are made to understand and share history require a level of integrity that is hard to acquire in the midst of violent confrontation of destructive conflict. Thus, history education is not only a shared responsibility of remembering but also a chance to learn collectively, to make steps toward reconciliation and creating functional states.

During the first day at USIP participants presented papers that discussed issues reformation of the education system in conflict or post-conflict societies, history education in conflict societies, politics and the teaching of history, textbook revision, bilateral textbook commissions, and joint textbooks. During the following discussion sessions at Point of View the participants of the conference analyzed the relations between history education, formation of identity, justice, loci of power, and representation of voices.

The participants stressed that the elimination of contentious issues from the textbooks is problematic. Instead

the goal of history education should be the legitimization of differences, not their elimination. More specifically, it is important to analyze the role privileged groups play in the production of the post-colonial discourse; how authoritarian societies use history education to promote their legitimacy and power over people. Subsequently, the power structure and structure of history education system - vertical, hierarchical direction of power v. horizontal, multiple levels - defines different approaches of educational initiatives. In societies where history education is a subject for constant control, training and evaluation of teachers that empowers them to become agents of change can be a possible alternative for policies imposed by the state.

The participants discussed the place of history education in reconciliation processes stressing that justice should be a part of historic narrative that moves a society forward and confronts the grievances of those affected by conflict. Whilst justice provides mechanisms that uncover crimes, injustices and violations committed in the past, history education ensures a record of accountability for these events and provides a platform for societies to move forward. However, the acknowledgment of past events is not the conclusion of reconciliation, it is important for history education to acknowledge existing injustices. Furthermore, to support the reconciliation process, history education should include visits to memorial sites. Such visits play a role in uniting the public sphere of historic narrative and a student's personal level of the comprehension of history and identity.

A key challenge to history education is its use by politicians to promote specific political agenda. To represent different voices in society teachers have an important role in the formation of curricula that enable students to think critically. Instead of promoting consensus in the public sphere, history education should encourage open debate, tolerance, and multi-perspectivity.

During the concluding session, the participants discussed future activities and perspectives for research that will explore specific issues of history education including multi-perspectivity, evaluation, creation and re-creation of identity, and transitional justice. Each of the meetings will include analyses of case studies, types of educational initiatives, the role of history education in conflict resolution processes, and the impact of conflict resolution studies on the content and structure of history education. Future meetings will broaden their scope to not only include academics, but also practitioners in conflict resolution, educators, and developmental psychologists. The meetings will endeavor to produce specific recommendations for trainings of teachers and curriculum development. ■

network

# Theories and Indicators of Change:

## ICAR hosts workshop to develop peacebuilding evaluation tools

By Tamar Palandjian, ICAR M.S. Student, tpalandj@gmu.edu

Over the past twelve months Susan Allen Nan has led a collaborative initiative among ICAR faculty, the Academy for Educational Development (AED) and USAID's Conflict Management and Mitigation (CMM) office in spearheading the THINC Initiative, "Theories and Indicators of Change Initiative." THINC was initiated by Tjip Walker at CMM, and supported in part by USAID funding. Most recently, the collaboration culminated with a two day workshop on "Theories and Indicators of Change" that took place at Point of View in Lorton, VA on October 25-26, 2010.

ICAR's involvement with the THINC initiative began with hosting a workshop in December 2009. During the initial workshop, leading scholars and practitioners in the field of Conflict and Peacebuilding Evaluation came together to discuss Theories of Change and Indicators of Change. The report of the December workshop is available online at: [http://pdf.usaid.gov/pdf\\_docs/PNADS460.pdf](http://pdf.usaid.gov/pdf_docs/PNADS460.pdf)

The goal of THINC was to collect, organize and analyze the numerous Theories of Change - or the underlying logic in a program intervention - in conflict and peacebuilding programs. Building from existing literature and work of scholars and practitioners in Conflict and Peacebuilding Evaluation, the initiative sought to bridge the gap between theory and practice in order to understand how organizations, practitioners and the field use theories of change as well as indicators as tools within program or project evaluation.

Following the initial workshop in December 2009, ICAR faculty members - including Chris Mitchell, Karyna Korostelina, Mara Schoeny, and Thomas Flores - have helped to further advance the initiative by continuing to gather the theories, working in collaboration with each other, and seeking the advice from individuals and organizations.



Susan Allen Nan, ICAR Professor, at Point of View. Photo: M. Eliatamby.

Nan led a consultative meeting in Cambridge, MA bringing together the Boston area's leading practitioners and academics which included individuals from CDA Collaborative Learning Projects Inc., Mercy Corps, Harvard Law School Program on Negotiation, and the Fletcher School at Tufts University.

Following these efforts, ICAR organized a two day workshop, which was held this past fall on October 25-26 2010, at Point of View. The workshop focused on presenting the progress made on the initiative, ways to apply various tools within program evaluation, as well as case studies drawing on field experience. Participants in the workshop included USAID CMM's Director Neil Levine and ICAR Director Andrea Bartoli who both gave opening remarks on the first day of the workshop. Workshop participants were practitioners working in the field of Conflict and Peacebuilding evaluation and came from organizations and institutions such as AED, US State Department, Search for Common Ground, Mercy Corps, CARE International, Catholic Relief Services, as well as scholar practitioners from Tufts Fletcher School, and University of Denver's Conflict Resolution Institute.

The two day workshop in October included mind mapping sessions as well as presentations given by representatives from the respective organizations on their own monitoring and evaluation initiatives. The workshop was an opportunity for practitioners and scholars to learn collectively and discuss relevant projects, examples of good practice and challenges to practical work. The THINC initiative represents a leading example of efforts to develop methods to measure success in programs focused on conflict resolution and peacebuilding. ■

initiatives

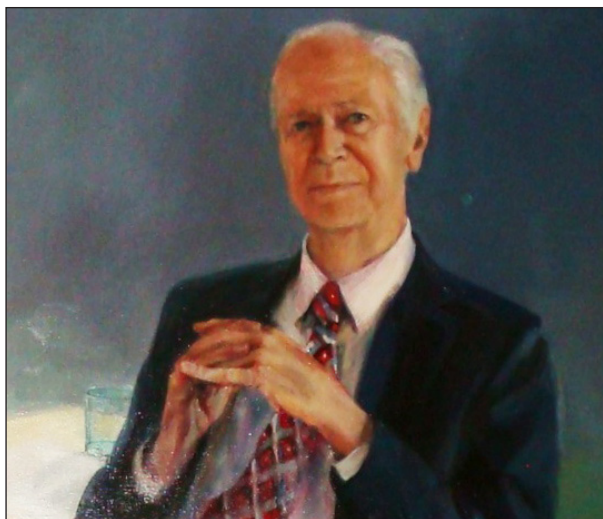


Workshop Participants at Point of View. Photo: M. Eliatamby.



# Remembering John Burton: ICAR celebrates the life and work of a dear friend

By Chris Mitchell, Ph.D., Professor Emeritus of Conflict Analysis and Resolution, [cmitchel@gmu.edu](mailto:cmitchel@gmu.edu)



A portrait of Dr. John Burton. Photo: ICAR.

**A**t the beginning of December ICAR held the first of two events planned to commemorate the passing of Dr. John Burton in Canberra last summer. John Burton was Associate Director of what was then the Center for Conflict Analysis and Resolution between 1985 and 1991. After which he “retired” to his native Australia with his wife Betty Nathan (who was present for the commemoration) to run yet another farm, which he always did in what he called his “spare” time.

John was a part of ICAR when it launched its doctoral program in 1988, accepting only ten students in the first year. He was instrumental in shaping that program and helping to expand the

Master’s program, which in those days numbered between thirty-five and forty members. A far cry from ICAR’s current annual in-take of forty-five certificate students, seventy masters students, and fifteen Ph.D. students.

The commemoration held on December 2, 2010, was a very informal gathering of John’s friends, colleagues and former students. Speakers reminisced about different stages of John’s various careers – diplomat, professor, author, and farmer. Chris Mitchell, who had been one of John’s students in London during the 1960s, talked about John as a teacher, and Dennis Sandole about John as an academic colleague. Rich Rubenstein and Kevin Avruch reminisced about John’s influence on ICAR, Kevin laying particular emphasis on how the Burtonian idea of basic human needs had provided the Institute with an intellectual focus during the 1980s and 1990s.

Ambassador John McDonald talked about working with John while he himself had been the head of the State Department’s “Foreign Service Institute” - and about the problems they had faced jointly in getting some of their “new-fangled” ideas into print. Frank Dukes, who had been one of ICAR’s doctoral students in the early 1990s, described what ICAR was like in the Burton years from a student viewpoint and talked about working with John on what became the USIP published 4 volume “Conflict Series” which he helped to co-edit. Finally Alan Tidwell from Georgetown University rounded off the formal memories by recalling his own time finishing a Ph.D. and visiting John in retirement in Australia. Others present spoke about John’s time in Washington, including Joe Montville who had collaborated with Ambassador McDonald in developing the original concept of “Track Two”.

The evening was well attended and up-beat rather than solemn, although there was, inevitably, an undercurrent of sadness at the passing of such a unique and influential individual. ICAR Director, Andrea Bartoli, closed the proceedings by commenting how appropriate it was that he could use the occasion to announce that ICAR would shortly become a “School for Conflict Analysis and Resolution” – the first in the country and a pioneering innovation that John Burton would certainly have applauded. ■

## Upcoming ICAR Community Events

### Tuesday, February 1, 2011

Graduate Education and Professional Practice in International Conflict  
United States Institute of Peace  
6.00-7.30pm, 555 Truland Building Arlington Campus

### Thursday, February 10, 2011

Contentious Conversation II:  
Searching for a Research Tradition in ICAR  
12.15-1.15pm, 555 Truland Building Arlington Campus

### Thursday, March 3, 2011

Book Launch and Discussion:  
Peacebuilding by Professor Dennis J.D. Sandole  
7.30pm, 555 Truland Building Arlington Campus

<http://icar.gmu.edu/events-roster>



# "The Director Made Us Do It": How skydiving bonded Spring 2010 ICAR M.S. students

By Caitlin Currie, M.S. Student, ccurrie2@gmu.edu

Conflict is a universal experience. Skydiving is not." This was one of the first lessons taught to Dr. Bartoli's spring CONF 501 class.

Dr. Bartoli wanted us to appreciate that whether it is interpersonal, intergroup or even international, all of us, on some level, had experienced conflict. Regardless of race, gender, socio-economic status, upbringing or religion, every human being in this world has experienced some level of conflict. Sky diving, on the other hand, is experienced by few; the foolish and the brave.

And, if it weren't for one student muttering to another, we probably would have left it there. However, on a matter of impulse, one student muttered to another: "But, I have been skydiving!" A statement that was met with quiet agreement: "So have I!" That one exchange of words inspired our 501 class. By the end of the mid-class break it was decided that skydiving would become our universal experience of CONF 501 – it would be our mission.

Unfortunately, the spring semester is in anything but the spring. The days of 'Stormageddon' were not suitable for sky diving. So instead of going right then and there, we elected one student to be in charge of research, and elected another to be in charge of communication. Within weeks it was set – Dr. Bartoli's Spring 2010 501 Class would be jumping out of a plane once the weather warmed up.



Kwaw de Graft-Johnson, Arsen Kharatyan, instructor, Carolina Reynoso, Caitlin Currie, Ivon Alcime, Connor Turner. Photo: C. Currie.

## Recent ICAR Articles, Op-Eds, Letters to the Editor, Public and Media Appearances

### Only Good Governance Can Defeat AlQaeda In Yemen

Ibrahim Sharqieh, ICAR Alumnus

*Global Post*, 1/28/11

### Paper Presentation: Global Governance and Complex Problemsolving in the Post-9/11 World

Dennis J.D. Sandole, ICAR Professor

*University of Western Sydney*, 1/19/11

### Jerusalem's Potential to Bring Jews and Muslims Together

Aziz Abu-Sara, CRDC Director

*Common Ground News Service*, 1/14/11

### Sudan, After the Breakup: Can violence be prevented?

Ibrahim Sharqieh, ICAR Ph.D. Alumnus

*The Christian Science Monitor*, 1/7/11

### My Brother's Kippa: a Palestinian's Entry to his Hometown

Aziz Abu-Sara, CRDC Director

*+972 Magazine*, 1/3/11

### Unite, Confuse, and Inspire: A Response to the Rise of Racism in Israel

By Marc Gopin, ICAR Professor, and Roi Ben-Yehuda, ICAR Ph.D. Candidate

*Zeek*, 12/29/10

### Objective for Obama in the post-America Future

By Dennis J.D. Sandole, ICAR Professor

*The Financial Times*, 12/11/10

<http://icar.gmu.edu/media>

Months went by and it was finally time to put the plan into action. One by one, students boarded the plane and then promptly plummeted to the ground. Some of us laughed, some of us shook with fear and others took pictures. And for me, all I could think was that no matter how we felt about it, we were experiencing it together. And if anyone asked why we thought this was a good idea, we could always respond with: "The Director made us do it." We're officially a class bonded by a Director who had no idea what he was setting in motion on the second day of class. ■

press

## Alma Jadallah, ICAR Ph.D. Alumna and Adjunct Professor

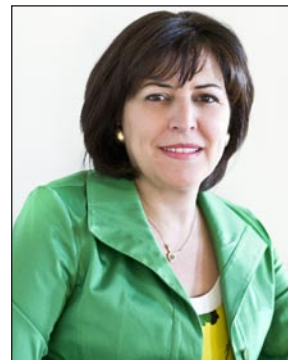
By Mara Schoeny, Ph.D., Assistant Professor of Conflict Analysis and Resolution, mschoeny@gmu.edu

**T**hreaded through her work and scholarship is a commitment to reflective practice and a keen sensitivity to the dynamics of conflict within complex systems. She is well attuned to how culture influences the expression and transformation of conflict and in her consultations and teaching helps others navigate the challenging interfaces between diverse cultures, from worldview to organizational roles, from gender to geography. Her service to the larger field of conflict resolution is broad and deep, and her practice reaches communities both here and abroad.

Dr Alma Abdul-Hadi Jadallah is the President and Managing Director of Kommon Denominator, Inc., providing consultations and technical expertise for organizational development, conflict resolution, and training. Her clients include academic institutions, Fortune 500 companies, government, and NGOs. She has led civil society initiatives related to the Arab world and Islamic communities in the U.S. and abroad, working in Lebanon, Egypt, Jordan, Palestine and Israel. She is the recipient of the 2009 Regional Star Business Award and the D.C. Region Top Women Business Enterprise for 2008. Within the ICAR community Dr. Jadallah

wears many hats: adjunct faculty, Advisory Board member, student mentor, and alumna.

She encourages those building a conflict resolution practice to reflect on what they bring to the situation, of how they are impacting the conversation. She notes "It is important to know that people are not operating in a vacuum. Even if they want to change, influence change or protest for change, what they want to do has implications for themselves and those around them. To be effective, you must really understand the positioning of the person and the unstated rules, how are they situated with others within different complex systems." For Dr. Jadallah, a key ethical question is "if you encourage change, will you stand by them?" Yet she has learned that even within such constraints, change happens and one of the greatest satisfactions is to see when people feel more able to act and can see new possibilities. ■



Alma Jadallah, ICAR Ph.D. and Adjunct Professor. Photo: L. Jadallah.

## Ibrahim Al-Hajjri, ICAR M.S. Student

By Jacquie Antonson, ICAR M.S. Student and Events Coordinator, jantonso@gmu.edu



Ibrahim Al-Hajjri, ICAR M.S. Student. Photo: I. Al-Hajjri.

**W**hile this fall's Master's cohort brought in fascinating individuals from all around the globe, rising second semester MS student Ibrahim Al-Hajjri possesses a particularly interesting story concerning his path to ICAR.

Although born in Yemen, Ibrahim was raised "in scattered areas all around the world." Describing a constant "interest in the dynamics of violent conflicts," he initially pursued a military education, graduating from Zayed II Military College in the United Arab Emirates. After working as a military officer, Ibrahim decided that he was in need of an even greater understanding of violence, and decided to enroll at the Naval Postgraduate School

in Monterey California. At Monterey he earned the distinction of the first Yemeni graduate with a Masters Degree in National Security Affairs, specializing in the Middle East and North Africa.

While he felt his understanding of violent conflicts had grown, Ibrahim sought still wider avenues for learning and exploration. "I returned to DC," he remembers, "where my search began for the best institution that offered advanced studies in Peace Studies or Conflict Resolution." It was in this search that Ibrahim was to encounter adjunct professor Alma Jadallah, and Director Andrea Bartoli, and subsequently "became convinced that [he] had to join ICAR."

About to enter his second semester, Ibrahim is very pleased with his "amazing experience here at ICAR." He plans to continue his education and pursue a PhD, hoping to conduct research that scrutinizes violent conflicts. "I'm not in this program to become something," he explains, "I'm here for the learning experience, and the chance to give and share knowledge." ■

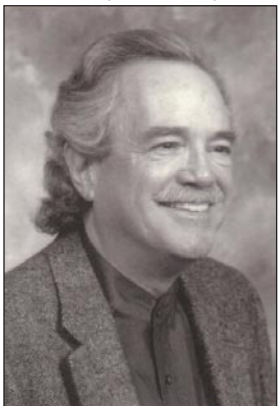
## ICAR Becomes a School

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Kevin Avruch, ICAR Professor. Photo: GMU Creative Services.

A key event in the Center's development was its elevation from Center to Institute, coinciding with the formation of several institutes as independent, autonomous academic units at George Mason University. These institutes were created with directors who held the rank and functioned like deans. Rich Rubenstein was ICAR's director at the time (1989-1990), and immediately saw the great advantage to having ICAR function with complete independence from larger college structures, imperious deans, or baronial department chairs with turf to protect – or expand. Over the years some of the institutes created in the early 1990s developed into schools of their own – public policy and visual and performing arts among them – and some, failing to thrive, were absorbed into larger units, or simply disappeared. Yet ICAR remained, until very recently, the only academic



Rich Rubenstein, ICAR Professor, 1998. Photo: ICAR.

institute, the smallest unit on campus to award degrees, hire and promote faculty, and determine its own development and direction. Because of its

institutional independence and extremely flat bureaucratic structure succeeding directors and faculty were able to respond to changes in the emergent field of conflict resolution. Even as, in significant ways, we helped to evolve the field as an academic enterprise.

If it seems as if I'm exaggerating in that last claim it is, I think, only a little. Of course there were scholars interested in conflict resolution, practitioners working as mediators, and a handful of journals devoted to the field. But to start and sustain the first degree-granting program required a vision of a coherent field of study, a conceptual commitment to developing conflict resolution theory based on empirical research, and connecting all this to worlds of practice. From the beginning, ICAR faculty responded by producing research and writing articles and books that literally populated the curriculum and reading lists at ICAR. These documents would become important texts in many other conflict programs and institutions as the field as a whole grew. Examples include the first books devoted to conflict management and problem solving, (Sandole and Sandole-Staroste, 1987), culture and conflict resolution (Avruch, Black, and Scimecca, 1991), and the application of conflict resolution theory to practice (Sandole and van der Merwe, 1993).

Jim Laue joined ICAR as the first Lynch Chair and, along with Wallace Warfield, anchored our commitment to practice. John Burton's arrival to teach here in 1990 brought a major theorist and practitioner, and his three "conflict volumes" (St. Martin's Press, 1990, 1991), completed during a senior fellowship year at the U.S. Institute of Peace. Written with ICAR PhD Frank Dukes, these books helped establish "basic human needs" as ICAR's signature contribution to the field, even as (or especially as)

it gave rise to productive debates within ICAR itself. This tradition of creating the field through writing the field has continued, with work connecting conflict resolution to peace studies (Jeong, 2000), comparative peace processes (Mitchell, 2000), the so-called ICAR textbook (Cheldelin, Druckman and Fast, published in 2003 with a second edition in 2008), the latest comprehensive handbook to review the state of the field as a whole (Sandole et al., 2009), and work on citizen diplomacy and the vicissitudes of practice that holds ICAR to its original commitment of linking theory and research in the academy to conflict resolution practice in the world (Gopin, 2009). Of course, this is just a sample of the important work produced



ICAR Professors Wallace Warfield and Sandra Chendelin with MS students, 1997, including present ICAR professor Mara Schoeny. Photo: ICAR.

over the years by our faculty, and to name and record all of it would make this brief offering of Whig history even more immodest.

Nevertheless, it was not just faculty who did this work. As mentioned, Frank Dukes, just then getting his PhD, worked with Burton on the conflict volumes. Hugo van der Merwe, likewise a doctoral student, collaborated with Sandole on the important 1996 collection, and the co-editor of the ICAR textbook Larissa Fast, has gone on to teach conflict studies at Notre Dame. In many ways, it is the success of our graduates, at both the masters and doctoral levels, and in years to come

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## ICAR Becomes a School

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from our much newer undergraduate program as well, more than the publications of the faculty, that testifies best to ICAR's role in helping to birth the academic field. ICAR graduates have gone on to distinguished careers in teaching, research and practice. The first conflict resolution program in Turkey was begun by ICAR graduate Nimet Beriker; the vice president of the UN mandated University for Peace, Amr Abdalla, is an ICAR graduate; the dean of the new Kroc School of Peace Studies at the University of San Diego, William Headley, also studied here for a time. To try and list all of the graduates of ICAR who have gone on to work in development, education, peacebuilding, human rights, trauma relief, ADR, and other aspect of conflict resolution and transformation, would be an even more daunting task than trying to name faculty.

It would be a mistake to end this article simply reflecting upon past accomplishments, inferring that ICAR's journey is at an "end." Becoming The School for Conflict Analysis and Resolution serves to not only institutionally certify what has been the state of affairs for more than two decades. It recognizes the more recent growth of ICAR, with the addition of undergraduate and

certificate programs, into a "full-service" degree-granting autonomous academic unit within George Mason. Designation as a school is a signifier to the outside world, including potential donors and other supporters of our work, that we are a permanent and an integral part of George Mason University's mission. Finally, becoming a school signifies to us, faculty, students, and alumni, the challenges that we continue to face in trying to respond as scholars, researchers, and practitioners, to a world beset by violence and destructive conflict. We struggle with connecting "theory to practice" today, as we did in the early 1980s when the idea of ICAR was first raised, and the first groups of students trusted a new faculty (and each other), with their education. We struggle with making "conflict resolution" make sense in a world that remains dominated by conceptions of power politics and the practice of war. We struggle with genocide prevention in a world where, not so long after ICAR was established, concentration camps reappeared in Europe and millions perished in Rwanda and the Sudan. Becoming a school means, in large part to many of us, asserting that the struggle continues. ■



### Institute for Conflict Analysis and Resolution

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GEORGE MASON UNIVERSITY

## Narratives Matter at ICAR: Center for the Study of Narrative and Conflict Resolution

By Sara Cobb, Ph.D., Associate Professor of Conflict Analysis and Resolution, [scobb@gmu.edu](mailto:scobb@gmu.edu)

**N**arratives matter. They are the architecture of consciousness; they both reflect and shape identity as well as govern interaction. Once institutionalized, dominant narratives anchor culture while marginalized counter-narratives struggle to gain traction. Conflict narratives consolidate patterns of exclusion and reciprocal delegitimation. Conflict transformation involves the evolution of these narratives toward narratives that complicate our understanding of history, challenge cultural assumptions, legitimize the marginalized and structure new solutions to



Dr. Greg Pirio is seen leading a media training workshop at the Radio Haq, an Islamic radio station in Nampula, Mozambique. Photo: S. Cobb.

wicked problems. From this perspective, conflict and its transformation involve attention to the politics of narrative as a struggle over meaning itself.

The Center for the Study of Narrative and Conflict Resolution (CNCR), directed by Sara Cobb, is a newly chartered center at the Institute for Conflict Analysis and Resolution. It provides a hub for research, conversations on practice,

workshops and consultations, connecting the research on narrative and conflict to the practice of narrative intervention in conflicts. The Center will be physically located on the 6th floor of the Truland building on the George Mason, Arlington Campus. The mission of CNCR is: to advance the theory, practice and research on narrative processes in conflict dynamics; to anchor research on narrative processes in conflict dynamics within and across the faculty and students at ICAR and at Mason; and to create a “hub” for academics and practitioners around the world working on conflict resolution from a narrative lens. There are several faculty at ICAR that have expressed interest in the Center and its work on narrative: Susan Hirsch, Susan Allen Nan, Solon Simmons, Neta Oren, Dan Rothbart,

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Book Preview: Why They Die
- 6 Spotlight: Dispatch From Malta

# GPP in the Great Lakes Region: MoU Enables Expansion of ICAR Genocide Prevention

By Ashad Sentongo, ICAR Ph.D. Candidate, [asentong@gmu.edu](mailto:asentong@gmu.edu)

**O**n February 23, 2011, ICAR and George Mason University (GMU) signed a Memorandum of Understanding (MoU) to collaborate with the International Conference of the Great Lakes Region (ICGLR) on Genocide Prevention in the region. The agreement with ICGLR was signed by GMU Provost Peter Stearns and ICAR Director Andrea Bartoli. Members of the ICAR Community are encouraged to participate and operationalize what the MoU offers in terms of research and practice, and to take advantage of such a regional focus to expand their expertise while contributing to the region and field of Conflict Analysis and Resolution. In the near future, more information will be made available through the office of the Program of Genocide Prevention at ICAR on how faculty, students and other members of the community can make this contribution and support the work of ICGLR in the region.

The memorandum highlights various areas of collaboration including: the development of joint initiatives for early and proper warning of genocide and mass atrocities, as well as strengthening resilience and peaceful coexistence in communities and states in the region; the implementation of appropriate mechanisms and capacity building programs for Members of the Genocide Prevention Committee to be able to engage state and non-state actors within member states in efforts to prevent genocide in the region; the conduct of research to generate and exchange information,



Heads of State of the Great Lakes Region, at the December 2010 Lusaka summit, Zambia. Photo: A. Sentongo

create awareness among local and international actors, and to inform program design and implementation to prevent genocide and mass atrocities against humanity.

The ICGLR Committee on the Prevention of Genocide, War Crimes and Crimes against Humanity was endorsed on December 11-15, 2010, during a Special Presidential Summit held in Lusaka, Zambia. ICGLR organized the summit, which also addressed the illegal exploitation of natural resources in the region. Ashad Sentongo (ICAR PhD Candidate) represented ICAR's Genocide Prevention Program. The committee has 11 members representing 11 states of the region including Zambia, Uganda, Rwanda, Burundi, Kenya, Tanzania, Sudan, Angola, Congo Brazzaville, Democratic Republic of Congo and The Central African Republic.

ICAR's Genocide Prevention Program (GPP) works through state officials to engage governments on genocide prevention. GPP's collaboration with ICGLR to form a regional committee in the Great Lakes region is a significant milestone in the history of the genocide prevention field; particularly in a region where genocide and other mass atrocities have occurred, and instability continues at state and communal levels in many parts areas. The committee was established during a conference held in Kampala, Uganda September 22-23, 2010, and elected the Chairman Ambassador Balthazar Habonimana (Burundi), Vice-chairman Mrs Emily Chweya (Kenya) and the Rapporteur Mr. Lucien Yaliki (Central African Republic).



Andrea Bartoli and Peter Stearns sign the Memorandum of Understanding with ICGLR. Photo: ICAR.



# CRDC Field Experience in Syria: Lessons in Human Regard and Civility

By Lori Stephensen, ICAR Ph.D. Student, lstephea@gmu.edu



CRDC Director Dr. Marc Gopin with First Lady Mrs Al-Assad and trip participants. Photo: CRDC.

In January, a team of eighteen students from six universities participated in ICAR's first CONF 713, Reflective Practice field experience through an eight day citizen diplomacy trip to Damascus, Syria. The team was led by CRDC Director Dr. Marc Gopin and supported on the ground by his Syrian counterpart Ms. Hind Kabawat.

With a rigorous syllabus and a packed itinerary, the team engaged shopkeepers, entrepreneurs, artists, academics, and high-ranking government officials, as well as the new US Ambassador to Syria, Robert Ford. However, the highlight of the trip was a meeting with Syria's First Lady, Asma Al-Assad.

In a two-hour conversation revolving primarily around youth and civil society Mrs. Al-Assad came across as gracious, intelligent, articulate, and engaging. Three important lessons emerged from the exchange that are salient, not only for the region, but for US society as well.

First, tolerance is a low standard for human relationships and this can be attested to by anyone who has ever been tolerated. According to Mrs. Al-Assad, while Muslims constitute the religious majority, they do not simply seek tolerance or even coexistence with Christians and Jews. In Mrs. Al-Assad's view Syrian Muslims hold a much deeper bond with members of the other Abrahamic faiths because each is an integral part of Syria's history and culture.

Using the body as a metaphor, Mrs. Al-Assad pointed to the absurdity of a "coexistence" orientation by asking if the right arm simply tolerates

the existence of the left leg or if it regards it as part of the whole. The hand, she explained, never expects the foot to change or deny its form or function. Rather, it is grateful for and relies upon its association.

Second, "The youth of the region need to have a legitimate role in civil society." To this Mrs. Assad added that any effort to support the region's youth must include engaging them directly, and respectfully eliciting their needs and creative ideas for their futures. The wisdom of this insight has proven to be almost prophetic when considering events in countries across the Middle East this month.

Third, "You are welcome here." This is a common phrase in Syria and Mrs. Assad expanded on it as she spoke of the plight of more than a million displaced Iraqis who fled to Syria as a consequence of military operations in their homeland. "They are not refugees," she insisted, explaining that while they are in Syria they are cared for as Syrians not as immigrants. "If they can return home one day we will celebrate with them, until then, Syria is their home."

Syrians maintain that one can trace the beginnings of civilization to Damascus. Certainly, these lessons, offered with eloquence against the vivid backdrop of a rich and hospitable cultural exchange, beg reflection on our own capacity for civility and human regard, personally, domestically, and on a global scale. ■



Ms Hind Kabawat, First Lady Mrs. Al-Assad, and Dr. Marc Gopin. Photo: CRDC.

initiatives

# Panel Discussion on USIP Report: Education and Practice in Peace and Conflict

By Gul Mescioglu Gur, ICAR Ph.D. Student, gmesciog@gmu.edu

**O**n February 1, 2010, the ICAR Graduate Certificate Program and ICAR Student Association (ISA) hosted Nike Carstarphen a founding member of the Alliance for Conflict Transformation; Craig Zelizer, an Associate Director of the Conflict Resolution MA Program in the Department of Government at Georgetown University; and David J. Smith, National Education Outreach Officer at USIP, three of four authors of the special report of "Graduate Education and Professional Practice in International Peace and Conflict." This report came out of a collaborative effort between the United States Institute of Peace (USIP) and the Alliance for Conflict Transformation (ACT) to study the level of preparation of graduate students and professionals seeking careers in the international peace and conflict field.

The overall aim of the research was to explore the gap between academic programs and the needs of employers that hire individuals for international conflict work. In the introduction to the panel, Dr. Mara Schoeny, Director of the ICAR Certificate Program, stressed the importance of the report, for both educators and interveners in conflict. The report outlines potential methods of information sharing to maximize learning and awareness of opportunities to engage more practically in conflict. The panelists touched upon the tremendous growth of the Conflict Resolution field, which has generated important questions as to how to evaluate the quality of practical and academic programming.



The report presents research developed with input from twenty-five faculty members, program administrators, and career development staff from thirteen academic programs at nine postgraduate institutions in the United States that focus on international conflict-related fields. The report's findings highlight an apparent gap between the academic achievement and field experience, in terms of a division between theory and practice. In addition, the report visits contradictions between generalists and specialists, conflict resolution mainstreaming and cross-sectoral development, and the inclusion of emerging "Best Practices" into academic programming related to international peace and conflict.

In terms of meeting the needs of employers' the report recommends that students seek overseas experience, build program management experience, develop cross-sectoral practical, and technical skills, and learn another language. Similarly, academic programs were encouraged to increase opportunities for international field experience and internships, increase opportunities to develop program management skills, and establish strong relationships between theory and practice.

During the discussion academics and graduate students shared their ideas about the report, concerns about the challenges in the job market, and made suggestions for other avenues of exploration relevant to the report. The event responded to a clear need to examine different perspectives on the relationship between graduate education and professional practice in international peace and conflict, a discussion that will hopefully continue in the future. ■

To view the report, visit:

<http://icar.gmu.edu/publication/10745>

To watch the discussion, visit:

<http://icar.gmu.edu/event/10808>

To read a response to the report by ICAR Ph.D.

Michael English, visit:

<http://icar.gmu.edu/magazine-article/11326>

## Upcoming ICAR Community Events

### Thursday, March 3, 2011

Book Launch: Peacebuilding by Dennis J.D. Sandole  
7.30pm, 555 Truland Building, Arlington Campus

### Friday, March 11, 2011

Discussion: Civil Society and Peacebuilding  
12.00pm, 555 Truland Building Arlington Campus

### Wednesday, March 30, 2011

Panel Discussion: Dialogue & Difference  
7.00 - 9.00pm, Room 163, Research 1, Fairfax Campus

<http://icar.gmu.edu/events-roster>

# Book Preview - Why They Die: Civilian Devastation in Violent Conflict

By Daniel Rothbart, Ph.D., Professor of Conflict Analysis and Resolution, drothbar@gmu.edu

After all the parades, the patriotic tributes, and the media portrayals that enshrine familiar virtues while maligning foreign vices, it is the weakest participants of armed conflict who bear its greatest burden. By any reasonable measure it is clear that civilians suffer most in large-scale violent conflicts. Violence against the innocent is not a secondary or passing consequence of war—it is deeply embedded in the character and evolution of today's hostilities. In all too many armed conflicts raging across the globe, brutality to civilians caught up in the hostilities does not "just happen." It is not merely occasional, nor is it circumstantial to some larger set of events.

In times of war, civilians tend to live strange lives. They can be uprooted from their homes, removed from their guardianship of their land, and treated like refugees in their own country. From the perspective of martial forces, warfare is not "theirs" to win or lose. Civilians are neither allies nor enemies, neither political leaders of the opposing forces nor their subordinates. From the perspective of international law, warfare is primarily an enterprise of combatants, for combatants, and with complicity of the combatants' political institutions. And the exclusion of civilians from military decision making magnifies civilians' powerlessness.

In this work we show that the identity politics surrounding two groups—enemy combatants and civilian noncombatants living in the enemy camp—play a major role in the aggression against civilians. A common source of civilian devastation in armed conflict is found in the relationship between the militant *Other* and the non-militant members of the enemy population from the perspective of the ingroup combatants, that is, the relationship between the enemy combatants and the non-militant civilians.

We seek to explain why they die by bringing a novel perspective to conflict analysis. We find dualistic models of conflict inadequate for our purposes, because such models fail to give primacy of place to the category of civilians. Probing beyond the binary framing of conflicts as existing solely between militant protagonist groups, we focus our analysis on the formative constructions of the two Others—militants and non-militants—from the perspective of the ingroup. In the chapters below, we adopt a "grounded" approach that gives primacy of place to four case studies of civilian devastation:

## Recent ICAR Articles, Op-Eds, Letters to the Editor, and Media Appearances

### Gaddafi's Family and Inner Circle not Helping

Ibrahim Sharqieh, ICAR Ph.D. Alumnus  
*Al-Jazeera*, 2/26/11

### 'The World is Flat' in Egypt

Ibrahim Sharqieh, ICAR Ph.D. Alumnus  
*Politico*, 2/23/11

### The March for Freedom in Libya

Ibrahim Sharqieh, ICAR Ph.D. Alumnus  
*The Brookings Institute Online*, 2/22/11

### The Domino Effect of Arab Unrest

Ibrahim Sharqieh, ICAR Ph.D. Alumnus  
*CNN International*, 2/22/11

### "Wave of Rage" Analysis of Middle Eastern Protests

Aziz Abu-Sarah, CRDC Director of Middle East Projects  
*Russia Today*, 2/21/11

*Continued on Page 7*

(a) structural violence against civilians in totalitarian regimes as illustrated by the deportation of Crimean Tatars in 1944 (Chapter 3); (b) the devastation of civilians in ethnic and religious conflicts, as illustrated by the Rwandan genocide in 1994 (Chapter 4); (c) and the killing of civilians in both the Second Lebanon War of 2006 (Chapter 5) and the Second Gulf War that began in 2002 (Chapter 6).

So, in times of war assumptions about who civilians are, what they do, and how they should be treated constitute a precondition of their endangerment, and represent the faceless form of domination that serves martial forces at the expense of civilians. We argue that each identity group engaged in conflict establishes a rationale for combat through its self-defined collective axiology. Collective axiology encapsulates a group's sense of virtue and vice, right and wrong, and good and evil in relations with outsiders. ■

For more information please contact the authors: Dr. Daniel Rothbart, drothbar@gmu.edu, or Karina Korostelina, ckoroste@gmu.edu.

press



# Dispatch From Malta: Introducing the ICAR - MEDAC Program

By Brian Farrell, ICAR M.S. Student, bfarrel2@gmu.edu

Imagine going to class in December when temperatures are in the mid-sixties to lower-seventies. Imagine earning two coveted Masters degrees in thirteen months while studying on the doorstep of global headlines. Imagine that the program's tuition equates to an out-of-state semester, and the cost of living is about the same as rural West Virginia. Plans for the weekend could point towards Rome, Valencia, Bologna, Paris, Cyprus or Morocco. The "too good to be true" adage does not apply here: this is the marriage of ICAR and the Mediterranean Academy of Diplomatic Studies (MEDAC), hosted at the University of Malta.

Last June, after receiving an ICAR email regarding an opportunity to study in Malta, I knew that it was an ideal opportunity for academic rigor and personal enrichment. Following this insight, I then looked up where Malta can be found in an Atlas. Malta is an island found between the boot of Italy and the Libyan coast, which has conveniently placed us on the door step of current events. The demonstrations in Tunisia began while we studied Mediterranean regionalism under MEDAC director Prof. Stephen Calleya. Mubarak fell while German Chair Professor Monika Wohlfeld instructed security studies, and while Swiss Chair Professor Derek Lutterbeck lectured the natural resources in a conflict economy, Libyan pilots landed in Malta after refusing orders to bomb their own citizens.

Eleven students have completed the first semester of the newlywed ICAR/MEDAC program. Comprised of seven North Americans and four Maltese, the geographic demography of the inaugural cohort lacks the Arlington campus's billboard global representation. However, the professional and personal diversities form a cohort that fosters ideal chemistry for conflict resolution inquiry. Students have worked professionally in journalism, law, NGOs, the State Department, and the private sector. This exceptional cohort has deeply enriched me, and as per theory has formed our own in-group identity. We did not choose our family; admissions did.

The unique modular delivery of the program offers each course truncated to one or two weeks. The cohort meets four to five sessions per week for upwards of eight hours per day. ICAR and MEDAC faculty teach in a state-of-the-art classroom in a university over 400 years old. The faculty face the challenge

of acquainting themselves to students with established relationships and chemistry. Usually their integration to this group is achieved following a toasted pint at actor Oliver Reed's watering hole, and they become an integral part of the group dynamic.

Recently, we met MEDAC's diplomats for a grad school mixer. The inevitable question they asked: "What are you studying?" The elevator pitch for the program is very difficult. What exactly is it that we study? What do we do? We began the course with a perfunctory, heavy dosage of Galtung, Burton, Lederach et al.,. After applying theory-derived insights towards reflective practice through Prof. Cheldelin's guidance and Prof Korostelina's identity-based conflict, we have since studied MEDAC realism. The elevator pitch has become easier: "We're applied theory practitioner students who specialize in Mediterranean security."

Over the New Year's break, a colleague suggested a weeklong excursion to Morocco's cultural center, Fez. We took advantage of the opportunity to smell the pungent spices of Fez's Old Medina, to stare in the eyes of dead camel for sale in the souk, to taste authentic Moroccan cuisine, to hear the call to prayer, and share two hours of tea with a vendor with an infinite source of local legends and tales. I am greatly thankful for the marriage of ICAR and MEDAC. Having this opportunity has not been without consequence: we do not know you. My name is Brian, and my friends in the cohort are Andre, Suzan, Mike, Jessica, Kyoko, Ylenia, Natalie, Bardia, Stephen and Sue. We are pleased to meet you. ■



Brian Farrell, ICAR M.S. Student. Photo: ICAR.



The ICAR-MEDAC, 2010 - 2011, Cohort. Photo. B. Farrell

## Narratives Matter at ICAR

Continued from page 1



Sara Cobb, ICAR Professor.  
Photo: GMU Creative Services.

Karyna Korostelina, Jamie Price, Rich Rubenstein, and Carlos Sluzki.

There is an emerging group of students that, meeting over the fall, have worked on the development of their narrative practice skills as well as discussing the ethics of the narrative practice; they have formed the Narrative Practice Working Group and are developing their mission statement as well as a set of related projects, all tied to narrative practice. Stay tuned for updates from this vibrant group that includes, so far, Ivon Alcime, Courtney Burkey, Grace Chau, Jessica Cooley, Cecily Hutton, Julie Minde, Haruka Namayama, Jeanine Neal, RJ Nickels, Harbey Penas, Paul Redmond, Julian Shepard, and Lori Stephensen. Additionally, there is a Working Paper Series under development at CNCR; Carlos Sluzki and Harbey Pena have agreed to function as editor/assistant editor. Should you have papers that address narrative dynamics in conflict processes, please do submit them to Carlos and Harbey. They are working to establish a review process and the papers published in this Working Paper Series will be posted on the CNCR website. Finally, a lecture series is under development; this series will provide an opportunity for faculty and students, from ICAR, Mason, and other universities to present works-in-progress.

CNCR is working on a variety of projects that convey narrative based theory, research and practice. The Narrative Compression Project (Sara Cobb, Neta Oren, Jessica Cooley and

Tres Thomas) is working to describe the realm of socio-politics as a "narrative field." Which, ideally functions as a space in which diverse narratives can circulate, providing a foundation for healthy social and political debate and productive decision making processes. However, there are political contexts where some narratives are granted legitimacy while any alternatives are marginalized. In this case, the narrative field becomes a smaller space that limits a comprehensive deliberative process. We are referring to this process as *compression*; it allows little or no access for counter narratives to the field and enables the dominant narrative to become the sole inhabitant of the discursive space. When counter-narratives are somehow able to penetrate the dominant, its architecture changes and it evolves. However, all too often the dominant narrative is also able to co-opt within its framework the basic ideas of counter narratives that exist on the outside without incorporating the latter's core values. As a result, dominant narratives are allowed to masquerade as inclusive discourses while actually operating as a mechanism of marginalization. We are calling the process by which this condition is *reversed narrative decompression*. For both studies of narrative compression and narrative decompression we will develop case studies; we are at present working on the Middle East conflict as a context for examining narrative compression. Later this spring, we plan to host a seminar at CNCR and invite those interested in this conflict or in narrative dynamics to participate and share ideas.

The Voices of Marginalized Youth Initiative (directed by Greg Pirio, a Research Faculty at ICAR, in collaboration with Sara Cobb) seeks to understand and engage the voices of marginalized youth in specific project sites in the US and abroad, where narratives that name the concerns and perspectives of youth are not heard by the wider society, or worse, are delegitimized. The absence of a legitimate

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## Recent ICAR Articles, Op-Eds, Letters to the Editor, and Media Appearances

### Saleh Falls

Ibrahim Sharqieh, ICAR Ph.D. Alumnus  
*The National Interest*, 2/21/11

### Egyptian Protests Bring Unity Between Arab Populations

Analysis by Aziz Abu-Sarah, CRDC Director of Middle East Projects  
*Russia Today*, 2/18/11

### Post-Mubarak Egypt: From successful protest to sustainable social transformation

By Samuel Rizk, ICAR Ph.D. Candidate  
*The Hill*, 2/14/11

### Egypt after 24 Hours of Military Rule

By Michael Shank, ICAR Ph.D. Candidate  
*CTV News*, 2/13/11

### Mubarak Steps Down: Egyptians Celebrate, Next Steps are Critical

By Michael Shank, ICAR Ph.D. Candidate  
*CTV News*, 2/13/11

### Egypt: Revolution or Bust

By Marc Gopin, ICAR Professor  
*Al-Jazeera*, 2/11/11

### Social Scientists See Bias Within

Featuring Solon Simmons, ICAR Professor  
*New York Times*, 2/07/11

### Producing Solutions By Appreciating the Interconnections

By Dennis Sandole, ICAR Professor  
*Financial Times*, 2/05/11

### Bush's True Legacy in Egypt

By Michael Shank, ICAR Ph.D. Candidate  
*The Hill*, 2/02/11

### Starting a Career Building Peace

David J. Smith, ICAR Ph.D. Alumnus  
*Career Convergence*, 2/01/11

### Post-Conflict Kyrgyzstan: "Is There 'Room' for Reconciliation?"

Kimairis Toogood Luehrs, ICAR Ph.D. Student  
*Career Convergence*, 2/01/11

<http://icar.gmu.edu/media>

## Narratives Matter at ICAR

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voice has dire consequences both for the youth themselves, who are confined within narrow and disadvantaged social horizons, and for the wider society, which is deprived the opportunity to know them and to respond more constructively to their needs and desires. This initiative seeks to give voice to voiceless marginalized youth, as a means both of self-empowerment and of building new, more inclusive communities that are capable of generating greater caring and improved policy and other forms of responsiveness to youth. More specifically, the project involves engaging marginalized youth in the development of audio and video programs for TV, radio and the new media that enables them to tell the stories that matter to them from their communities, educating the public about their specific issues as well as their cultural and social perspectives within which those issues arise. Dr. Pirio is seeking funding to support this project; CNCR will play an important role in the evaluation of this project, helping to design the framework for documenting and assessing the “voices” that emerge from this project.

The Narrative Problem-Solving Project, directed by Sara Cobb, is embedded in a National Science Foundation (NSF) project that aims to generate an effective method for enabling “the convinced” and the “unconvinced” within the climate change conflict to engage each other, altering their patterns of reciprocal delegitimation. Ed Maibach is the Principal Investigator of this NSF project and is also the Director on the Center for Climate Change Communication at Mason; Sara Cobb is the co-PI. In this project Dr. Cobb will be running problem-solving workshops, designed from a narrative perspective,

with groups of TV weathercasters who are in the “cross-hairs” of the conflict over climate change. These workshops provide an opportunity to develop a prototype of a narrative approach to problem-solving and will provide a case study of how this approach works. Meanwhile, the Narrative Practice Working Group at ICAR will be contributing to the conceptual development of the model and using it in simulations. This Narrative Problem-Solving Project will yield a model that will be offered as a workshop at Point of View, in the Spring 2011.

The Genocide Rescuers Project, directed by Jessica Cooley, MS student at ICAR, is a research project on the nature of the narratives that are told by rescuers in the Rwandan genocide. She is working to understand what makes these narratives different from perpetrator narratives, specifically in relation to how they position themselves, drawing on positioning theory. Working with a local NGO in Rwanda, drawing on the findings from her research, she is developing a manual for helping others adopt the narrative positioning processes that are characteristic of the rescuers. She hopes this research, and the development of models for experiential learning, will contribute to genocide prevention.

As these and other projects develop, descriptions will be posted on the website where events will also be listed. For any faculty or students who wish to join the Narrative Practice working group, the meetings are on Tuesday from 5pm-7pm, Truland 530. We look forward to your involvement and connection! ■



## Institute for Conflict Analysis and Resolution

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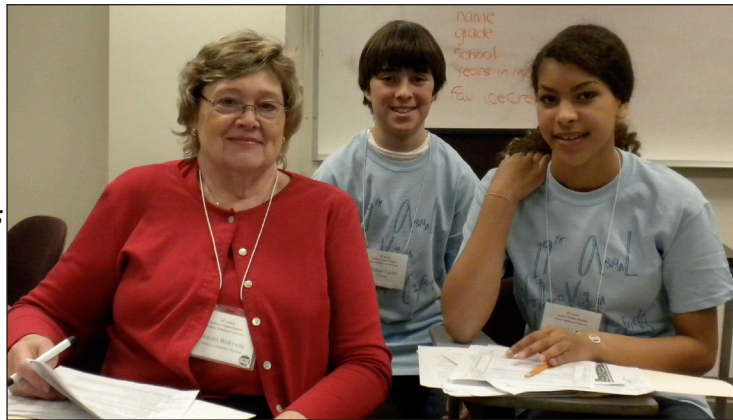
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## You've Got to be Taught

### Conflict Resolution Education in Washington D.C. Schools

By Marsha Blakeway, MSCM, ICAR Adjunct Professor, mblakeway@igc.org

Rodgers and Hammerstein wrote a heart-wrenching song for their musical South Pacific in 1949 with lyrics such as these: "You've got to be taught To hate and fear; Before you are six or seven or eight, To hate all the people your relatives hate". (See lyrics, page 5.) What we really should be doing, of course, is to carefully teach children to love and care about others and to treat everyone with dignity and respect. Rodgers and Hammerstein were right on about the age framework. Early childhood – up to



Marsha Blakeway, ICAR Adjunct Professor, with Alice Deal Middle School student facilitators Michael Vigdor and Sarah Mack. Photo: M. Blakeway.

about age eight – is when we learn most of our patterns of behavior especially those behaviors that have to do with relationships, and, indeed, we learn most of those patterns from our relatives. Fortunately, learning occurs throughout the human lifespan and, no matter what we learned as children, we can all learn to treat others as we wish to be treated ourselves.

Conflict resolution (CR) educators have taken on the task of teaching children and young people to care about each other, to treat others respectfully, to be able to work together and communicate in nonviolent, productive ways to resolve the everyday conflicts that occur in their lives. The role that conflict plays at each developmental stage from early childhood through adolescence into adulthood influences how and what we learn about ourselves and others – children's conflicts play a key role in cognitive and identity development.

*"If we wish to create a lasting peace we must begin with the children."* - Mahatma Gandhi

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- 3 Initiatives: Conflict Resolution Education
- 4 Events: Civil Society and Peacebuilding
- 5 Press: ICAR Op-Eds, Letters to the Editor, and Media Appearances.
- Student Opinion: Yemen's Got Talent
- 6 Spotlight: Nicole Grim
- Spotlight: Gregory Stanton

# Fellows' Follow-on Activities:

## Benjamin Franklin Institute with Asia

By Thanos Gatsias, ICAR Ph.D. Candidate, agatsias@gmu.edu

One of the inherent challenges to educational exchanges is ensuring that individual transformations during an intensive experience can be sustained and new learning integrated and used in the home context. To address this concern, the Benjamin Franklin Summer Institute with Asia has included a follow-on component to its U.S. based program. The Institute is hosted by ICAR and the Alliance for Conflict Transformation and sponsored by the Bureau of Educational and Cultural Affairs, U.S. Department of State. In the summer of 2010, the program brought together thirty six teenagers from Afghanistan, Pakistan, Tajikistan, Turkmenistan and the U.S. to help participants develop a deeper understanding of global issues, a sense of civic responsibility, and leadership skills that would allow them to become agents of positive action within their communities.

Recent follow-on activities helped Fellows put into practice the knowledge they acquired and provided a bridge between their time overseas and their home communities. The objectives of the follow-on activities included: to examine the insights acquired by Fellows throughout the Institute take shape in the projects; to enable Fellows to see the relevance of what they learned to the reality in their respective communities; to allow Fellows to demonstrate leadership skills and become 'ambassadors' of positive change; to allow Fellows to



BFSIA Fellows at the World Bank. Photo: M. Schoeny

become familiar with the challenges of moving from action planning to implementation.

During the four-week U.S. program, the Fellows with the help of their mentors gradually 'built' a project to be implemented at home, including a diagnosis of existing needs and exploration of possible courses of action. As part of the process they were asked to identify strategic goals, the specific steps they needed to take, resources needed and ways to acquire them, potential partners, challenges they might face, as well as a timetable for completing their projects. The result was an interesting bouquet of small-scale initiatives that ranged from community service and campaigns to increase environmental awareness, to fund raising for less privileged fellow citizens and organization of educational workshops. Illustrative is the case of Rokhan Shafi, who, in the aftermath of the catastrophic floods in Pakistan in August, 2010, was able to put his newly acquired skills into practice and utilize the network of his BFSIA colleagues in order to raise funds and provide relief to families affected by the floods.

Of course, a number of challenges emerged during the implementation of the projects, including difficulties in communication between mentors and fellows (e.g. lack of regular access to internet), time constraints as many Fellows found themselves caught between their projects and school work, and insecurity on the ground (especially in Afghanistan). Nevertheless, a high number of fellows did successfully carry out their projects, taking their initial steps towards becoming active members of a vibrant civil society. ■

### BFSI-SCA is Seeking Volunteer Host Families

BFSI-SCA will be held again this year from June 30 to July 26. One of the keys to achieving the BFSI-SCA goals is providing the students an opportunity to live with a host family for ten days (July 8 – July 18) of their four-week adventure in the U.S. This is important for the foreign students, who may have never traveled abroad, befriended Americans, or experienced American family life. For the U.S. students, the home-stay is an opportunity to broaden their experiences, hopefully with a family that is culturally different from their own.

BFSI-SCA is currently seeking volunteer families to host foreign and/or U.S. students. All you really need to host a student is the ability and desire to share your home and open your heart to a guest family member. You can learn more about hosting by visiting our website, by email at franklin@gmu.edu, or by calling at 703 993 9405.

<http://bfsia.wordpress.com/host-family-application/>

# Conflict Resolution Education: Applied Theory and Practice in Washington D.C. Schools

By the Conflict Resolution Education Washington D.C. Schools Applied Practice and Theory Team



Conflict Resolution Education APT team. Catherine Ammen, M.S. Student, Cathy Wague, M.S. Student, Mary McGoldrick, M.S. Student, Hussein Yusuf, Ph.D. Student. Photo: C.Ammen.

When the time came to explore our options at ICAR as Masters and Ph.D. students for a capstone project, we struggled like many, with deciding whether to write a thesis, to undertake an internship, or to join an Applied Practice and Theory (APT) team. For us an internship was not quite an option as it would have gotten in the way of already over-committed schedules and we were looking for the opportunity to be more engaged with the practice aspect of conflict resolution. Additionally, some of us were interested specifically in the DC school system, or aspiring to teach, and this APT resonated with those interests. Our respective course work had also exposed us quite a bit to the international dimension of ICAR and we believed that focusing on issues at a domestic level was more suitable to our needs.

Our APT is a diverse group of professionals with a wide range of ages and experiences coming all the way from West Africa, Somalia, and Montana. We had to learn to work and communicate as a team, bridging divergent communication styles, backgrounds, and schedules. However, our common interest in youth education and peaceful resolution of conflicts is what brought us together to pursue this APT.

We have been exploring the opportunity to revitalize conflict resolution education (CRE) in the District of Columbia Public Schools (DCPS) through an exploratory approach that includes academic research, interviews of key people in the field of CRE, and a model of sustainability inspired by theorists we encountered at ICAR. Additionally, we chose Washington D.C. because of practical reasons of proximity, and also our Professor, Marsha Blakeway's, knowledge of and experience with peer mediation programming

in the District. Nonetheless, the lessons learned in this APT can be transferred to other school contexts.

Our interest in conflict resolution education stems from our deep belief that every student deserves a safe environment that fosters their social and emotional growth. Our working theory of change is that when students are taught fundamental conflict resolution skills they will be better able to manage their own conflicts and contribute to a more positive school climate. The school environment is a prime platform for learning such skills as students spend much of their formative years in school settings.

Peer Mediation (PM) when implemented within the standards developed by Association for Conflict Resolution (ACR), has the potential to improve poor school climates and reduce anti-social behaviors. These factors have been identified as barriers to academic achievement and good citizenship. Moreover, significant challenges faced by CRE programs in school systems are sustainability, poor implementation, and lack of funding. To affect change at the system level requires involvement of political leaders, school administrators, teachers, parents, unions, students, and private citizens. To deal with these challenges, we are working to build a continuing partnership with ICAR to make CRE more sustainable in the District of Columbia. ■



Peer Mediation Logo. Photo: C. Ammen.

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# Civil Society and Peacebuilding: Book Launch with Thania Paffenholz

By Jacquie Antonson, ICAR MS Student and ICAR events coordinator, [jantonso@gmu.edu](mailto:jantonso@gmu.edu)

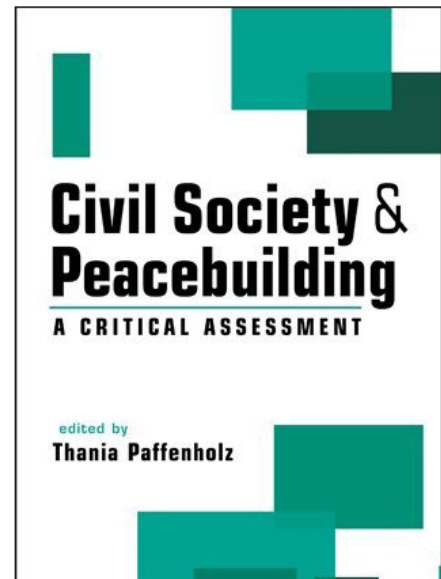
On March 11, 2011, ICAR hosted Dr. Thania Paffenholz to discuss her newest publication, “Civil Society and Peacebuilding: A Critical Assessment.” ICAR Professor Dennis Sandole gave an introduction, praising Paffenholz’s work in the Peacebuilding field in general, and especially focusing on the benefits, both for academics and practitioners, of these newest findings. After these words, Dr. Paffenholz began a presentation on Civil Society and Peacebuilding, the impetus for the book, the research approach, findings, and policy implications for the field.

Paffenholz’s study was based on the idea of a meta-analysis, using a common analytical framework. Research teams carried out case studies in twelve countries: Guatemala, Afghanistan, Turkey, Cyprus, Israel/Palestine, Nepal, Sri Lanka, Bosnia & Herzegovina, Northern Ireland, Nigeria, Somalia, and the Democratic Republic of Congo. Projects analyzed the role of local and national civil society actors in each region, and lasted from 2005 to 2010. Paffenholz and her team then carried out a comparative assessments of all results collected, including identifying the functions of civil society actors in peacebuilding, assessing the relevance of all of these functions across phases of conflict, and analyzing their effectiveness. Results are presented both in terms of conclusions for single cases, as well as large-scale-cross-case conclusions and policy implications.

Perhaps the most interesting result of Paffenholz’s study is, in her own words, that it “contradicts a main paradigm in peace-

building: ” that of the middle-out approach, popularized by the Conflict Transformation school. Paffenholz’s case study results did not support or confirm the importance of track two peacebuilding approaches in triggering action on tracks one and three. Instead, she concludes that the success of peacebuilding efforts is not dependent on these tracks, but instead on the phases of the conflict during which these efforts take place, the context, and the ways in which such initiatives are planned and implemented. On the basis of these findings, Paffenholz’s work calls for a new approach to peacebuilding, where context is seen as the main starting point, and the relevance of different functions is assessed long before proper actors are determined, which ever level they may fall into.

Although Paffenholz jokingly said that she’d already informed John Paul Lederach that he should take the responsibility of informing members of the peacebuilding field of his mistakes in focusing so heavily on the importance of track two peacebuilding, she does see very serious policy implications inherent in her findings, and hopes that they may lead both to further research and to some shifts in our approach to practice. Paffenholz’s talk was warmly received by the ICAR community, who engaged in further discussion over both the nature of the research and its implications, following her talk. There is no doubt that this will shortly become a text of great importance for our field. ■



## Upcoming ICAR Community Events

### Thursday, April 7, 2011

Presentation: APT in South Africa

7.00pm, 555 Truland Building, Arlington Campus

### Thursday, April 14, 2011

Book Launch: Why They Die

7.00pm, 555 Truland Building, Arlington Campus

### Thursday, April 28, 2011

Celebration of Achievement

6.00 - 9.00pm, 126 Founders Hall, Arlington Campus

<http://icar.gmu.edu/events-roster>

# Student Opinion - Demonstrations in the Middle East: Yemen's Got Talent

By Ibrahim Al-Hajjri, ICAR MS Student, [ialhajjr@gmu.edu](mailto:ialhajjr@gmu.edu)

Recent youth revolutions have created an unprecedented phenomenon in the Arab world. Who would have thought that throngs of young, irate Arabs would discover a powerful mechanism that rattles the toughest leaders? For the first time in our history, we are witnessing Arab dictators' humbleness. While the case of Libya is an exception, almost all Arab rulers are pledging an array of concessions and reforms. Will that work for all countries, or will the wave of discontent continue to flush out stubborn leaders? One would assume that if peoples' needs are met, then it is in their interest to shift positions and accept the reforms. However, the streets of countries like Yemen are still boiling and the revolutionaries are continuing their momentum. Layered onto the chaos are a number of political actors who have become skilled dancers, of a sort. They are shifting and gyrating, trying to win the dance competition. The Yemeni youth revolution has been hijacked by politicians with some very fancy moves.

President Ali Saleh is overwhelmed by a host of challenges. Even before the revolutions ignited, he was facing a number of structural and societal problems. Yemen is unique: It is tribal, the poorest and the most armed Arab country. Dwindling resources and an unforgiving security situation put Yemen on the international community's "bad list." Saleh previously expressed how difficult it is to rule Yemen: "Ruling Yemen is like dancing on snakes' heads." Saleh's grip on the situation is compromised by many of his former dance partners. Some of his strongest political and military allies have shifted positions to take advantage of the opportunity presented by the protests. The most shocking among these is General Ali Mohsen, a prominent commander, fellow tribesman, and friend of the president. Gregory Johnsen, a Yemen specialist at Princeton, said that Saleh is dancing his last dance. What he didn't mention is that other dancers are impatiently waiting for their turn to perform.

Who will be the next on the dance floor, and who will be able to rule Yemen while avoiding the snakebites? The best dancer is yet to be determined, but I'm confident that whatever the dances, they will be performed to the same old rhythm and beats. Changing the president of Yemen will not necessarily translate into the changes that the revolutionaries expect. Saleh's dance might be over, but the other performers

## Recent ICAR Articles, Op-Eds, Letters to the Editor, and Media Appearances

### Maltese Neutrality Still a Brilliant Idea

Rich Rubenstein, ICAR Professor

*Times of Malta*, 3/11/11

### The Global Stage of Interfaith Relations: Religious leaders navigate new roles

Andrea Bartoli, ICAR Director

*New Routes: A Journal of Peace Research and Action*, 3/10/11

### To No-fly or Not No-fly

Analysis by Aziz Abu-Sarah, CRDC Director of Middle East Projects

*Russia Today*, 3/7/11

### Even a Weakened Libya Can Avoid Civil War

Ibrahim Sharqieh, ICAR Ph.D. Alumnus

*Financial Times*, 3/2/11

### Shaping Unpredictable Past: National identity and history education in Ukraine

Karyna Korostelina, ICAR Professor

*National Identities*, 3/11

<http://icar.gmu.edu/media>

are staying, and so will the corruption, disorder, and qat. My condolences to the Yemeni youth: Your revolution has been infiltrated by political performers. Be wary of applauding those dancers shimmying onto the bandwagon. We have seen their moves before and it's time for a new boogie. Snakes are all over Yemen, be careful. ■



Yemeni Protestor in Washington D.C. Photo: Flickr, CC.

press

## Nicole Grim, Conflict Analysis and Resolution Undergraduate

By Tom Richardson, ICAR M.S. Student and newsletter editor, trichar7@gmu.edu

Nicole Grim came to Mason in the Fall of 2009, she began her year as a Government and International Politics major. Nicole took her first government class in the spring, and the next semester decided to follow the Global Affairs track instead. While sitting in her International Relations class, Nicole realized that, *"what had really drawn me to global studies wasn't just the politics- it was the problems."* After considering Conflict Analysis and Resolution (CAR) as a minor, Nicole took her first CAR class and fell in love with the program. Now that she has changed to a double major, in global affairs and conflict analysis and resolution and anticipates graduating in May, 2013.

Recently Nicole was awarded the \$1,000 George Mason University Alumni Association Service Scholarship. In addition to serving as the vice president of events for the Mason Ambassadors, Grim chaired the advertising committee for GBAY during the auction's inaugural year in 2010, raising over \$10,000 for student scholarships. She was also named Best New Member of a Greek Organization for her work as the Director of Alumni Affairs with the Alpha Phi Sorority. Nicole hopes to pursue

a career in global post-conflict peace building after she finishes her studies.

In her most immediate future, Nicole plans on studying abroad this summer on CRDC's internship program within the Israeli and Palestinian territories. Nicole hopes that the experiences she will gain there will help me find a niche within

the field that she can turn into a career, *"I am particularly interested in the Middle East, and how cultural divisions, social structures, and economic development create conflicts"* More importantly, Nicole has a strong belief that working with these issues can help promote positive peace, a concept she would like to work towards in her future. ■



Nicole Grim. CAR Under-grad Student.  
Photo: N. Grim.

## Greg Stanton, Research Professor in Genocide Studies

By Tom Richardson, ICAR M.S. Student and newsletter editor, trichar7@gmu.edu

Greg Stanton's life has been devoted to understanding and preventing genocide and other mass atrocities. He has alternated the settings for his work between academia, the State Department, and non-governmental organizations. His work has led the way to important advances in the field of international criminal law, and has helped develop the emerging norm of the responsibility to protect.

Greg was a voting rights worker in Mississippi in 1966, and joined the Peace Corps right after graduation from Oberlin in 1968, where he served in Côte d'Ivoire. He went on to Harvard Divinity School, Yale Law School, and got his MA and Ph.D. in Cultural Anthropology at the University of Chicago, returning to the same village where he had served in the Peace Corps to do his field research.

Greg first saw the aftermath of genocide in Cambodia in 1980 in Cambodia. He became determined to bring the leaders of the Khmer Rouge to justice for their crimes. His efforts have finally resulted in the Extraordinary Chambers in the Courts of Cambodia (Khmer

Rouge Tribunal), where he still plays an active role as a consultant.

In the State Department in 1994 he was given the job of coordinating US policy on Africa in the UN Security Council, where he wrote the Security Council Resolutions that created the International Criminal Tribunal for Rwanda. He also formulated his famous "Eight Stages of Genocide" model to help diplomats see the early warning signs of the genocidal process, so they could stop the process before it becomes mass killing.

Greg has concluded that the UN and governments will never have the political will to prevent genocide until a mass movement is built in faith groups and civil society to act at the local level to prevent genocide. Consequently, he founded Genocide Watch and the International Alliance to End Genocide in 1999 with that goal. Genocide Watch will become part of the Genocide Prevention efforts at ICAR this year. ■



## You've Got to be Taught

Continued from page 1

Beginning with the very young children, programs such as High Scope, a respected early childhood organization, teaches adults conflict resolution and problem-solving skills they can model for toddlers and preschoolers. There are many excellent nonviolent CR education programs – some begun in the 1970's - in schools across the country that are making a difference in the lives of children and the adults who live and work with them. Tom Roderick, a long-time CR educator, along with others at the Morningside Center in New York City (NYC), has developed a new conflict resolution and literacy curriculum for grades K-5: The Four Rs Program: Reading, Writing, Respect, and Resolution. Building on their very successful Resolving Conflicts Creatively Program, the curriculum was implemented and studied in third and fourth grade classrooms over two years in eighteen public NYC inner-city elementary schools. This important study looks at the school-based prevention of social-emotional, behavioral, and academic problems that hinder children from being successful in school and in life. The next issue of Child Development will include a report of the research done on this program by a well-respected team from Harvard University, Fordham University and New York University.

Here is why this is such an important study: The 4Rs Program curriculum is considered a “developmental intervention” in that it seeks to intervene

in children's lives to change the underlying social-cognitive processes that can lead to aggressive behavior. This research looks not only at correlations between the intervention and the outcome, but also at the causal mechanisms that influence behavior today and behavior in the future. Children who are exposed to harsh treatment in their homes, or to community violence, or to a violent peer environment, have an increased probability of committing aggression and violence now and in the future. Intervening in a child's “developmental trajectory” toward violence by teaching positive social and emotional skills (like conflict resolution) and academic skills (like reading) simultaneously is shown in this study and others to reduce the effects of exposure to violence, to reduce the likelihood of future aggressive behavior and to increase the chances of academic success.

*“One thing I like about being a peer mediator is that I get to help students solve their problems and I feel really good about that.”* Fifth grade student, Brooklyn, NY

In the mid 1980's there was a groundswell of activity starting mediation programs in public schools across the country based on the idea that if students learn to mediate, and participate in mediation, they will be able to use those skills for the rest of their lives. They will also be empowered to make decisions about their own lives. Community Boards in San Francisco and other community mediation centers began providing training for groups of about twenty students in elementary, middle and high schools across the U.S. to become peer mediators and training educators to set up and run peer mediation programs. ICAR Advisory Board Member, Ambassador John McDonald, then at the Iowa Peace Institute, created an early state-wide peer mediation program that trained educators in mediation so they could create programs in their own schools.

Twenty-five years later, peer mediation programs are in tens of thousands of elementary and secondary schools across the United States and around the world. In spite of the broad success of peer mediation program, the stability and sustainability those mediation programs is still an issue. Often a program is coordinated by one dedicated individual in the school and if that person leaves, the program may end. School-based programs with support from system-level central office staff devoted to conflict resolution and peer mediation, such as Fairfax County Public Schools, are more likely to succeed. State level support for school programs, such as the program

Continued on Page 8

### Carefully Taught

You've got to be taught  
To hate and fear,  
You've got to be taught  
From year to year,  
It's got to be drummed  
In your dear little ear  
You've got to be carefully taught.

You've got to be taught to be afraid  
Of people whose eyes are oddly made,  
And people whose skin is a different shade,  
You've got to be carefully taught.

You've got to be taught before it's too late,  
Before you are six or seven or eight,  
To hate all the people your relatives hate,  
You've got to be carefully taught!

*“Carefully Taught” is a show tune from the 1949 Rodgers and Hammerstein musical South Pacific.*

## You've Got to be Taught

Continued from page 7

coordinated by the Center for Dispute Resolution at the University of Maryland School of Law funded by the Maryland Association of Conflict Resolution Organizations (MACRO) also enhances sustainability. Acknowledging the importance to sustainability of having well run programs and well-trained students, the Education Section of the Association for Conflict Resolution, created Recommended Standards for School-Based Peer Mediation Programs in 1996 and updated the Standards in 2007.

CR educators work in four main ways in schools: teaching negotiation, mediation or other CR processes; establishing peer mediation programs; infusing CR concepts and skills into subject curriculum; using CR techniques to better manage classrooms. Schools that have begun with peer mediation programs often expand them to include diversity and anti-bias education; anti-bullying – including anti-cyberbullying programs; gender, relationships, and dating violence prevention; restorative justice programs for juvenile crime or other disciplinary issues; classes for parents on family conflict resolution strategies. Many CR educators also incorporate concepts of peace education related to social justice and equity, nonviolence, human rights, environmental and global issues.

New in the last few years is the project begun by Dr. Tricia Jones at Temple University and others to incorporate CR Education in Teacher Education (CRE/TE) to help new teachers constructively manage conflict, create positive learning environments, and develop students' conflict

competence and social skills. CRE/TE is now partnering with over twenty five colleges of education to infuse CR Education and Social Emotional Learning in teacher education curriculum and professional development programs. Dr. Bill Warters at Wayne State University created a great new web resource in conjunction with the CRE/TE: CReducation.org. The site provides a wide-array of resources in broad categories for researchers, teachers and trainers, policy-makers and administrators, and international programs.

ICAR has had a consistent role in K-12 CR education as a co-sponsor of the Fairfax County Public Schools Peer Mediation Conference for the past nineteen years. Many thousands of young people, supported by hundreds of educators and area mediators, from elementary and secondary schools have attended the workshops at the conferences to improve their practice of mediation. In addition, for more than ten years, Frank Blechman, former ICAR faculty, and other faculty members worked with the Youth Intergroup Conflict Applied Practice & Theory classes on projects that looked at gang-related conflict issues, inter-ethnic school and community conflict issues, peer mediation program-ming statewide, and other topics. The current Conflict Resolution Education APT continues and is building on this work. ■

*Marsha Blakeway, currently working with the ICAR Conflict Resolution Education APT and co-coordinates the Peer Mediation Program at Alice Deal Middle School, Washington, D.C.*



## Institute for Conflict Analysis and Resolution

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GEORGE MASON UNIVERSITY

## Fatah, Hamas and the Future of Palestine

By Marc Gopin Professor of World Religions, Diplomacy and Conflict Resolution, [mgopin@gmu.edu](mailto:mgopin@gmu.edu)

Aziz Abu Sarah, Co-Executive Director, Center for World Religions, Diplomacy and Conflict Resolution, [azizabusarah@gmail.com](mailto:azizabusarah@gmail.com)

Ever since the disastrous split in Palestinian leadership of several years ago into Fatah and Hamas it has become clear that disunity has been a critical factor standing in the way of Palestinian statehood. Many reconciliation efforts, with several third parties, were attempted and aborted. This time it seems that things are different, despite the enormous ideological divisions and outstanding grievances between Fatah and Hamas.



Non-violent demonstration, Palestine. Photo: Michael Loadenthal, Flickr.com.

Why is this happening now? Clearly, the historic impact of the "Arab Spring" on Egypt and Syria, and across the region, is an enormous game changer. The increasing instability of Syria suggests that there is a strong possibility that A) Hamas may no longer have a stable home in Syria, but, on the other hand, Palestinians now have a much more sympathetic ear in Egypt which has been critical as a peace broker. B) Syria has long prevented its

own Palestinian population from any kind of political activism, preferring to keep them as a bargaining chip to get back the Golan. But events of Naqba Day 2011 suggest that there are elements in Syria who are ready to unleash the power of the Palestinian masses against Israel if they see their internal situation increasingly destabilized by what they say are "outside agitators". In other words, if the spirit of the Arab Spring brings them down then these elements are threatening to take Israel with them. All of this is new and is due to the unprecedented power and effects of Arab nonviolent resistance.

Aziz Abu Sarah is Co-Executive Director of CRDC, a leading Palestinian peacebuilder, architect of CRDC citizen

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### Inside This Issue...

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Student Opinion: Women Across America
- 6 Spotlight: Dolores Gomez Moran  
Spotlight: Ethan Finley



# S-CAR Hosts the OIC: Conflict Resolution in the Islamic World

By Terrence Lyons, Associate Professor of Conflict Analysis and Resolution, tlyons1@gmu.edu



Director Andrea Bartoli, HE. Prof Ekmeleddin Ihsanoglu, Director Cemil Aydin. Photo: GMU.

**O**n April 11, 2011, the School for Conflict Analysis and Resolution (S-CAR), the Center for Global Studies, and the Ali Vural Ak Center for Islamic Studies welcomed HE Prof Ekmeleddin Ihsanoglu, the Secretary General of the Organization of the Islamic Conference (OIC) to George Mason University. The OIC is the world's second largest inter-governmental organization, consisting of 57 member states from across four continents. Ihsanoglu, who previously taught at the University of Istanbul, spoke on "The Role of the OIC in Conflict Resolution: Involving Member States and Muslim Communities." A large audience of faculty, students, diplomats, international media, and other invited guests participated.

The OIC placed conflict prevention, conflict resolution, and post-conflict peace building at the center of its ten-year program of action, adopted in 2005. In his remarks at S-CAR, Ihsanoglu noted that regional organizations had greater vested interests in resolving conflicts in their own backyards and a better ability to mobilize "home-grown mechanisms" to address the root causes of con-

flicts. A number of regional organizations, notably the Africa Union and sub-regional organizations such as the Economic Community of West African States, have taken on increasingly important roles in peacekeeping. The OIC has particular authority as the largest organization representing 1.6 billion Muslims around the world. It has taken leadership in countering Islamophobia in the West and in promoting tolerance and dialogue. Along with its leadership on behalf of the global Islamic community, the OIC has important roles and authority when a conflict is between communities defined by their relationship to Islam. This is seen in the case of its successful negotiation of the 2006 Makkah agreement to reduce sectarian violence between Shias and Sunnis in Iraq.

Following opening remarks by Dr. Andrea Bartoli, Ihsanoglu was introduced by Dr. Cemil Aydin, Director of the Ali Vural Ak Center for Islamic Studies at George Mason University. Professors Terrence Lyons, Sara Cobb, and Marc Gopin highlighted a series of themes and opened up the discussion following Ihsanoglu's presentation. The faculty asked about the experiences of the OIC in conflict resolution and in particular whether there were particular characteristics of peacemaking embedded within Islam. The discussants picked up on the Secretary-General's remark that he always looked for a particular "angle" or entry point to engage in conflict resolution, a framing that differs from the focus on "neutrality" that characterizes much of the literature in the field of negotiations and mediation. As the OIC develops its capacities and commitment to conflict analysis and resolution, S-CAR looks forward to building on these early conversations and deepening our relationship with the organization. ■



(left to right) Prof. Marc Gopin, Aziz Abu Sarah, Scott Cooper, unknown, Director Andrea Bartoli, Director Cemil Aydin, unknown, HE. Prof Ekmeleddin Ihsanoglu. Photo: GMU.

# The Limits of Reconciliation: Applied Practice and Theory in South Africa

By Karina Korostelina, Associate Professor of Conflict Analysis and Resolution, [ckoroste@gmu.edu](mailto:ckoroste@gmu.edu)



The South Africa Applied Practice and Theory Team. Photo: K. Korostelina

Every year a team of graduate students taking the Applied Practice and Theory (APT) course conducts research on an overseas conflict. The purpose of the course is to give students experience in understanding dynamics of conflict that include issues of violence, injustice, and discrimination, as well as developing research and practice projects on conflict resolution. This year, students decided to conduct research on post-apartheid society in South Africa, with the objective of understanding the current state of intergroup relations and national identity in South Africa and the factors that contribute to them. In January 2011, the team traveled to South Africa to conduct interviews in Cape Town, Stellenbosch, Johannesburg, and Pretoria. Students met and interviewed forty-one experts, learned how to develop a snowball sampling, how to negotiate and organize everyday activities in a different cultural context, and explored South African culture and social life. Every evening the team met for debriefings to discuss interviews conducted during the day. Students demonstrated an impressive devotion to research, and their dedication to teamwork was incomparable. As a result the team was able to explore the complex relationships between intergroup relations, national identity, economic development, integration of minorities, sport, history education, mass media, religion, and peace-building in South Africa. Some of the findings supported our previous knowledge about South Africa's post-apartheid society while other results were truly surprising.

The majority of our interviewees stated that the concept of Rainbow Nation is no longer relevant to the majority of South Africans. The Truth and Reconciliation Commission did not address the core of the Apartheid issue, and did not fully succeed in bringing reconciliation to society. While

mainline churches continue to work on integration, new churches are contributing to religious divides that impact national identity. The legacy of Apartheid is still salient and is reflected in very limited inter-racial interactions; mixing of groups has been largely limited to the middle class in professional/academic shared spaces. Students observed that in public spaces despite a growing tendency for multiracial environments at work and universities, representatives of different races prefer to spend free time, lunches, and dinners with people of their own race. Finally, while the media is free, it does not equally represent all social groups and does not contribute to positive intergroup perceptions.

The team's conclusions suggest that race is still a contested issue and is strongly related to the interdependency of class and race identities, supported by the persisting economic inequalities. A lack of economic opportunity remains for a majority of non-whites, which is a major concern for South Africa's future stability. Indians and Coloured are not completely integrated and continue to experience discrimination. They also found that one of the major factors of unifying the nation is rugby, nevertheless lack of resources for development in youth sport programs prevents improvement of intergroup relations. Moreover, youth are not exposed to or interested in the history of Apartheid and South Africa. The team's research showed that conflict resolution and reconciliation take place within civil society, while peace-building remains a neglected domain at the government level. South Africa is a young democratic nation, which is robust and increasingly optimistic about their capacity to succeed as a nation. However, a more comprehensive approach to peacebuilding should be developed to ensure positive inter-racial relations and cooperation. ■

initiatives



# "Exploring Communities Today": Undergraduate Annual Spring Conference

By Brydin Banning Undergraduate Program Director, [bbanning@gmu.edu](mailto:bbanning@gmu.edu)

As the university pushes for more emphasis on undergraduate scholarship opportunities, S-CAR proudly displayed its commitment to George Mason University's Students as Scholars Quality Enhancement Plan (QEP) at its Second Annual Spring Conference. The conference was established in 2010 as a means to provide an outlet for undergraduate research in the field of conflict analysis and resolution. This year's installment, titled "Exploring Communities Today: Dilemmas & Opportunities," focused on the program's mezzo concentration.

The conference hosted nine participants who submitted papers from around the country, as well as from various academic units within the university. This diversity correlated with the variety of research topics discussed, which included the role of video games in conflict, sustainable transportation, and the impact Facebook has on social revolution. The award for best paper was given to Mary B. Chamberlain from James Madison University for her paper titled Post-Genocide Conflict Resolution: A Comparative Case Study of the Holocaust and Rwanda.

The conference also served as a platform for this year's crop of graduating seniors to display their culminating project from CONF 490, the undergraduate program's capstone course. Under the instruction of Professor Daniel Rothbart, each student created a visual display of a specific conflict that included historical background information on the conflict parties, causes and consequences of the conflict, and a conflict map. Students presented their analyses to judges



S-CAR's Second Annual Spring Conference paper presenters. Photo: B. Banning.

Patricia Maulden, Julie Shedd, Lisa Shaw, and Susan Hirsch, among others. Those in attendance were met with a variety of topics, including Somali piracy, U.S./Mexican drug trafficking, labor disputes in the steel industry, and the debate over the definition of marriage. Christian Mullins received the award for top poster for his work, "Afghanistan: A History of Civil Strife."

With the room at full capacity, the event concluded with a keynote address from Anas "Andy" Shallal, community activist and owner of the renowned D.C.-metropolitan chain Busboys and Poets. Shallal focused on the importance of bringing the community together and encouraging differing or opposing viewpoints to be heard and discussed. He facilitates this type of dialogue through open mic nights, artwork, and mediated discussions at his restaurants. Shallal was peppered with questions ranging from the origin of the name Busboys and Poets to whether he's hiring at the moment.

At the end of the day, it was evident that the ICAR Undergraduate Program Second Annual Spring Conference accomplished what it was established to do. The recognition of scholarship was palpable throughout the day, from the presentations by the panelists in the morning to the entire lower level of the building buzzing with students and faculty inquiring about one another's research in the afternoon. With the success of this year's conference, the undergraduate program looks forward to making the Annual Spring Conference a marquee event in the School for Conflict Analysis and Resolution's future. ■

## Upcoming S-CAR Community Events

**Saturday, September 10, 2011**

Welcome Dinner

*TBC*

**Tuesday, October 25, 2011**

23rd Annual Lynch Lecture: Mme. Yan Yunqi

*TBC*

**Thursday, November 10, 2011**

Open House

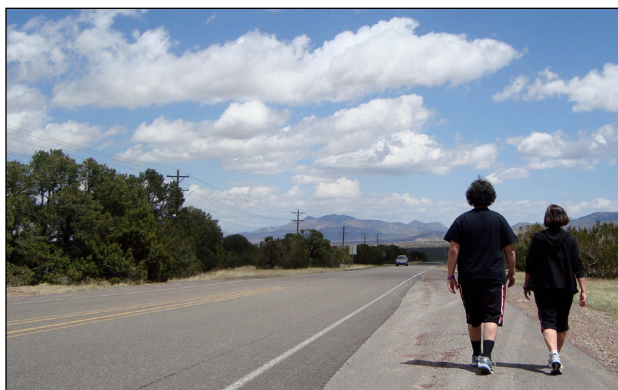
*TBC*

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# Student Opinion: Women Across America

By Mary Knapp, S-CAR MS Alumna, msmknapp@aol.com



Mary Knapp and Chandler Fredenberg-Knapp on the road.  
Photo: M. Knapp.

**M**ary Knapp, an S-CAR graduate, and her 22 year old son, Chandler Fredenberg-Knapp are walking across America to raise awareness of the need for greater participation by women, in partnership with men, in efforts to resolve global challenges. "With the world interconnected economically, technologically, environmentally and socially," says Mary, "What is needed now are women with the skills to communicate, collaborate, share information, manage resources and weave together the well-being of families and communities."

Mary and Chandler left Oceanside, California on March 8th and are walking across California, Arizona, New Mexico, Kansas, Missouri, Illinois, Indiana, Ohio, West Virginia and Virginia and will arrive in Washington, D.C. on August 13th. The purpose of the walk is to mobilize women to take action and leadership positions in local, national and international affairs.

Mary is a trained mediator and obtained her Master's Degree from S-CAR. Mary is also the author of *Brushing the Cobwebs from the Sky: Awakening to Passion and Purpose*, and has been a weekly columnist for a New York Times Regional News Group. Mary's articles focus on political, social and family issues, as well as writing feature articles for various newspapers and magazines. A dual citizen of the U.S. and Sweden, Mary is married to her high school sweetheart whom she calls "the finest man on the planet."

With a life-long passion for social evolution, she has worked over 30 years with marginalized populations in various community based organizations. "It's not India, China or the Internet that are the keys to economic growth; it's women. At this global crossroads between survival and extinction,

## Recent S-CAR Articles, Op-Eds, Letters to the Editor, and Media Appearances

### Why Washington must look to Ankara

Michael Shank, S-CAR Ph.D. Candidate  
*The Guardian*, 5/15/11

### Yemen: Expert says 'regulated escalation' expected Friday

Ibrahim Sharqieh, S-CAR Ph.D. Alumnus  
*Los Angeles Times* 5/12/11

### Still hope for a deal in Yemen despite Saleh's GCC snub

Ibrahim Sharqieh, S-CAR Ph.D. Alumnus  
*The National*, 5/2/11

### Islam's Nonviolent Tradition

Michael Shank, S-CAR Ph.D. Candidate  
*The Nation*, 4/27/11

### Effects of a Potential Government Shut-down: Analysis by Solon Simmons

Analysis by Solon Simmons, S-CAR Professor  
*CTV*, 4/8/11

<http://icar.gmu.edu/media>

what the world needs is a woman's touch to bring security and stability to this beleaguered world that is in so much tears and trouble."

Mary's son, Chandler Fredenberg-Knapp, is a student in Peace and Conflict Studies at Malmö University in Sweden where he is a writer and co-host of a program addressing the challenges of living in today's multi-ethnic Sweden. Chandler has worked on various humanitarian projects across the world; he is also a trained mediator and works with young people.

Local women and men are invited to join the walk; participate in the D.C. event; host them along the way; or donate funds to help offset expenses. ■

Mary can be contacted by email: msmknapp@aol.com, or by telephone: 646-410-7958.

press

## Dolores Gomez Moran, Ombudsperson

By Tamar Palandjian, S-CAR M.S. Student, tpalandj@gmu.edu

**D**olores Gómez-Morán, George Mason University's Ombudsperson, was recently named as a Certified Organizational Ombudsman Practitioner (CO-OP) from the Board of Certification of the International Ombudsman Association (IOA). Because the IOA only recently established the certification process in 2009 Gómez-Morán is now one of only fifty internationally certified Ombudspersons.

According to Gómez-Morán, CO-OP certification is an important achievement for George Mason University, as it shows that the Ombudsman operates and conducts its business to the highest standards of the profession. In addition, the CO-OP credentialing program is a very important step for ombuds offices at large since it helps to promote awareness about the Ombuds office, ensures consistency in maintaining ethical values and standards of practice, can help protect integrity, and enhance the professional development of Ombudspersons overall.

Serving as University Ombudsman since 2007, she works with graduate and undergraduate students on problem-solving and conflict

resolution, mediating disputes, designing and implementing trainings for the campus community, and also providing recommendations on university policies and procedures. Moreover, she is extensively involved with the ombuds community by participating and presenting on numerous occasions at conferences organized by the International Ombudsman Association, the European Network for Ombudsman in Higher Education, the Mexican University Ombudsmen Network, and the Virginia Mediator Network. She has also recently become a part of a local initiative among Ombudsmen in Higher Education in the State of Virginia and is a member of the Association for Conflict Resolution (ACR). ■



Dolores Gomez Moran, GMU Ombudsperson. Photo: D. Moran.

For more information visit, <http://ombudsman.gmu.edu>

## Ethan Finley, S-CAR Ph.D. Candidate

By Kristin Moriarty, S-CAR M.S. Student, kmoriart@gmu.edu



Ethan Finley, S-CAR Ph.D. Candidate. Photo: S-CAR.

**E**than's journey to ICAR had its roots between 2002-2004 while he spent time taking care of his grandmother. During this period she helped him discover his passion and interest in studying social conflict. At her suggestion he began searching for conflict resolution programs and found ICAR. After completing the Master's program in 2008, Ethan was accepted in to the Ph.D. program as a Presidential Scholar.

Ethan has been teaching as a Graduate Lecturer for the Undergraduate Program for the past 3 semesters. He teaches CONF 300: Conflict Resolution Techniques and Practices. Ethan first co-taught this course with Wallace Warfield who acted as a mentor, an opportunity he views as a blessing. Ethan Finley has had a significant

impact on many of his students; recently he received an "Excellence in Teaching Award" from the National Honor Society for Undergraduate Juniors.

Ethan has a wide range of practice experience, making important contributions to the conflict resolution field. He has worked as a Dialogue Facilitation Coordinator with youth from conflict zones at a summer camp called Face to Face | Faith to Faith. While in the Master's program, he was part of an applied practice and theory team that worked on a community conflict resolution initiative focusing on immigration issues in Prince William County.

As part of his graduate research assistant position with Professor Susan Hirsch, Ethan is currently working on the Undergraduate Experiential Learning Project, which develops experiential learning activities for undergraduate students. Ethan's Ph.D. dissertation is focusing on youth and violence prevention. He is very interested in continuing his work with young people and peacebuilding. ■

## Fatah, Hamas and the Future of Palestine

Continued from page 1



Marc Gopin, ICAR  
Professor. Photo: GMU  
Creative Services.



Aziz Abu Sarah, CRDC  
Co-executive Director.  
Photo: CRDC.

diplomacy interventions in Palestine and Israel, and an important analyst featured in numerous Middle Eastern outlets. He explains Hamas' and Fatah's evolving strategies this way:

*"Hamas has been following the changes in the Middle East with growing interest and anxiety. The centers of power are changing, and some of their allies in the region are facing internal challenges and uprisings that they might not survive. They learned from watching the Arab revolutions that there is the potential for unrest in Gaza due to frustration with the status quo. At one point Gazans will ask Hamas' leaders what are they doing to make a difference, and the people will not be satisfied with just blaming Israel. They want to see a difference in their lives and they expect their leaders to have a strategy that would lead them to freedom, dignity and security. A unity government will legitimize Hamas, especially in the Arab world. Both Khaled Mashal and Ismail Haniyeh have spoken publicly about accepting a Palestinian state within the 1967 borders. Many believe that Hamas was waiting for President Abbas to negotiate an agreement before jumping onboard."*

In other words, the Arab Spring of the young has already come to Gaza, and it is re-structuring the strategy of Hamas. The same can be said of Fatah, who were facing a restive youthful population in recent months, ready and eager to join the Arab Spring. Aziz explains:

*"The Palestinian leadership decided that they must choose a different avenue if they want to shake the political stalemate. This new path includes the internationalization of the Palestinian case and putting Israel under pressure by countries sympathetic to the Palestinian cause."*

The Arab revolutions are making all power brokers re-calculate their strategic interests in terms of the power, voice and interests of the young masses. The fear among the elites, whether or not the young protestors achieve all of their aims, is

palpable, and most recently exposed in the creation of a Colombian mercenary army for the UAE by the scandalous founder of Blackwater.

I am concerned, however, about the possibility of 'throwing the baby out with the bath water'. Many a noble Palestinian and Israeli hammered out a livable two state solution based on the '67 borders, and it is not clear that the youth--nor Hamas--are in the mood to move all this energy of resistance back to a two-state solution. It is not clear to me how Hamas could ever be integrated not only into a peaceful relationship with Israel but also with a secular Palestine. Nevertheless, I agree with Aziz that Mashal and Haniyeh sent clear signals in recent years for what a viable peace deal with Israel would look like, good signals.

It is true that Hamas will not recognize Israel's right to exist as a starting point for negotiations, especially negotiations that turned during the Oslo years into an endless pretext for successive Israeli political coalitions to take more land. Hamas, despite its abhorrent use of violence against innocents, may have been right to not want to give away recognition of Israel until there is a real deal, and that this was Arafat's fateful error. They may have legitimate reasons to consider the Quartet's demands on them regarding recognition as unreasonable.

Hamas, however, should listen to the masses across the region and write a new page in their history, as did the Muslim Brotherhood in Egypt, and that is the new page of nonviolence and democracy. Hamas therefore should play its part in nonviolent resistance and state building by enforcing a hudna, a long-term ceasefire with Israel without recognizing Israel, in order to test Israel's intentions and behavior, and in order to create the space for a viable two-state solution to be realized.

It is nonviolence that is the key here to the future, it is the key to the heart of Westerners and Americans who ultimately must get behind a Palestinian state, and it is the key to moving the mostly liberal Jewish masses in America into a clear coalition for Palestinian statehood. Many polls suggest that there is a majority in Israel and especially among American Jews for Palestinian statehood if nonviolence is the method and goal of its achievement. Now that Hamas is not as encumbered by Syria and Egypt it should seize the opportunity to present a new, defiant but peaceful face to the world.

The Palestinian Authority is already putting all its efforts into a nonviolent strategy of unprecedented proportions. Quietly there is support for the

*Continued on Page 8*



## Fatah, Hamas and the Future of Palestine

Continued from page 7

nonviolent resistance movements in the village, and publicly there is a massive and successful campaign for the unilateral declaration of statehood. Palestinian leadership is engaged in a high-stakes nonviolent resistance strategy, using their assets—global fatigue with Netanyahu's government and over forty years of occupation. This may also press the United States to go where President Obama was incapable of moving it, certainly in his first term given the power of the Lobby and the weakness of his political party. But considering the sweeping changes across the Middle East and the rising din of the popular voice of nonviolent resistance, the United States may be forced to confront the Israeli government with a stark choice; accept the Clintonian parameters of a two-state solution based on the '67 borders, or face a Middle East marching with Palestinians toward Jerusalem.

Aziz Abu Sarah concludes:

*"Palestinians are changing the rules of the game. They are*

*two steps ahead of Netanyahu and Obama in their strategic planning. The Palestinian strategy has been for too long emotional, filled with reactionary responses to Israeli actions, and consequently unproductive. It is a breath of fresh air for Palestinians to see their leaders making a giant shift in their behavior. The reconciliation between Hamas and Fatah and the clear strategy for achieving independence is inspiring Palestinians to believe once again in their leaders."* ■

### Announcement:

We have recently become the School for Conflict Analysis and Resolution, as such this publication will return in the Fall as S-CAR News.



### Institute for Conflict Analysis and Resolution

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## Facilitating Nation Building in Ukraine

By Karina Korostelina, Associate Professor of Conflict Analysis and Resolution, ckoroste@gmu.edu

**T**wenty years ago Ukraine gained its independence and started its path towards a free market economy and democratic governance. Where is it now after the change of four presidents and the Orange Revolution? According to the Freedom House Annual Report in 2011, on a scale of 1 to 7, with 1 representing the highest level, civic society in Ukraine scored at 2.75, democracy scored 4.61, and corruption scored 5.75. The Report further states that national political power in Ukraine is consolidated in the hands of President Yanukovich, who regained control over the cabinet, the security service, and the



Kiev Friendship Arc, Ukraine. Photo: K. Korostelina.

prosecutor general after the restoration of the constitution in October 2010 to its pre-2004 state. Despite President Yanukovich's pledge to increase the autonomy of local governments, his actions and policies resulted in the strengthening of centralized political power. The Freedom House Report also emphasized anti-democratic trends that impact civic society and freedom of the media including politi-

cal pressure, arrests, and administrative detentions of NGO activists and journalists. According to Pew Forum research, approval of the change to democracy in Ukraine dropped from 72% in 1991 to 30% in 2009, a decline of 42% -the biggest fall among all post-Soviet countries. Approval of the change to capitalism also declined from 52% to 36%, positioning Ukraine in the fourth place from the bottom after Hungary, Lithuania, and Bulgaria. Moreover, 69% of respondents prefer a strong leader over democratic government (20% respectively), again the biggest gap in Europe. The preference of having democratic leaders declined from 57% in 1991 to 20% in 2009. Fifty-five percent of Ukrainians disapproved of democracy (the biggest disapproval rate in Europe) and Ukrainian respondents declared that economic prosperity was

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- 3 Initiatives: Grants at S-CAR
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- 6 Spotlight: Lisa Shaw  
Spotlight: Arthur Romano

commentary

# The Impact of 9/11 on Conflict Resolvers: 10 Years in Perspective

By Maija Jespersen, Research Intern, Kommon Denominator, [research@kommondenominator.com](mailto:research@kommondenominator.com)



KD Research Team: (left to right) Yasmina Mrabet, Maija Jespersen, Dr. Alma Abdul-Hadi Jadallah. Photo: GMU.

The effects of the fall of the Twin Towers in 2001 rippled through the conflict resolution field like a pebble thrown into a pond – or perhaps more like a meteor. The effects described by practitioners in the immediate aftermath of 9/11 were numerous and varied, from realizing a need to learn about traumatic stress to questioning the very idea of neutrality. As a part of her doctoral research published in 2006, S-CAR alumna Dr. Alma Abdul-Hadi Jadallah completed 53 interviews with lead, mid-level, and grass-root practitioners in the conflict resolution field to explore and document these effects.

Ten years later, Kommon Denominator (KD), a conflict management consulting firm affiliated with S-CAR, investigated whether those findings are still relevant today, and what new developments have occurred in reaction to the events of 9/11. The follow-up study included 11 practitioners, about 20% of the original number interviewed, representing the same three levels of practice. Here is what KD confirmed:

The level of the trauma experienced in the US following the events of 9/11 continues to cause practitioners to question their ability to influence outcomes. Many practitioners see their work as operating on a smaller scale, help-

ing individuals and communities, and noted that the field of conflict resolution (CR) was not and is still not well placed to influence outcomes. After 9/11, CR practitioners felt that most people outside of the CR field did not really understand the scope and power of the resources available to deal with a great number of aspects of a conflict situation. KD's follow up study indicates that CR practitioners still feel that this is the case.

Practitioners continue to question the idea of neutrality, and some even reject it entirely as a possibility. 9/11 made many

practitioners aware of their own cultural biases, and in the ensuing decade, practitioners continue to learn more about other cultures and approaches. Humility about the limitations of practitioners' own cultural context, and respect for others, seems to have taken root in the field in the aftermath of 9/11 and remains a strong theme today. This includes religious differences, as the surge in faith-based initiatives after 9/11 remains strong.

Terrorism took on new importance as the US launched its "War on Terror," and it continues to receive a lot of attention from a funding perspective and in curricula. CR practitioners reported concern over the initial US foreign policy response and continue to be disappointed with a largely aggressive US response.

As the aftermath of 9/11 unfolds, some new concerns have naturally developed among CR practitioners. One is the inflammatory nature of the word "terrorist" itself, and how use of that label may be a barrier to dialogue and reconciliation. Another concern is the unintended adverse effects of faith-based initiatives. KD will be exploring these issues and more in a forthcoming article.

For any questions about this research, please contact the Kommon Denominator Research team at [research@kommondenominator.com](mailto:research@kommondenominator.com). ■



# Explore Your Opportunities: Grants at S-CAR

By Nathan Curfiss, Grants and Development Manager, [ncurfiss@gmu.edu](mailto:ncurfiss@gmu.edu)

Paraphrasing a concept described in his lecture titled “The Last Lecture: Really Achieving Your Childhood Dreams,” Randy Pausch, who was a Computer Science Professor at Carnegie Mellon University, said that we can sometimes achieve our dreams by “enabling the dreams of others.” Though admittedly a bit utopian, this is the view I have decided to take of grant funding. It is a means to an end that, when applied correctly, has the potential to allow not just the grant recipient, the Principle Investigator (PI), to realize her or his dreams, but also to allow those who are touched by the PI’s work to break cycles of violence, successfully restructure violent organizations, reach out to international and global support networks, increase their access to information, and many, many other outcomes that provide them with the ability to realize their full potential as human beings.

In the space between building a project to “enable the dreams of others” and the successful completion of grant-funded project resides a function of the administrative staff at S-CAR: Grants and Development Manager. My purview, in this new and exciting role, is to provide the support and resources needed for grant applicants to increase their “edge” in the highly competitive world of grant writing. Through shared learning with the S-CAR community, we will continue to build on best practices thereby streamlining grant processes and dramatically increasing quality, diversity, and number of grants received, as well as award amounts.

In the past year, S-CAR has seen a shift in thinking that has allowed us to take serious steps toward the goals mentioned above. In fact, it is because of the hard work of our highly productive PIs, and the growth we have seen in external funding, that I have this fantastic position!

One of our current grants was awarded by the Department of State, Bureau of Educational and Cultural Exchanges to Associate Dean of Administration Julie Shedd, Director of Graduate Certificates and Professor Mara Schoeny, and Nike Carstarphen from Alliance for Conflict Transformation (ACT) and S-CAR alumna, to fund the Benjamin Franklin Summer Institute Summer with South and Central Asia. This program allowed S-CAR to bring 43 high school students from



Benjamin Franklin Summer Institute Students in Washington, DC.  
Photo: M. Schoeny

countries across Central Asia such as Pakistan, Uzbekistan, and Tajikistan, to name a few, to the United States to learn about American culture and the S-CAR approach to conflict.

Please join me in congratulating Julie Shedd, along with our current PIs, Dean Andrea Bartoli and Professors Leslie Dywer, Marc Gopin, Susan Hirsch, Howon Jeong, Terrence Lyons, Karina Korostelina, Jamie Price, Susan Allen Nan, Agnieszka Paczynska and Mara Schoeny as well as their Graduate Research Assistants (GRAs). Their unwavering commitment and contribution to the field of conflict resolution enables S-CAR to effect meaningful and positive change on a global scale.

Please feel free to contact our office for further details and a more comprehensive list of current S-CAR endeavors. For S-CAR faculty interested in writing a grant proposal, or for our friends and affiliates who wish to collaborate with one of our magnificent PIs on a current or new endeavor, please reach out to me and I will be happy to support you through the process. ■

## Grant References

OSP Website: <http://research.gmu.edu/OSP/index.html>

Inspiration: <http://www.cmu.edu/randyslecture/>

initiatives

# Dr. Howard Thurman: A Disciple of Peaceful Conflict Resolution

By Dr. Mary Wade, S-CAR Alum, mlight1940@yahoo.com



Dr. Howard Thurman. Photo:  
Howard Thurman Documentary  
Film Project

Preparing to teach a three-day retreat on the Life, Teachings, and Spirit of Dr. Howard Thurman, I am reminded of the extensive time spent with him while researching and writing my dissertation.

What is most memorable is how his thoughts and words touched my personal life. Thurman's life is an example of

rising above poverty and racial segregation to elevate the self above the circumstances of his surrounding and its story is inspiring. His longing and commitment to elevate the human condition above the grip and grind of pervasive deep-rooted conflicts offer a beacon of hope to all who experience his teachings.

Born in 1900, 27 years after President Lincoln ended slavery, and in the midst of the resurgence of slavery through draconian Jim Crow laws, young Thurman developed his intellect by extensive reading, and his spiritual life through religious training. As great as his mental intelligence was his spiritual intelligence, cultivated through a life of seeking to confront and embrace the mysteries of life and the mysteries inside himself. Out of this search came a reckoning with his connection with all people, thus his assertion that "when I go down deep inside of myself, I come up in every other person." This revelation was essential to overcoming the "walls" that uphold hatred, fear, and deceptions based on race, religion, social, and economic differences. These walls uphold artificial separation and the rejection of humanity between individuals and groups of people. It was also important to what became a lifetime commitment to non-violence. The search also fortified his embracing the natural world that sustains us all. He felt deeply his connection with trees, the seas, and birds, especially penguins.

Few know of Thurman's pivotal role in improving race relations and spearheading the early civil rights movement. Civil rights giants such as James Farmer, Bayard Rustin, and Martin Luther King, Jr. learned under his tutelage. His work with A.J. Muste, leader of the Fellowship

of Reconciliation (FOR), led to formation of the first Race Relations Committee in the U.S., which became the Congress of Racial Equality (CORE). He supported labor leader A. Phillip Randolph in organizing what was to be the first civil rights march in 1943 and laid the groundwork for the heralded civil rights march of 1963 where Martin Luther King, Jr. gave his I Have A Dream Speech.

As significant as Thurman's work in formation of the modern civil rights movement was his rejection of religious intolerance. The first African American to meet with the Hindu spiritual and political leader, Gandhi, this Protestant minister embraced people of all religions understanding that beneath all creeds and doctrines is the human Spirit. In this spirit exists a deep yearning to understand how to connect with the source of life, and through that connection, not only survive, but thrive individually and collectively. His leadership in organizing the first interracial, interreligious church in California sealed his commitment to elevate the human being, human relations, and the human experience. ■

## Upcoming S-CAR Community Events

Wednesday, October 19, 2011 12:15PM  
Contentious Conversations Series, Conversation 4:  
Ethics and CAR  
Arlington Campus, Truland Building, Room 555

Saturday, October 22, 2011 9:30AM  
Salam to Kalam: An Open Space Forum at Mason  
Arlington Campus, Founders Hall, Room 126

Tuesday, October 25, 2011 7:00PM  
23rd Annual Lynch Lecture: Mme. Yan Junqi  
Arlington Campus, Founders Hall, Room 125

Monday, November 7, 2011 7:00PM  
Vision Series-Women Waging War & Peace: A  
Gendered Challenge to Structural Violence  
Arlington Campus, Founders Hall Auditorium

Thursday, November 10, 2011 6:00PM  
Annual Open House  
Arlington Campus, Truland Building, Room 555

<http://scar.gmu.edu/events-roster>

# OpEd: S-CAR Professor Meets U.S. Congressman

By Michael Shank, S-CAR Doctoral Candidate, mshank@gmu.edu

It was a merging of two worlds, with my boss sitting to the left and my professor to the right. As they talked shop - with US Congressman Michael Honda reflecting on his required reading (Paulo Freire's *Pedagogy of the Oppressed*) and his Japanese American internment experience in Camp Amache, Colorado, and Dr. Dennis Sandole expounding on "smart security" and root causes of conflict - there was a clear synergy of thought.

This was not your usual lobby visit. This was a collegial confab between two septuagenarians who had spent their lives building peace in this troubled world.

Needless to say, it was a treat for me to watch two men whom I admire, espousing the virtues and veracity of peacebuilding – from Congressman Honda's Peace Corps experience in El Salvador to Professor Sandole's recently published work on Peacebuilding, a book which explores the complexities of violent conflict and posits ways to prevent it.

The conversation between the Congressman and the Professor crystallized the very kind of connection I wish for the conflict community – that is, to exchange "lessons learned" with policymakers who are poised to reposition the US role in global affairs.

As multiple wars continue abroad unabated and as income inequality grows exponentially here at home, there is much work to be done and there is no community that knows better the root causes of these violent conflicts than conflict practitioners. If we do not speak up in Washington for root cause, who will?

And in our stead, an alternative (albeit less optimal) solution will, no doubt, be sought. Conflict analysts arise. We need you.

*Michael Shank is the Senior Policy Advisor for US Congressman Honda, a doctoral candidate at GMU's School for Conflict Analysis and Resolution, and an Associate at the Global Partnership for the Prevention of Armed Conflict in The Hague. ■*



(left to right) Professor Ingrid Sandole-Staroste, Professor Dennis Sandole, Congressman Michael Honda. Photo: M. Shank.

## Recent S-CAR Articles, Op-Eds, Letters to the Editor, and Media Appearances

### US has failed across the board in Afghanistan

Michael Shank, S-CAR Ph.D. Candidate  
RussiaToday, 5/15/11

### Mosque attacks: on the rise since 2009, but no indictments

Aziz Abu Sarah, Executive Director, Center for World Religions, Diplomacy and Conflict Resolution  
+972 Magazine, 10/04/11

### Political ramifications of Palestinian bid for statehood

Analysis by Marc Gopin, S-CAR Professor  
CTV, 09/25/11

### US must vote in favour or abstain

Ibrahim Sharqieh, S-CAR Ph.D. Alumnus  
Gulf News, 09/21/11

<http://scar.gmu.edu/media>

press



## Lisa Shaw, S-CAR Director of Field Experience

By Catherine Ammen, S-CAR Knowledge Management Associate, cammen@gmu.edu

This fall, Lisa Shaw transitioned to the role of Director of Field Experience at George Mason's School for Conflict Analysis and Resolution (S-CAR) from that of Undergraduate Student Services Director in Fairfax. Lisa describes her new position as "integrating and coordinating the learning aspects of field experience," which includes the Applied Practice and Theory (APT) Internship and Thesis options required for a graduate degree. She supervises and coordinates field experience with the undergrad program, which includes the internship and study abroad programs. She will be focusing on four core areas of field experience: coordination, collaboration, innovation and research.

Lisa will be missed at Undergraduate Student Services, especially in the Peer Mediation Partners (PMP) program that grew substantially under her leadership. The program, which focuses on the development of conflict resolution skills, consists of a partnership between Mason students and peer mediators at local area middle schools and high schools. The PMP program has been left in good hands, and will continue at S-CAR's undergraduate program under Brydin Banning.

Experiential learning has been part of Lisa's life dating back to 1994 while in AmeriCorps,

and for twelve years in community-based youth programs. She also co-facilitated the June 2010 field experience course to Liberia: "Post Conflict Peace Building in Monrovia," that integrated double loop learning in which students gained practical experience testing and refining theories through action and reflection. Reflecting on her new position, Lisa said lunch conversations were her favorite part of S-CAR.

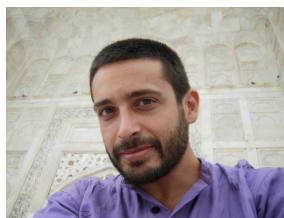
Joking aside, she continues to integrate innovative methods for adult learning, including experiential learning, into the course material. She most enjoys being a part of students' academic journeys as they learn and make new connections - their 'Aha' moments that make all the hard work worth it. If any students are considering the field experience, or have any questions please contact Lisa Shaw at [lshaw2@gmu.edu](mailto:lshaw2@gmu.edu) ■



Lisa Shaw. Photo: GMU

## Arthur Romano, S-CAR Assistant Professor

By Agnieszka Paczynska, S-CAR Associate Professor and Undergrad Program Director, [apaczyns@gmu.edu](mailto:apaczyns@gmu.edu)



Dr. Arthur Romano. Photo: A. Romano.

S-CAR is very pleased to welcome a new faculty member. Dr. Arthur Romano joins the School as an Assistant Professor in the undergraduate program. Arthur received his PhD from Bradford University in the United Kingdom where he wrote his dissertation

on how international educators who focus on issues of peace and justice have developed pedagogical practices that are epistemologically congruent with insights of complexity theory. For this study, he drew on qualitative data from interviews he conducted with peace educators in India, Japan, the United Kingdom, and the United States. From 2004 to 2006, while at Bradford University, Arthur was a Rotary World Peace Fellow.

Arthur brings to S-CAR a wealth of teaching and practice experience. He is a certified Kingian Nonviolence Trainer and has worked with the civil rights activist and close collaborator of Dr. Martin Luther King Jr., Dr. Bernard LaFayette. Last summer, Arthur joined Dr. LaFayette in a project that engaged former combatants from the Niger Delta. Arthur is also the co-creator of an experimental

workshop, Diversity Matters Now! which focuses on issues of diversity and working across lines of difference, and which integrates educational theatre, co-counseling techniques, and participatory pedagogy. He is also the founder of Creative Force, a consulting firm that has developed and delivered conflict resolution and diversity trainings at more than 30 universities and colleges across the United States and that has advised university faculty and staff on effective strategies for community engagement in service learning projects and integration of experiential pedagogies in engaged scholarship. Arthur has also designed and taught a semester-long course for "The Scholar Ship" Ocean-Going University, on strategies for navigating global complexity in social justice work, and has taught courses and created experiential curricula with universities in Portugal, Panama, Ecuador, New Zealand, Australia, and China.

This fall Arthur will be teaching three courses in the undergraduate program: Interpersonal Conflict Awareness; Identity Conflicts and Their Resolution; and Community, Group, and Organizational Conflict Analysis and Resolution. He will also be collaborating with the Undergraduate Experiential Learning Project team on developing and testing new simulations, role plays, and other experiential learning tools. ■

## Facilitating Nation Building in Ukraine

Continued from page 1

more important for them than democracy (74% vs. 50%).

During the summer of 2011, with the support of the Ebert foundation, I conducted research interviewing people who represent the “1.5 diplomacy” level: scholars, political leaders, and journalists who are active in the political sphere and have an impact on political discourse. The final sample consists of 58 interviewees, including 53 in Kiev and 5 in Simferopol, Crimea. The analysis of narratives identifies major factors that lead to the current situation in Ukraine. One of the major sources of the current Ukrainian situation is that its independence was a result of the fall of the Soviet Union—not of a mass conscious movement for independence. People who had fought for Ukrainian independence for centuries prior were inspired by the idea of sovereignty, but did not have a comprehensive concept of Ukraine. Thus, in 1991 there was no common notion of a Ukrainian nation or nation-state. The Communist Government either did not understand the need for a new concept or were afraid of radical changes. To preserve their power, they did not initiate any serious public discussions and did not make any serious efforts to define Ukrainian nationalism and forge a common identity. Thus, the Soviet ideology continued to penetrate the society due to (a) deprivation of property rights that has led to a paternalistic dependence of the people upon the State and a prevalence of the state oppressing the society and (b) absence of Government accountability, civic responsibility, and collaboration between the Government and the public.

It was believed that the creation of a market economy would result in wealth for all and thus a democracy, but instead, it created a perception of Ukraine as a trophy territory that could be stolen and squandered and a perception of the concentration on economic well-being as a common national idea. A lack of understanding of the need to change and alter the Soviet consciousness inhibited the development a culture of democracy. The Orange Revolution failed to build civil society with civic responsibility and community agency. Instead, it deceived the public with false interpretations of democracy, including the idea of power of majority without rights for minorities. The formation of a common national identity was also impeded by the diverse cultural and historical characteristics of the regions that obstructed critical (re)thinking and assessment of the Soviet heritage, as well as by ongoing influences from neighboring Russia. This ethno-cultural divide, sharpened by the zero-sum thinking, is actively used by political leaders to draw attention away from economic problems. As a result, on its 20<sup>th</sup> anniversary of independence, Ukraine is still a country in transition, deeply rooted in its Soviet past and deficient of a national idea, a common national identity, and any objectives for development.

Despite the apparent peaceful character of past developments, Ukrainian society is characterized by structural violence, relative deprivation, weakness of state, and communal (ethnic) conflict.

The analysis of interviews with Ukrainian political and intellectual elites has also revealed six consistent narratives: (1) a dual identity; (2) being pro-Soviet; (3) a fight for Ukrainian identity; (4) a recognition of Ukrainian identity; (5) a multicultural-civic narrative; and (6) the Crimean Tatars' narrative. Each narrative is characterized by three main features: (1) a coherent structure with strong internal logic and justification of its legitimacy; (2) a connection with a specific conception of power and morality; and (3) an opposition to other narratives. The mapping of narratives shows that five out of six narratives rest on a primordial ideology and employ ethnic concepts in the development of the national idea. Only one narrative, the “Multicultural-Civic” represented by 16% of respondents, is based on a liberal ideology and civic meaning of national identity. Nevertheless, this narrative recognizes the ethnic diversity of Ukrainian society. Thus, findings indicate that the intellectual landscape of Ukraine is deficient in civic liberal ideologies that define society as a community of equal citizens independently of their ethnicity, language, or religion.

All of these features lead to the perception of the society as a zero-sum game where one narrative should prevail over others' narratives. At the same time, all of these features ensure that there cannot be an overwhelming victory of one narrative over others, or a satisfying compromise between them. The realization of this fact is very important for the opening of a real dialogue in Ukrainian society. Only through systemic dialogue can common ground be established and a cohesive national identity be developed—one based on unifying ideas, including ideas of civic society and a civic concept of national identity, human rights, and equality of every citizen independent of his or her religion, ethnicity, and language.

The absence of a national idea and common national identity was mentioned by all experts as a major source of the current problems. This crisis of attempting to unify disparate national conceptualizations results in an absence of a clear vision for the transition and the final outcomes, slowing the processes of transformation and increasing economic deprivation. The absence of a nationally conscious elite, corruption, and growing ethno-cultural and class divides contribute to the crisis. Most of the experts emphasized the “black and white” mentality, an absence of inter-community and government dialogue, a search for an enemy, and the development of zero-sum approaches to Ukraine's national identity among the different groups. Thus,

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## Facilitating Nation Building in Ukraine

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a national dialogue on a common national idea, national identity, and visions of progress can reduce the effects of structural violence, relative deprivation, weakness of state, and communal (ethnic) conflict.

Salient national identity resulting from an emerging common national idea will increase cohesiveness in the society and motivate people to contribute to the national well-being. This, in turn, should contribute to the development of civic society and better democratic governance. The finding of a common national ideology is the mechanism for the development of democratic society. The increased civic participation and civilian agency should lead to a rise in government accountability and a decline in corruption at all levels, resulting again in the reduction of the effects of structural violence, relative deprivation, weakness of state, and communal (ethnic) conflict. A national dialogue will also help to ensure that a common national identity incorporates democratic values, thus increasing a culture of

democracy in the society. Democratic development is one of the major factors that impede the effects of structural violence, relative deprivation, weakness of state, and communal (ethnic) conflict.

The development of a civic based national narrative is threatened by the "Pro-Soviet Narrative" that masks under the idea of a common identity of citizens who comprise Ukrainian society. A major difference is the horizontal relations (the active participation, agency of people, and civic responsibility) in the former democracy-focused systems, versus vertical relations (paternalism, submission to the state, and blind patriotism) in the latter Soviet-style systems. Thus, a national idea should include civic education and the increase of a democratic culture among citizens of Ukraine. ■



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## Portrayal of Women in Arab Spring

By Alma Abdul-Hadi Jadallah, Adjunct Professor of Conflict Analysis and Resolution, [ajadalla@gmu.edu](mailto:ajadalla@gmu.edu)

In an article written for the Guardian in April 2011, a group of authors wrote, "Women may have sustained the Arab Spring, but it remains to be seen if the Arab Spring will sustain women." This statement is indicative of what will come next for women in the region, and how the changes sweeping the region will affect their social and political status.

Conflict often arises from unmet expectations, or incompatibility of goals. Therefore, we must consider how to manage our expectations during times



Women protesters at Tahrir Square in Cairo, Egypt. Photo: Kodak Agfa, Flickr.

of change. This can be difficult in the context of the mainstream media, which dominates discourse on Arab and Muslim women in a way that can be detrimental to the process of change.

Take for example the notion that many women who have emerged as leaders in the Arab Spring are the exceptions—rather than women

who have agency, a few among masses of women who are demanding change alongside the men in their countries. In the midst of ongoing Western hegemony, a continuing challenge of those who are writing on the topic of women in the region is to approach it with sensitivity, rather than with the presumption of superior knowledge on issues that it faces, particularly when it comes to the status of women.

Orientalism continues in its most aggressive forms, often through patronization and the co-optation of issues, as well as essentialization of the Arab and Muslim 'other.' For example, we continue to see the media sensationalizing issues, publishing countless horror stories on

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# Life After S-CAR: Transforming Community Through Mediation

By Perrin Scanlon, S-CAR M.S. Alumna, ADR Program Manager, NVMS, [familymediation@nvms.us](mailto:familymediation@nvms.us)

Many in our community know of the certifications and trainings that Northern Virginia Mediation Service (NVMS) offers conflict practitioners in mediation, facilitation, and other conflict management skills. What some may not know is that NVMS also offers a variety of conflict resolution services to the community at low or no cost.

highly stressful nature of divorces.

The major frustration in such cases is that in order to move on, many parties need to make very difficult decisions. An added difficulty is that parties must agree on these decisions or have the court system render a decision for them. The way these decisions are managed will impact the parties for the rest of their lives, especially

when children are involved. When children are involved, in most cases, the parents will continue to have a connection. Thus, maintaining a level of respect in their relationship will affect how healthy and constructive the communication will be in the future on important issues related to their children.

NVMS provides a service that allows people to avoid litigation, a custody or divorce 'battle,' and to work collaboratively on learning how to successfully live apart. NVMS is also a creative organization: it is always finding innovative ways to apply dispute resolution services to address new conflict situations faced by conflict practitioners and members of the community. Our newest

community initiatives include the Restorative Justice and Elder Mediation programs.

Below is a small snapshot of our accomplishments in the past year:

- 950+ citizens were provided mediation services in local courts.
- 87 families, 175 adults, and dozens of children were helped through the strife of separation by mediation.
- 186 students, parents, and others were helped through restorative justice conferences, over half of which were bullying cases.
- 688 individuals participated in our trainings, including many volunteers and interns who could not otherwise afford to pay.

It is exciting to be a part of an organization through which I can apply the knowledge I gained at S-CAR and be at the intersection of theory and practice. ■



NVMS honored in 2010 by Fairfax County Board of Supervisors.

Photo: NVMS.

As a graduate of S-CAR, it is exciting to have the opportunity to work as the Alternative Dispute Resolution Program Manager for the Mediation program at NVMS. I have the fortune of working for an organization that applies conflict resolution theory to everyday practices, helping the community to address conflict in a healthy and collaborative way.

Some people see mediation as similar to counseling, while others think of it as another form of arbitration. I think mediation is about providing a safe space for people to work through extremely difficult and emotional situations. Mediation gives control of outcomes back to the parties and is a process within which their feelings receive consideration, and one that also helps to keep their dignity intact.

Mediation, for instance, can provide siblings a space to have a constructive conversation around the care of their aging parents; it can facilitate more effective communication between a child (or adult) and his or her parents; it can even turn divorce into a collaborative and honest process.

People come to NVMS during some of life's most challenging crises, which I see particularly in divorce cases. It is also in these cases that I see some of the most positive impacts of mediation. In many cases, I notice a strong sense of urgency from parties who want to get through their divorce as fast as possible. Understandably so, given the

network

To learn more about [Northern Virginia Mediation Service](http://www.nvms.us), and for training, internship and volunteer opportunities, visit our website: <http://www.nvms.us/>



# Engaging Youth: The Peace Camp Model

By Nawal Rajeh, S-CAR M.S. Alumna, [nrajeh@gmail.com](mailto:nrajeh@gmail.com)

We do not have to look far to be reminded of the prevalence of violence in our society at every level. Reading the headlines, which range from homicides to inter-state wars, it can seem overwhelming to know how to respond either in our own communities or globally.

It was over five years ago now that I was serving as a Jesuit Volunteer in Baltimore City. My placement was as a community organizer at St. Frances Academy Community Center, which sits in the Johnston Square community, one of the most economically impoverished neighborhoods of the city. St. Frances Academy is the oldest institution in the nation educating African Americans and its founder Mother Mary Lange and the Oblate Sisters of Providence were doing so at a time when it was still illegal in this country. The school has been operating in the city since 1828. Ten years ago, the sisters built the community center as a continuum of their service to the community and hired Ralph E. Moore Jr. as the Director.

Moore has been organizing in Baltimore since his youth on issues of housing, hunger, and joblessness. When I came along, he and I were brainstorming for new summer programming for the youth we served in the neighborhood and decided to run a Peace Camp. The Peace Camp model with which I was familiar had been started by a group of religious women and concerned educators in St. Louis after September 11, 2001. We took this model and expanded it into our own six-week model. The camp just completed its fifth summer; several kids attended for the second, third, fourth, or fifth time.

The camp has continued to grow both in curriculum and size. For the past few years, we have had a waiting list as large as the camp itself. We have always striven to create new educational opportunities for the kids, whether it's a hike on the Appalachian Trail or meeting a real life "peace hero" like Van Jones, former Obama Administration Green Collar Jobs Advocate, at the White House.

Perhaps the most important piece built into the camp is a hands-on, action-oriented approach. If the kids are learning about Harriet Tubman, they navigate a virtual Underground Railroad set up by the staff in the Center and visit her Eastern Shore home as a Friday field trip. If learning about democracy, the kids vote for a site to visit for their next field trip—and the majority wins. Our kids have even gone down to the National Harbor in Baltimore to educate people about the plight of Aung San Suu Kyi. The very next day as they arrived at camp, a few of them came running up to me asking, "Is she free, is she free?" Though she was not freed yet, we were happy to announce to them the next summer that she was indeed no longer on house arrest and that they were a part of



Peace Campers in Baltimore, MD. Photo: N. Rajeh.

the great international effort to educate others about her struggle.

But the education stretches further than the inspirational lives of others. Children explore and talk about what they want to be known for in the future when they too will be celebrated as peace heroes. I have heard them speak of everything from eradicating gangs in their neighborhood to eradicating childhood hunger in their nation and the world. The past three summers, they have advocated for their neighborhood pool which has fallen victim to budget cuts from the City. The campers have protested at City Hall and appeared on television news and in the newspaper. Each year, they have made small victories for themselves and enjoyed the fruits of their hard work by swimming in the pool.

## Why Peace?

Research from the Johns Hopkins Bloomberg School for Public Health, which runs the Center for the Prevention of Youth Violence, shows terrifying statistics. According to their website ([www.jhsph.edu/preventyouthviolence](http://www.jhsph.edu/preventyouthviolence)):

- Bullies identified by age 8 are six times more likely to have a criminal conviction by age 24.
- Primary prevention works for over 80% of all students in a given school.
- Direct and indirect costs of youth violence in the U.S. exceed \$158 billion every year.

These are just small reminders as to why we hope this camp and similar programs continue across our cities and nation, so that our children who will one day be leaders will be equipped with the personal skills and broader knowledge to make positive changes in their lives and in the lives of others. ■

Learn more about [The Nawal Rajeh Peace Camp](http://www.sfacademy.org/) at the St. Francis Academy website: <http://www.sfacademy.org/>

initiatives



# Lynch Lecture 2011: Reflections

By Dennis Sandole, Professor of Conflict Resolution and International Relations, dsandole@gmu.edu

## events

**M**s. Yasmina Mrabet, editor of the *S-CAR Newsletter*, has invited me to comment on the 23<sup>rd</sup> Annual Lynch Lecture, “Peacemaking and Development: China’s Role in the World.” The lecture was presented on Tuesday, 25 October 2011 at the Arlington Campus of George Mason University, by Mme. Yan Junqi, Vice Chair of the Standing Committee of the National People’s Congress (NPC) and Senior Vice President of the Chinese People’s Association for Peace and Disarmament (CPAPD).

My first observation is that Mme. Yan’s presentation, which lasted well over one hour, did not address “peacemaking” or any other aspect of the comprehensive subject matter dealt with by S-CAR faculty and students.

Mme. Yan’s comments were reflective of a political speech rather than a presentation in the spirit of the Lynch family that endowed S-CAR’s Lynch Chair and the Lynch Lecture to further the development and institutionalization of the multidiscipline of Conflict Analysis and Resolution locally, nationally, and globally.

As I departed Room 125 of Founders Hall, where the speech was made under tight security – the Chinese Ambassador was in the audience – I overheard a number of comments made by S-CAR students, suggesting that Mme Yan’s speech was either “boring” or an “exercise in propaganda” that no one in the audience, including a number of Tibetan-American women sitting in front of me, had a chance to refute. The Q & A period, lasting a relatively short time, was confined to only three questions, which were asked by S-CAR faculty trying to build upon Mme. Yan’s comments.

Both S-CAR Dean Dr. Andrea Bartoli and Lynch Professor Dr. Sandra Cheldelin, who had invited Mme. Yan to be this year’s Lynch Lecturer, had expected that Mme. Yan’s comments would be in keeping with the Lynch Lecture tradition. Drs. Bartoli and Cheldelin and a delegation of GMU/S-CAR faculty had met Mme. Yan in China in June 2010, during a visit hosted by the Chinese People’s Association of Peace and Disarmament (CPAPD) and sponsored by the American Friends Service Committee (AFSC), New England and Beijing Offices. Adding to the



Mme. Yan and Lynch Lecture panel. Photo: Mason Creative Services

post-speech “fallout,” two of the Tibetan-American women in attendance sent a letter to U.S. Congressman Gerry Connolly expressing disappointment and mentioning that “silent compliance with the Chinese leadership promoting their propaganda in our public institutions is not only a dangerous route for the United States to embark on, but also an insult to the countless Tibetans, Uyghurs, Falun Gong practitioners, and Han Chinese human rights and democracy activists who paid with their lives to challenge [this] very propaganda.”



Protesters placed flyers at event reception tables. Photo: S-CAR.

Given the perception that S-CAR was politically naive to expect anything other than what we heard from a high level official and former mayor of Shanghai in the presence of her country’s ambassador, one of three responses could be made to this PR challenge.

First, S-CAR could ignore Mme. Yan’s presentation to avoid making a difficult situation even worse. This would not, however, be wise,

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### S-CAR Community Events

*Working in the Field (If They Let You In): The Many Challenges Conflict Resolution Practitioners Face Practicing or Conducting Research in the Field*

*Arlington Campus, 02/09/2012*

*Communications Technologies and Conflict Dynamics: Continuity or Change?*

*Fairfax Campus, Research I, 04/19-04/20/2012*

<http://scar.gmu.edu/events-roster>

# The De-industrialization of Burial Rituals

By Jason Reader, S-CAR Doctoral Candidate, [jreader@gmu.edu](mailto:jreader@gmu.edu)

In the heart of New York City's Ground Zero Memorial, amidst the towers of steel and glass and the granite fountains of mourning reflection, the last surviving tree pulled from the rubble of that fateful September day stands tall, though burnt and mangled, as a living testament to life's resilience. The prominent symbolic inclusion of life seems to be a deliberate dialectical juxtaposition to the lifelessness of industrialized memorials constructed of cut stone, concrete, steel, and glass. In order to appease the outcries of "never forget!" the industrialized memorials falsely promise eternal remembrance by means of symbolically constructed and arranged non-living materials; and yet, inscriptions set in stone will erode to dust as the memories fade from the consciousness of the living. Sustainable resolution of any conflict requires an immortalization of remembrance that can only be achieved through the cultural and, perhaps, religious sanctification of living memorials. The living memorial has the ability, if properly maintained, to grow alongside society's cultural memory; ideally, the living memorial should grow and strengthen with each passing generation.

The so-called "Survivor Tree!" is essentially a living grave marker for those who have perished from the collapse of the Twin Towers. Living grave markers, such as a tree, add a new dimension to the sacredness of life; the sanctifying of a living grave marker bestows on it the same psychological and cultural protections afforded other gravesites. The living grave markers will be afforded greater legal and customary protection than other non-sanctified life forms. If multiples of these living grave sites are organized and recognized as a new living graveyard, then entire forests of the dead could be sanctified; sanctifying forests would protect them from logging and other forms of deforestation. If the new living grave markers were hardwoods, such as oaks and redwoods, then sanctified forests could provide adequate protection for the hardwoods' extensive maturation period.<sup>2</sup>

Personally, I think that I will make it my last wish to have a great oak tree planted over my biodegradable coffin so that my body's



View of September 11 Memorial and Museum Photo: Cizzybone, Flickr.

decomposition can foster a new life. I hope my family would also choose to be buried alongside of me so that our decedents can marvel and cherish our living family tree. If only a billion others would observe a similar burial ritual, then the great forests could once again inspire awe, wonder, and humility. ■

## Selected S-CAR Media Appearances

### Cheryl Duckworth Interview: Challenges and Opportunities in Conflict Resolution

Cheryl Duckworth, S-CAR Alumna, Professor of Conflict Resolution, NOVA Southeastern University  
*PRESSedent*, 12/06/2011

### Richard Rubenstein Interview: Conflict Resolution Approaches and Challenges

Richard Rubenstein, Professor of Conflict Resolution and Public Affairs  
*PRESSedent*, 12/06/2011

### Leaders seek solutions for Afghanistan

Aziz Abu Sarah, Executive Director, Center for World Religions, Diplomacy, and Conflict Resolution  
*World News Australia*, 12/05/2011

### Dr. Andrea Bartoli on Catholics and Peacemaking

Dr. Andrea Bartoli, S-CAR Dean, Drucie French Cumbie Chair of Conflict Analysis and Resolution  
*Center for Catholic Thought*, 11/14/2011

<http://scar.gmu.edu/media>

1 Staff Writer (September 6, 2011). "1010 WINS 9/11 Series: A Look Inside The WTC Memorial Site." CBS New York. <http://newyork.cbslocal.com/2011/09/06/1010-wins-911-series-a-look-inside-the-wtc-memorial-site/>

2 This point might prove critical for the reforestation of these great hardwoods which are prized for the quality of wood. Harvesting great hardwoods is not sustainable, because of their extensive maturation period which in some cases, such as sequoia, redwood, and oak, can take centuries.

press



# Charles Martin-Shields, S-CAR PhD Candidate

By Catherine Ammen, S-CAR M.S. Alumna, Knowledge Management Associate, cammen@gmu.edu

Charles Martin-Shields, a PhD student in the 2011 cohort at S-CAR, was led into the Conflict Analysis field after switching focus from a specialization in German Political Development and Theory while completing his Bachelor's degree. Martin-Shields later joined the Peace Corps and spent two years in Samoa, where he was able to see firsthand the pitfalls of international development and begin learning about how to improve this process. At S-CAR, Charles focuses his research on why some states, in spite of significant conflict risk, are resilient over time, and this interest has expanded to include research of how mobile and social technology can support conflict prevention and peacebuilding. He also has a deep interest in quantitative analysis, as well as a general interest in theories of methodology.

Charles is also the Director of Special Projects and Simulation Design at TechChange, a Washington, DC-based consulting group teaching innovative technologies for social change. Among other interesting projects, Charles has worked with the Konrad Adenauer Foundation's Nairobi office, training civil society organization leaders, a project he describes as satisfying mostly due to the process of change he witnesses in participants

as they learn to use the software and hardware, work through issues related to applicability in a challenging environment, and, ultimately, "complete the course by integrating the technology into their own contexts."

Charles plans to continue working with TechChange, and perhaps write his dissertation in New York City, due to the formative work that NYU, Columbia, and the United Nations do around conflict management and technology. After his doctorate, he would like to continue his work and hopefully also make time to teach and share his passion with others. To meet the rest of our 2011 PhD cohort, check out <http://scar.gmu.edu/phd-program/2011-PhD-Cohort>. ■



Charles Martin-Shields. Photo: C. Martin-Shields.

## Maha Addasi, S-CAR Graduate Certificate Student

By Jacquelyn Bleak, S-CAR Executive Coordinator, jbleak@gmu.edu



Maha Addasi Photo: M. Addasi.

Books and literature are a significant source for new ideas and information, and Maha Addasi has a unique understanding of the power of stories. Maha is a Graduate Certificate student at the School for Conflict Analysis and Resolution (S-CAR), as well as a children's book author and former journalist.

Medical journalism attracted her and after spending time writing about the contentious topics in the medical industry and hosting a medical show which was broadcast worldwide via satellite, Maha earned her Masters degree in writing. Maha spent many years improving her writing and transitioned from being a journalist to a children's book author. Her first book, *The White Nights of Ramadan*, was named one of the twelve best children's books in 2008. Maha was also featured as one of the 2011 Arab American Book Award Winners for her second book, *Time to Pray*. Maha's vast knowledge of writing for different audiences allows her to connect with people inter-generationally.

During her graduate studies, Maha found that a lot of research portrayed events very accurately but used a tone in the writing that may have influenced readers to view groups in a negative light. Similarly, avoidance of acknowledging some groups in writing could impact the way readers view these groups. Maha saw an opportunity in the conflict resolution field and began her studies at S-CAR.

Currently Maha's interest in the field relates to intergenerational conflicts between the young and elderly. Through Maha's research and life journey she has been able to develop knowledge regarding some of the conflicting narratives between the old and the young. As modern technology advances, people are living longer and this may impact relationships between parents and children, especially as they age. Just as Maha came to be a children's book author to speak and hear from the young, she has come to the conflict resolution field in hopes of also giving the elderly a voice. Maha sees great potential in the conflict resolution field, describing it as one of "the most versatile" and one that "every age can benefit from." Maha will continue to listen to and give voice to the generations through her forthcoming children's book and studies in the conflict resolution field, role plays, and other experiential learning tools. ■



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## Portrayal of Women in Arab Spring

Continued from page 1

honor killing, female genital mutilation, and spousal abuse. Despite the important role of women in the Arab Spring and the important role that women have historically played in every Arab and Muslim society, Orientalist discourse continues to depict women in the region as oppressed, backward, and in need of a saving grace. I would like to make the case that there is a need not to communicate and report on behalf of Arab and Muslim women, but rather to allow them to speak for themselves through access to mass communication outlets. Inadequate access to mainstream media and exclusion of women's voices on the issues of importance to them is ongoing, though increasingly mitigated by the social media tools that can be accessed by users directly.

In examining the changes in the region and how the status of women will be affected, both internal and external factors must be considered. Internal factors include traditional leadership models that dominate public and private institutions, which include religious leadership and the interpretation of religious text as they relate to gender. These structures, though brought under scrutiny through the revolutions, will continue to impact their outcomes until new paradigms evolve that institutionalize broader processes for public and political participation of women.

For example, when examining women's relationships with dominant Islamic parties, the essence of the relationship must be the focus, rather than just dismissing it due to the religious values it espouses. This allows us to ask; is it one of equal rights? Or is it subservient to a patriarchal will that allows men to manipulate the idea of women's rights and politicize them to serve their goals? With limited access to scholarship on Islam by female Muslim scholars, like those offered by Amina Wadud and Fatema Mernissi, alternative interpretations of religious text remain excluded from mainstream discourse on Islam in general and on Muslim women in particular.

External to the Arab region, there is a need for recognition of the diversity in women's concerns and objectives across the Arab region. By this I mean that women are not a homogeneous group—their grievances across socio-economic divides differ from one Arab country to another. Some are secularist, some have strong party affiliations and some are simply managing to fulfill their day-to-day responsibilities as mothers, sisters, workers, and members of their society at large. From a cultural and social perspective, women in the region are managing change and finding ways within their roles to shape new partnerships that establish and formalize their influence and agency. We cannot assign meaning to the identities of women in the region and make a sweeping claim that all women have the same goals and unmet needs. Practitioners

in the conflict resolution field, in their analysis, must frame their discussion in a specifically located and contextual manner.

In Arab Spring countries overall, we see little in terms of identifying solutions for incorporating women into formal decision-making processes in the aftermath of the revolutions from both internal and external stakeholders. An important variable is a continued dependency on foreign aid from the West, which comes to the region with outside goals that are not necessarily compatible with what is needed on the ground. Other considerations include the impact of trauma and threats of physical violence that continue to threaten women's health and mental wellbeing.

The role of women in the Arab Spring presents opportunities more so than challenges. These women have attracted the attention of the entire world and created tension within their systems by questioning and bravely challenging the status quo. Translating gains of the Arab Spring into policies that safeguard women's rights and give proper political representation may take time, but will come to fruition. In addition, the role of women in the Arab Spring has empowered Arab women in the Arab diaspora, who feel proud and emboldened by their strategies and are speaking up in support of these changing roles. This, as well as its impact on other women's movements, is a phenomenon worth tracking and documenting for future analysis.

I end this with a call for us here in the United States and for members of the conflict resolution field to re-think and re-strategize the way we engage with the Arab region in light of the Arab Spring. With a strong awareness of the ongoing challenges we face in a post-9/11 environment, I ask that we educate ourselves about the region so that we are able to stand up in the workplace, in the field and in the communities that we are a part of, against any type of bias and discrimination, and respond tactfully and with authenticity to stereotypical and generalizing remarks made concerning the Arab world and its women.

We must build different kinds of alliances and partnerships, as demonstrated by women activists from Egypt supporting the Occupy Wall Street movement. In shaping discourse about the region, we should not exclude the voices of those who make up the region and should make every effort to include and allow their direct participation in public and private forums. As outsiders and as witnesses to the events taking place in the Arab world, we can advocate for issues by partnering and supporting them in the changes that they are advocating for—not the changes that we think they should be advocating for. ■

## Lynch Lecture 2011: Reflections

Continued from page 4

especially in view of the letter sent to Congressman Connolly, which may represent the tip of the iceberg in public sentiments on the issue. Indeed, to not respond would be to make the situation worse.

Secondly, Dr. Bartoli could persuade GMU's President Alan Merton to write a letter to the Chinese Ambassador, capturing the sentiments expressed in the letter written to Congressman Connolly, indicating GMU's displeasure at having unwittingly provided a venue for political propaganda. This, too, would not be wise, as it would likely destroy the relationship carefully cultivated between S-CAR and Mme. Yan and her colleagues.

A third response would be to take full advantage of the dualism inherent in the Chinese word for "crisis" ("opportunity") and frame Mme. Yan's lecture as one event among many in the development of a mutually satisfying relationship between S-CAR and Mme. Yan and her colleagues, especially those in the Chinese People's

Association for Peace and Disarmament (CPAPD). Paraphrasing a comment emblematic of the financial crisis of 2008, China is too big to blow off: its citizens represent one-sixth of the world's population; they are the world's second largest

economy and primary trading partner of the U.S., Brazil, European Union, India, Russia, Japan, South Korea, Australia, and others; they own a significant amount of American debt; they have brought more than 600 million of their people out of poverty during the past 30 years, an achievement unprecedented by any standard; and Mme. Yan and the CPAPD – and presumably the Chinese leadership – want to bring Conflict Analysis and Resolution to China. Importantly, they have selected S-CAR to play a leading role in this endeavor.

So, with the first and second options having been eliminated from consideration, S-CAR is left with the third, which is compatible with S-CAR's mission. Our institutional objectives include, among other elements, reaching out to potential and actual parties to conflict in order to encourage them to shift from a narrow, virulent, zero-sum *Realpolitik* orientation to a collaborative problem

solving, positive-sum approach to their common security. The reason is practical rather than ethical: *win-lose rationality* often makes sense in the short run but tends to be counterproductive and self-defeating in the long run. *Win-win rationality*, by contrast, tends to lead to outcomes that endure into the long term.

As part of implementing the third option, I recommend that S-CAR propose to Mme. Yan and her colleagues that we collectively establish a "*Working Group for Analyzing and Resolving Complex Common Problems*." One such problem is rising inequalities in both countries, their likely impact on societal unrest, and how best to deal with them. In the process of developing the Working Group's agenda, the group could build sufficient trust and a collaborative working culture that increased the likelihood that issues of interest to Tibetans, Uyghurs, and others whose human rights have been disregarded, would be addressed without being perceived as "threatening" to the political leadership.

One way to facilitate this objective would be for S-CAR to work with its primary Working Group partner, the Chinese People's Association for Peace and Disarmament (CPAPD). Together they could develop and maintain a *Conflict Early Warning System (CEWS)*, perhaps in Nanjing, China – site of massive atrocities during World War II – to assist the international community in identifying and responding to potential and actual violent conflicts globally. The momentum generated by this kind of collaborative work would likely spillover to each country addressing its own conflicts as well.

The mere existence of the Working Group would demonstrate that China is, indeed, what it claims to be – transitioning according to its own model of democracy, with all the ups and downs that typically accompany transitions from autocratic to democratic systems. The importance of China to global stability, prosperity, and peace is such that we have to be patient during the "downs" and build on the "ups," while continuing to pay attention to those who are not yet benefitting from the "Chinese miracle." Their grievances must be recognized and dealt with once Conflict Analysis and Resolution becomes fully institutionalized and embedded in the culture of the "new" China – one of S-CAR's strategic goals for the 21<sup>st</sup> century! The reason is ethical *as well as* pragmatic: previously disenfranchised groups must be brought into the mainstream of the "new" China so that they have a stake in the system, thereby reducing the incidence and intensity of domestic conflict, and reinforcing China's trajectory of developing further into all it can be – economically, socially, politically, and culturally! ■



Lynch Lecture attendees. Photo: Mason Creative Services.

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