

# ICAR News

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

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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Commentary

# 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



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.



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



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.

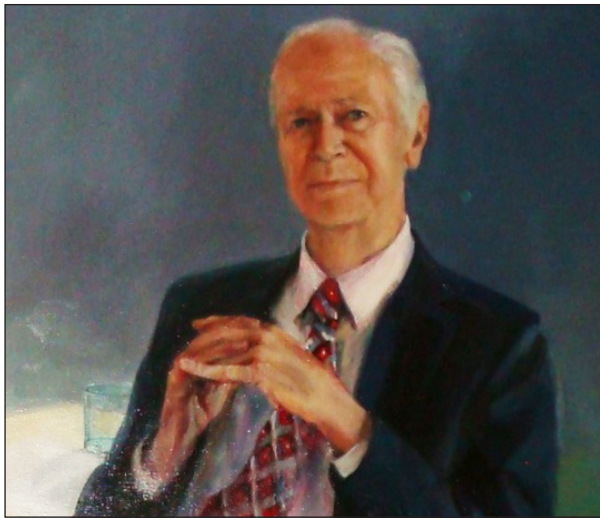
The two day workshop in October included mind mapping sessions as well as presentations given by representatives from the respective organizations on their own monitoring and evaluation initiatives. The workshop was an opportunity for practitioners and scholars to learn collectively and discuss relevant 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



# 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

Threaded 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.

While 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." ■



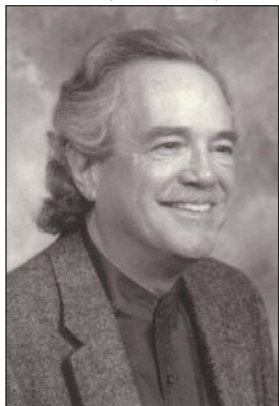
## ICAR Becomes a School

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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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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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## 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

**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
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Commentary

# 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,



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



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). ■



# 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

## EVENTS

On 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.

### 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>



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>

# 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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# ICAR News

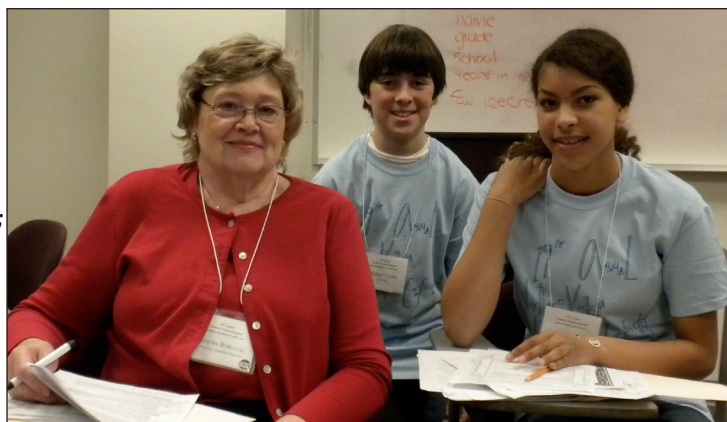
A Publication of the Institute for  
Conflict Analysis and Resolution

GEORGE MASON UNIVERSITY

## 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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### Inside This Issue...

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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

Commentary



# Fellows' Follow-on Activities: Benjamin Franklin Institute with Asia

By Thanos Gatsias, ICAR Ph.D. Candidate, [agatsias@gmu.edu](mailto: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](mailto: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 under take 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 APT 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.

initiatives

# Civil Society and Peacebuilding: Book Launch with Thania Paffenholz

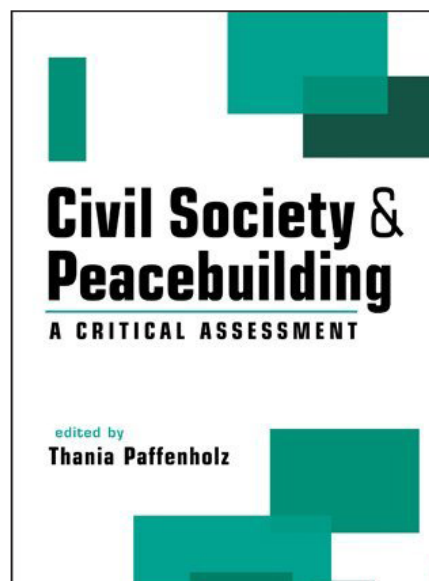
By Jacquie Antonson, ICAR MS Student and ICAR events coordinator, jantonso@gmu.edu

## EVENTS

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

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

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### 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 programing 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.*



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