School for Conflict Analysis and Resolution: Pioneer in the Field, 1982-2017

Adina Friedman, Ph.D.
Pioneer in Conflict Analysis and Resolution
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The Story of S-CAR, 1982-2017

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Dear Friends:

In your hands is a history of an outstanding school at George Mason University (Mason), the School for Conflict Analysis and Resolution (S-CAR). When S-CAR was founded over three decades ago, it was unique as the first and only academic institution dedicated to the study of conflict resolution and peacebuilding.

Today, S-CAR remains the intellectual leader of the field, expanding the discipline through faculty and student research and producing the next generation of thought leaders. I am proud of S-CAR’s achievements over the years and the important role it has played in building conflict analysis and resolution into a respected field in higher education.

S-CAR attracts students from all over the globe and especially those from regions in the midst of destructive social conflict. It is one of the ways in which Mason fulfills its commitment to be a university for the world.

Ángel Cabrera
President
George Mason University
Acknowledgements

The following pages tell the unfolding story of George Mason’s School for Conflict Analysis and Resolution from its inception. Given the extraordinary amount of work done by S-CAR faculty and alumni over the past three and a half decades in practically every corner of the world, no account can be exhaustive. Nevertheless, this book attempts to provide the reader with appreciation of the depth, breadth, and significance of S-CAR’s work.

I thank the faculty, students, and alumni whose work is described herein, many of whom took the time to share their thoughts and materials in person or in writing. Other main resources for the book include S-CAR newsletters, archival materials, and the S-CAR website. Paul Snodgrass, Cassie Amen, Jay Moon, and Julie Shedd all provided materials and assistance. Articles and essays written by S-CAR faculty—in particular Kevin Avruch, Richard Rubenstein, Denis Sandole, and Christopher Mitchell—served as important sources as well.

I thank Kevin Avruch, Chris Mitchell, and Richard Rubenstein for offering their invaluable support, insights, and feedback, and Chris and Rich for their extensive and thorough editing. Special thanks also go to the S-CAR Advisory Board for initiating this important project.

I hope this book, which offers a glimpse into S-CAR’s history and work, inspires others to carry out further research or to otherwise engage with S-CAR’s work.

For additional information about S-CAR’s past and present endeavors, and for links to faculty research and publications, please visit scar.gmu.edu.

Adina Friedman (ICAR Ph.D., 2006)
Since its founding more than thirty years ago, the School for Conflict Analysis and Resolution (S-CAR) has been a pioneer and global leader in its field. The first educational institution in North America to offer post-graduate education in conflict analysis and resolution, it is a unique community in which innovative scholarship and practice is conducted by a diverse, multi-disciplinary group of faculty, students, staff, alumni, and partners. S-CAR’s mission is to improve our understanding of deep-rooted social, political, and cultural conflicts so that more effective methods of resolving them can be developed and implemented. Individually and collectively, S-CAR’s community members are committed to generating theory, research, and practice that assist conflict parties in resolving conflicts peacefully and sustainably.

S-CAR’s work spans generations, disciplines, and continents. It is recognized internationally as one of the world’s foremost academic institutions in the field of conflict and peace studies.

• In 1981 S-CAR was created as the first graduate program in Conflict Analysis & Resolution in North America, and in 2011 it became the first School of Conflict Analysis & Resolution, offering a complete spectrum of undergraduate degrees (BA and BS), graduate degrees (MS and Ph.D.), and Certificate programs.

• Over this period, S-CAR has trained and graduated thousands of students in the field, representing dozens of countries from all regions of the world.

• Cumulatively, S-CAR faculty, students, and alumni, have published a vast number of influential books, articles, and research papers on cutting edge topics related to various dimensions of conflict and conflict resolution. Many of
these are seminal works in the field and have been cited widely and assigned in courses at programs and universities in the USA and worldwide.

• S-CAR faculty, students, and alumni have played a positive and practical role in the mitigation, resolution or transformation of a wide variety of conflicts—large and small, domestic, intra-state and international, many involving violence. Their activities have positively impacted the lives of many thousands of people across the globe.

• S-CAR faculty and alumni have helped establish and shape dozens of conflict resolution and related programs in colleges and universities across the US and globally.

• S-CAR students and alumni have founded scores of NGOs and alliances dealing with conflict analysis and resolution.

• S-CAR faculty and alumni regularly appear in print and broadcast media in the US and internationally, sharing their insights and expertise in the field.

• S-CAR alumni actively contribute to politics and policy-making around the world, by participating in local and national governments, working in the US Department of State or other ministries of foreign affairs, appearing before the US Senate and the United Nations, and in some cases running for political office.

• S-CAR has hosted visiting scholars and practitioners who have made significant contributions to theory, research, and practice in the field.

Philosophically, S-CAR views conflict as a generic phenomenon with multiple expressions and dimensions, and as a normal and integral part of human interaction. While the effects of conflict can be both positive and negative, the School attempts to generate research and practice that maximize the creative, positive qualities of conflict, while minimizing conflict’s destructive and negative aspects. It strives to engender social, institutional, and global relationships that are more resilient and able to handle conflicts more efficiently.

Students come to S-CAR from every corner of the country and the globe, bringing invaluable experiences and insights of their own which serve to enrich S-CAR and what it has to offer. Since 1981, the School has graduated thousands of students from diverse backgrounds representing dozens of countries and scores of ethnic, cultural, and linguistic groups. Occasionally, a given cohort may include representatives of different parties to the same conflict. At S-CAR, they are able to meet and interact as equals and apply their knowledge and skills towards resolving—or at least seriously tackling—their own conflicts.
For more than three decades, S-CAR has been home to an extraordinary collection of faculty, staff, and students, and has attracted researchers and practitioners seeking innovative, effective answers to vitally important questions. At the same time, it has produced and trained hundreds of practitioners and researchers who continue to pursue such work, disseminating it in academic, practical, and policy-making circles around the globe.

Many new ideas generated by S-CAR faculty, students, or visiting scholars have had a profound effect. Some have transformed how the School sees itself and its mission; others have transformed the way people beyond academia have come to understand the world around them and serious social conflicts in particular. The range of innovative approaches runs from theories of basic human needs, social identity, cultural change, and historical complexity to the role of narrative in conflict, the sources of religious violence, the dynamics of peace processes, new concepts of counter-terrorism, and responses to structural violence.

In connection with these conceptual efforts, which have generated a massive analytical literature, S-CAR faculty, students, and alumni are continuously engaged in evolving conflict resolution practice. They regularly intervene as mediators or facilitators in serious conflicts around the world, ranging from local conflicts in communities, workplaces, and schools to inter-communal and international conflicts such as those in Liberia, Congo, Syria, Libya, Bahrain, Israel-Palestine, the South China Sea, the Philippines, Colombia, Northern Ireland, South Africa, the Basque Country, the Caucasian nations, Ukraine, Sudan, Kenya, Cyprus, Bosnia, Nepal, Indonesia, and more.

Furthermore, S-CAR graduates have created new programs, founded NGOs, influenced existing organizations and programs from within, appeared in the media, and advised social activists and policymakers. The School’s alumni work through institutions ranging from the U.S. Departments of State, Defense, Justice, and other executive agencies, the U.S. Congress, and the U.S. Institute of Peace to non-governmental organizations such as the Brookings Institution, Search for Common Ground, the Alliance for Peacebuilding, and the American Friends Service Committee. They have provided staffers and consultants for multi-national organizations such as the World Bank, the European Union, International Alert, and the International Committee of the Red Cross, as well as government and private agencies in scores of nations around the globe. In a number of countries, such as Tanzania and Turkey, alumni are directly
involved in politics as members of political parties, officials, and even presidential candidates. In other cases, such as Saudi Arabia’s, they have represented their countries at the United Nations and on international commissions.


S-CAR’s outreach to the world of education is equally noteworthy. Faculty members and alumni have been represented in academic programs throughout the US and the world, significantly impacting the academic and professional directions these institutions—or specific programs within them—have taken. Pertinent examples include American University’s International Peace and Conflict Resolution program, Eastern Mennonite’s Conflict Transformation program, Middlebury’s Monterey Institute of International Studies, Salisbury University’s Center for Conflict Resolution, the University of Baltimore’s Program on Negotiation and Conflict Management, the Conflict and Peace Studies program at the University of California, San Diego, and Georgetown University’s Conflict Resolution program. Internationally, S-CAR personnel have been instrumental in helping to establish conflict analysis and resolution degree programs at Sabanci University in Istanbul, Turkey and the University of Malta in Valletta, Malta, as well as on the George Mason University campus in Songdo, Korea.

The brief history of more than thirty years of achievement that follows highlights some of those activities and achievements and looks forward to the next thirty years of work striving to make the world a more peaceful place, better able to handle the conflicts that inevitably face us.
## Chronology of Important Events

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1981</td>
<td>Directors: Bryant Wedge &amp; Henry Barringer</td>
<td>The Center for Conflict Resolution (CCR) established at George Mason University within the department of Sociology and Anthropology. First Master of Science program opens. First dedicated faculty member (Dr. Dennis Sandole) is appointed.</td>
</tr>
<tr>
<td>1986</td>
<td>Director: Joseph Scimecca</td>
<td>CCR becomes CCAR, the Center for Conflict Analysis &amp; Resolution. Vernon &amp; Minnie Lynch Chair inaugurated; James H. Laue is named first Lynch Professor.</td>
</tr>
<tr>
<td>1987</td>
<td></td>
<td>Ph.D. program opens. William and Flora Hewlett Foundation makes the first of what will become a ten-year series of grants to the Center. Joseph Camplisson of Belfast becomes the first Practitioner in Residence.</td>
</tr>
<tr>
<td>1988</td>
<td></td>
<td>Drucie French Cumbie Chair of Conflict Analysis is inaugurated and Dr. Mary Clark is appointed the first Cumbie Professor. ICAR organizes the nation’s first conference on News Media Coverage of Violent Conflicts. John Burton and Frank Dukes publish a three-volume series of books on conflict resolution and basic human needs with St. Martin’s Press/Macmillan.</td>
</tr>
<tr>
<td>1990</td>
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</table>
1991 | **Director: Christopher R. Mitchell**
1993 | The Applied Theory & Practice (APT) program is initiated and the MS program is revised. ICAR is designated a Commonwealth Center of Excellence by the Virginia State Commission on Higher Education. The Conflict Clinic, Inc. is merged into ICAR, with Wallace Warfield and Frank Blechman becoming faculty members.

1995 | **Director: Kevin Clements**
Rajmohan Gandhi becomes the first Bryant Wedge Visiting Professor. Joint faculty/student working groups are created to carry on research projects focused on specific regions or topics of special interest. The late Prof. James Laue’s family establishes the Laue Memorial Scholarship Fund to carry on the tradition of his work by providing support for outstanding master’s degree minority and foreign students.

1998 | Kevin Avruch publishes *Culture and Conflict Resolution*.

1999 | **Director: Sandra Cheldelin**
1999 | ICAR engages in a Future Search process. Dennis Sandole publishes *Capturing the Complexity of Conflict*.
2000 | Ho Won Jeong publishes *Peace and Conflict Studies: An Introduction* and Christopher Mitchell publishes *Gestures of Conciliation*.

2001 | **Director: Sara Cobb**
2003 | Edwin and Helen Lynch deed Point of View, their estate in Mason Neck, Virginia to George Mason University for the use of ICAR as a conference and research center. Marc Gopin, the James H. Laue Chair, establishes the Center for World Religion, Diplomacy, and Conflict Resolution at ICAR. Sandra Cheldelin, Daniel Druckman, and Larissa Fast publish *Conflict: From Analysis to Intervention*. 

6 | Chronology
2004 | The undergraduate program in Conflict Analysis & Resolution is launched. Nadim Rouhana is appointed inaugural holder of Henry Hart Rice Chair of Conflict Resolution and Director of Point of View.

2005 | Mark Gopin publishes *Holy War, Holy Peace.*

2006 | The Graduate Certificate program is inaugurated. Karina Korostelina and Daniel Rothbart publish *Identity, Morality, and Threat.*

2007 | Karina Korostelina publishes *Social Identity and Conflict.*

2008 | Susan Hirsch publishes *In the Moment of Greatest Calamity.*

2009 | **Director: Andrea Bartoli**

2011 | ICAR becomes the School for Conflict Analysis and Resolution [S-CAR], and Andrea Bartoli becomes its first Dean. The dual degree international master’s program in Conflict Resolution and Mediterranean Security is established at the University of Malta.

2012 | Sara Cobb organizes Center for the Study of Narrative and Conflict. New centers are formed to focus research on other major themes, including Gender and Conflict and Peacemaking Practice.

2013 | **Dean: Kevin Avruch**

2016 | Sara Cobb publishes *Speaking of Violence.*

2016 | Point of View is inaugurated as S-CAR’s research, retreat and conference center.

2016 | Richard Rubenstein publishes *Resolving Structural Conflicts.*
PART I

PIONEERING PEOPLE AND IDEAS
Over the past three decades, the School for Conflict Analysis and Resolution (S-CAR) has been the hub and the generator of important conflict resolution and peacebuilding work within the U.S. and abroad. The school was established in 1981 as the first graduate program in conflict resolution in North America. Thirty years later, in 2011, it became the first (and, as yet, the only) school of conflict analysis and resolution offering graduate and undergraduate degrees, as well as certificate programs.

S-CAR has been a place of synergy for a diverse array of people and ideas spanning generations, disciplines, and continents. Thus, the school’s 35th anniversary is a special milestone not only for this community, but for the field at large. The histories of the school and the field of conflict studies have always been closely intertwined, so that the history of this institution offers us a portal to the history of the field.

Since its inception in 1981, S-CAR has aimed to create a new academic and professional field that represents a “trans-disciplinary” effort to understand and contribute to the resolution of serious social conflicts. It has been home to an extraordinary aggregation of faculty, staff, and students and has attracted researchers and practitioners advancing innovative theoretical perspectives and peacemaking processes. At the same time, it has produced and trained several thousand practitioners and researchers who continue to pursue such work, disseminating it in academic, practical, and policy-making circles throughout the world. S-CAR has also been affiliated with leading scholars and practitioners,
hosted esteemed visiting scholars, and built relationships with many talented people beyond George Mason University.

S-CAR’s faculty, students, and alumni have played a positive role in numerous conflicts around the world, ranging from interpersonal and community disputes, to violent and potentially violent intergroup and international conflicts. Their work has been recognized and appreciated worldwide in both academic and practical circles for its contributions to research, theory, and practice. Occasionally this work has been done under the spotlight, however more often it has taken place behind the scenes. The School has received recognition for these achievements and contributions through awards, letters and testimonies. In other cases, anecdotal stories attest to the often profound effect S-CAR’s work has had on many people.

S-CAR’s faculty have worked domestically and internationally to resolve conflicts at all levels. They have published profusely, most often on groundbreaking topics including gang violence, environmental conflict, peace processes, third party roles, genocide and mass violence, culture and conflict, identity in conflicts, gender, the role of narrative, religion and conflict, trauma healing, structural conflict resolution, historical memory, and more.

Students come to S-CAR from across the country and the globe to study with the School’s diverse faculty, learn new theories and conflict resolving strategies, and gain new insights into the intricacies of conflict in its multifarious forms. These students bring with them invaluable experiences and insights of their own, which serve to enrich the institution and its programs. When they graduate, they find positions in a remarkable variety of working environments, ranging from government jobs to private organizations, from universities to businesses and labor unions, and from peacemaking practice to international development, relief work, and the pursuit of human rights.

*The credentials of the faculty made S-CAR (then ICAR) stand out from similar programs at other schools, and I liked the idea of being in the DC area since I was considering a career in diplomacy.*

Elizabeth Calwson; ICAR M.S. 2008
I chose ICAR because it was internationally focused, was academically rigorous, and combined theory and practice. The main focus of my portfolio is the insurgency in Southern Thailand and counterterrorism. I am able to apply my knowledge of conflict and dynamics to both topics. (ICAR) helped frame the way I view the world and how I approach my work.

Jackie Vavra  
ICAR M.S. 2002  
U.S. Embassy, Bangkok, Thailand 2011-2013

My time at ICAR was interesting, sometimes challenging, and ultimately extremely rewarding. I sought advice from professors with whom I had established a relationship. Their honesty and humanity has had an impact on the type of professor I chose to be ... Given that I was in both the M.S. and Ph.D. programs, I had the opportunity to work with many faculty members. I appreciate their generosity of time and support. As an academic and practitioner I fully comprehend how committed S-CAR faculty are to mentor, encourage, serve on committees, and fulfill the myriad of other service activities in which they are engaged, but for which they don't seek recognition. I am grateful, which of course is an understatement of what I actually feel about my professors.

Wanda Wigfall-Williams  
ICAR M.S. 1998; Ph.D. 2007  
American University School of International Service
Beginnings and Beyond

The field of conflict resolution is a relatively new academic field, though its precursors lie further back in history. At the time the Center for Conflict Resolution was founded in 1981, there were in existence only a few peace studies programs. The first department of peace and conflict research at Uppsala University, Sweden had been established in 1971, and the first post-graduate degree in peace studies at the University of Bradford in the U.K. had been established in 1973. Two journals, *The Journal of Conflict Resolution* and *The Journal of Peace Research*, had also been launched, while *Peace and Change*, the journal of the Peace History Society, had been in publication from 1972 onwards. The Center for Conflict Resolution (CCR), which later became the School for Conflict Analysis and Resolution, was the first graduate degree-granting program in the field established in North America.

Convinced that existing theories of social and political conflict were deficient, if not flawed, and that the policies they yielded were often ineffective or counterproductive, scholars, practitioners, and diplomats were determined to create a new discipline—one that could generate better theories about the causes and nature of social strife, and better methods of resolving apparently intractable conflicts. The field thus came into existence largely in order to challenge prevailing notions that did not provide adequate answers to important questions about violent conflict and the predicaments the world was facing.

*Bryant Wedge* and *John Burton*, early leaders of the Center for Conflict Resolution (CCR), were among those responsible for the creation of the field of conflict analysis and resolution. Earlier in their careers, both men became interested in conflicts that seemed “non-negotiable.” Non-negotiable conflicts often defined issues strictly in terms of power. However, Wedge and Burton
began to explore the human dimensions of conflict, broadening conflict analy-
sis frameworks to include human personality and social and cultural structures. The impetus to establish North America’s first graduate program devoted to conflict resolution came from Wedge, a psychiatrist from Yale who had previously also founded and directed the Institute for the Study of National Behavior at Princeton; had taught at the Fletcher School of Law and Diplomacy; and had written on group violence, international conflict, and conflict resolution. Wedge had also had extensive experience in the U.S. government, including the U.S. State Department and the Arms Control and Disarmament Agency. In 1976, he founded, co-directed, and led, together with other pioneers in the field such as Kenneth and Elise Boulding, William Spencer, and James Laue, the campaign to establish a National Academy of Peace (N-PAC) that would complement (or offset) the military academies at West Point, Annapolis, and Colorado Springs.

Henry Barringer, who along with Wedge can be credited with the actual founding of CCR, was a retired Foreign Service officer. He would often talk about his time as a young U.S. Army officer at Bletchley Park, England, during World War II, working on cracking the German Enigma code and later interviewing German prisoners-of-war. During the Cold War he also served as a diplomat in Burundi, Columbia, Congo, Denmark, Germany, and Greece. Barringer had worked with Wedge to create a U.S. National Peace Academy in the 1970s and early 1980s—a campaign that eventually resulted in the establish-

In 1980, Wedge and Barringer approached George Mason University’s President, George W. Johnson, in order to convince him to have GMU estab-

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The founders’ idea was that CCR would design the prototypical curriculum for the study of serious social conflicts. The early formulation and conceptualization of the CCR and its mission were inevitably influenced greatly by its founders. Wedge’s clinical and activist background very likely influenced his decision to stress training, intervention, and methodology over the sort of abstract theory favored by publications like the *Journal of Conflict Resolution*. A Master of Science, rather than a Master of Arts degree, and a focus on Conflict Management rather than on Peace Studies, may also have been perceived as making the program more marketable. While this practical orientation appealed to some of the faculty and founding members, there were others who, from the outset, stressed the need for more comprehensive and rigorous theory to generate better practice.

In the first curricula and overall conception of the field, the influence of the main parent disciplines—International Relations and Social Psychology—were clearly evident. As time went on, however, faculty members representing a broader array of disciplines and fields joined the institution, and the curriculum, which was rethought and revised every few years, increasingly reflected this diversity, as well as the experience and insights gained from prior practice. The faculty eventually hailed from fields ranging from anthropology, sociology, and social psychology to law, political science, evolutionary biology, communications, depth psychology, religious studies, philosophy, and cultural studies, as well as the field of peace and conflict studies itself.

**First Faculty and Students**

In its early days, CCR was located in Fenwick Library on the Fairfax Campus as a part-time operation. Henry Barringer and Bryant Wedge were co-directors, and Mary Lynn Boland was the Center’s first Administrator. A number of GMU faculty were involved from the very beginning in deliberating, conceptualizing, and setting up the new program, mainly through the Faculty Advisory Board (FAB). FAB drew on faculty from a variety of disciplines in the College of Arts and Sciences, and one representative each from the School of Education and the Law School. FAB’s convenor and subsequent chair for several years was Thomas Rhys Williams, a cultural anthropologist and then Dean
of the Graduate School. Others included Joseph Scimecca, then-Chair of the Department of Sociology and Anthropology, who in 1986 succeeded Wedge and Barringer as CCR director, anthropologists Kevin Avruch and Peter Black, and political scientist Dennis Sandole.

**Dennis Sandole** was the first dedicated faculty hire (in August 1981), and his position was initially split between CCR and the Department of Public Affairs, where he taught courses in International Relations. He received his Ph.D. in Politics at the University of Strathclyde, Glasgow, Scotland, and prior to coming to S-CAR (CCR), had worked since 1971 with John Burton at University College London. John Burton introduced Sandole to Brian Wedge, the first director and founder of what is now S-CAR.

Sandole was a William C. Foster Fellow Visiting Scholar with the U.S. Arms Control and Disarmament Agency (ACDA), where he worked on the Conventional Armed Forces in Europe (CFE) negotiations, and also taught as a Fulbright Scholar in the postgraduate program in international studies at the Diplomatic Academy in Vienna. Sandole has taught at S-CAR since its inception and has been instrumental in the development of the program as well as the field of conflict studies. His publications include *Conflict Management and Problem Solving: Interpersonal to International Applications* (with Ingrid Sandole-Staroste, 1987); *Conflict Resolution Theory and Practice: Integration and Application* (with Hugo Van der Merwe, 1993); *Capturing the Complexity of Conflict: Dealing with Violent Ethnic Conflicts of the Post-War Era* (1999); *Peace and Security in the Postmodern World: The OSCE and Conflict Resolution* (2007); *Handbook of Conflict Analysis and Resolution* (with Sean Byrne and Ingrid Sandole-Staroste, 2009), and *Peacebuilding* (2011). Within the context of ICAR's working group on war, violence and terrorism, Sandole and several of the school's Ph.D. candidates assembled the volume, *Terrorism: Concepts, Causes and Conflict Resolution*, which was published in 2002 by the U.S. Defense Threat Reduction Agency at Fort Belvoir, Virginia. The working group completed its second volume, *Apocalyptic Terrorism: Understanding the Unfathomable*, in 2004.

**Joseph Scimecca**, a leading humanist sociologist who became CCAR's second director, received his B.A. in political science from Hunter College—CUNY, and his M.A. and Ph.D. in sociology from New York University. Before coming to George Mason University as department chair in 1977, he taught at St. John's University, Uppsala College, the University of Maine, and SUNY-Albany. Scimecca served as Director of the Center for Conflict Analysis and
Resolution from 1986 to 1989, and again as Anthropology-Sociology chair from 1997 to 2002. The co-editor (with Kevin Avruch and Peter Black) of *Conflict Resolution: Cross Cultural Perspectives* (1998), he has continued to publish in the fields of conflict studies, sociological theory, the sociology of higher education, and the intersection of social science and religion.

In the fall of 1981, Bryant Wedge and Dennis Sandole conducted the first introductory course, and Sandole and Barringer conducted a 14-week symposium which included over 40 theorists, researchers, and practitioners. The master's program in Conflict Management was officially launched during the fall of 1982, when the first students were admitted. As the result of intensive work by Director Scimecca and his colleagues, the nation's first Ph.D. program in conflict analysis and resolution was launched a few years later, in 1989.

Many of the faculty and students who came to teach or study at S-CAR were attracted to its innovative ideas and its emphasis on solving real-world problems by people whose personalities, academic skills, or practical accomplishments they admired. The students initially attracted to the program were generally not recently-graduated B.A. recipients, but rather somewhat older students from diverse professional and personal backgrounds. Among them were former U.S. military officers, primary school teachers, community workers, police officials, federal and county government managers, housewives, and others. They joined the program for a variety of reasons, career-based as well as personal. Since CCR was the first program of its kind, it filled an important niche, offering valuable training and tools to people who had already had the chance to work and experience life. As time went on, younger students also joined the program.

Students from the first M.S. and Ph.D. cohorts attest to the reasons that brought them to join the Center and put their faith in a budding field that, at the time, had no proven track record. Many were drawn to the novelty of the field and the promise they believed it held or were won over by the personalities of some of the early faculty.

*The establishment of the program at George Mason University was a truly groundbreaking concept. While other institutions offered classes or specializations in conflict management, the program at George Mason stood out as a declaration that the world needed to start training people to be consummate,*
professional mediators beyond labor negotiations (which was the primary model at the time) and that it took more than a 40-hour training to do it.

It took a great leap of faith on the part of the administration and academics at the university to embrace the program, and it took an even bigger leap of faith by students to get a master’s degree in a subject without any defined path for employment afterwards. I wanted to become an environmental dispute resolution mediator. At the time, it was the only kind of graduate degree program in existence...

I am involved daily in managing and facilitating projects that involve conflict management and consensus building for environmental, land use, water, military, and hazardous waste issues.

Lewis Michaelson; ICAR M.S. 1985
Senior Vice President
Katz & Associates; San Diego, CA

The path to my current position as an associate professor at the University of Baltimore has indeed been circuitous. I finished my high school education in a town called Stellenbosch in South Africa, about 40 miles from Cape Town; I completed a bachelor’s degree in theater and literature with a minor in history before completing a one-year honors degree in linguistics.

My first job was to teach literature at Fort Hare University—one of the racially segregated schools in what was then-apartheid South Africa (and the university at which Nelson Mandela earned his bachelor’s degree). I taught there for barely nine months because 1976 was a tumultuous year in South Africa’s political history. All traditionally black universities were closed as a result of the Soweto riots, so I did not teach much that year—but I did, however, receive a different kind of education....

...After my first short stint as a university-level teacher, I went off to a 10-or-so-year career in public radio and television and only returned to academia, so to speak, when I left South Africa in 1987 to earn a master’s degree. I then joined the first doctoral class of George Mason University’s program in conflict analysis and thought I would leave after a semester if it did not satisfy my interests. I stayed; coursework with professors such as the late Jim Laue and
Early Graduates: What have they been up to?

Many graduates of the first M.S. and Ph.D. cohorts have remained deeply involved in the field and have taught, founded organizations, or occupied important positions through which they have applied, refined, and built upon the theories and skills gained and CCR/ICAR.

Diane LeResche (Ph.D., 1991), ICAR’s first doctoral graduate, has worked with indigenous populations such as Native American tribes, Canadian bands, and Alaska Natives to provide skills training and consultations on developing comprehensive tribal justice systems. She has also worked in local and state education, health and social services, and public safety agencies, as well as in the Office of the Governor in Alaska and with the U.S. Bureau of Indian Affairs. She has published articles related to sacred justice and procedural justice, given numerous speeches and presentations at professional conferences, and taught at the Universities of Alaska, Oregon, New Mexico, George Mason University, Antioch College, and Columbia College. LeResche founded the Juneau World Affairs Council, the Alaska Honors Institute, Alaska Future Problem-Solving Bowl, and Multicultural Dialogues in Santa Fe and has served on many professional national and community boards. She is currently an independent contractor based in Santa Fe, New Mexico, providing services to diverse clients around the country.

E. Franklin (Frank) Dukes (Ph.D., 1993) has been affiliated with George Mason’s School for Conflict Analysis and Resolution and Department of Environmental Science and Policy since 2008. He has also worked for the Institute for Environmental Negotiation (IEN) in Charlottesville, Virginia since 1990, and has served as its director since 2000. Co-founder of the Virginia Natural Resources Leadership Institute, Dukes is the author of Resolving Public Conflict: Transforming Community and Governance (2006), Reaching for Higher Ground: Creating Purpose-Driven, Purposeful, and Powerful Groups (with S-CAR alumnus Dr. John B. Stephens, 2009), and Mountaintop Mining in Appalachia (with S-CAR Prof. Susan F. Hirsch, 2014). Since graduating from S-CAR, he
has worked on projects involving environment and land use, community development, education, and health. Much of his recent work has involved helping communities determine how to make use of controversial contaminated sites. He has also facilitated community conversations on topics ranging from faith and homosexuality to reparations for slavery, and has assisted the Greensboro Truth and Reconciliation Commission with community dialogue.

Mohammed Abu-Nimer (Ph.D., 1993) is Professor at the American University's School of International Service in International Peace and Conflict Resolution in Washington, DC. He is director of the Peacebuilding and Development Institute, which offers unique summer peacebuilding courses for professionals in the field, and is president and founder of the Salam Institute. Abu-Nimer is an expert on conflict resolution and dialogue for peace who has conducted research and facilitated dialogues among Palestinians and Jews in Israel, as well as writing on the application of conflict resolution models in Muslim communities, interreligious dialogue, and the evaluation of conflict resolution programs. As a practitioner, he has conducted conflict resolution processes and training workshops in areas around the world, including Palestine, Israel, Egypt, Northern Ireland, Philippines (Mindanao), Sri Lanka, and the U.S. He has published articles on these subjects in the Journal of Peace Research, Peace and Change, the American Journal of Economics and Sociology, and in numerous books, including Dialogue, Conflict Resolution, and Change: Arab-Jewish Encounters in Israel (1999) and Nonviolence and Peacebuilding in Islam: Theory and Practice (2011). Abu-Nimer is the co-founder and co-editor of the new Journal of Peacebuilding and Development. He has remained closely affiliated with S-CAR.

Simona Sharoni (Ph.D., 1993) is a feminist scholar, researcher, and activist. She is currently Professor of Gender and Women's Studies at the State University of New York in Plattsburgh. She is the author of Gender and the Israeli-Palestinian Conflict: The Politics of Women's Resistance (1995), Handbook on Gender and War (with Julia Welland, 2016), and the forthcoming De-militarizing Masculinities in the Age of Empire (2017). Sharoni is the co-founder of Faculty Against Rape (FAR), a newly founded national organization advocating for an increased role of faculty in the struggle to confront sexual assault on college campuses. A former co-chair and founding executive director of the Peace and Justice Studies Association (PJSA), Sharoni has played a key role in advocating for the centrality of feminist perspectives in peacebuilding and conflict resolution.
F. Nimet Beriker (Ph.D., 1993) was a founder of the program in conflict analysis and resolution in the Department of International Relations at Sabanci University in Istanbul, Turkey. She is the author of Çatışmadan Uzlaşmaya: Kuramlar, Süreçler ve Uygulama (Conflict-Free Consensus: Theories, Processes and Practice) (2009) published by Bilgi University Press in Istanbul, and has published numerous articles and book chapters on conflict resolution in the Turkish context. Since 2012 she has been a member of the United Nations Academic Advisory Council on Mediation, and in 2014 she published a chapter in Turkey as a Mediator: Stories of Success and Failure edited by S-CAR doctoral graduate Doga Ulas Erlep.

Barry Hart (Ph.D., 1995) is a professor of Trauma, Identity, and Conflict Studies and Academic Director of the Center for Justice and Peacebuilding of Eastern Mennonite University, Harrisonburg, Virginia. From 1997-2010, he performed a similar function at the Caux Scholars Program in Caux, Switzerland. Dr. Hart has conducted workshops on trauma healing and reconciliation in Northern Ireland, Liberia, Sierra Leone, Uganda, Burundi, and among Rwandan refugees in Tanzania. He has lived and worked in the Balkans where he developed and led trauma and conflict transformation programs for schools, communities, and religious leaders. From 2008-2010 he was engaged in a three-year peacebuilding institute and curriculum development project between EMU and the University of Hargeisa in Somaliland.

Moorad Mooradian (Ph.D., 1996), who wrote his doctoral dissertation on the Nagorno-Karabakh conflict between Armenia and Azerbaijan, was a four-time Fulbright Scholar to Armenia who established the first conflict studies center in a former Soviet republic at Yerevan State University. A highly decorated 30-year Army veteran who served his country in Vietnam, Col. Mooradian was a consummate teacher, an accomplished reporter and author, a sought-after speaker, and champion for Armenian causes both in America and Armenia. He was a long-term Executive Board Director for the Armenia Tree Project. He passed away on September 30, 2009.

Johannes (Jannie) M. Botes (Ph.D., 1997), a former television reporter in the Republic of South Africa and one of S-CAR’s first Ph.D. graduates, joined the graduate program on Negotiations and Conflict Management of the University of Baltimore in 1999 and played a key role as an associate professor in developing that successful program. In addition to teaching, research and writing, Dr. Botes served as a trainer, facilitator, and mediator. Much of his
work was related to conflict and conflict resolution in Africa and to the nexus between the news media and social conflict. He remained in close contact with S-CAR and taught several courses at the School. In 2003, Botes and Professor Christopher Mitchell launched the notable Parents of the Field project, which is described in greater detail below. He passed away on January 22, 2017.

**Early Expansion**

During the Center’s first few years, CCR’s faculty grew steadily and rapidly, with each additional faculty member adding his or her disciplinary background, professional experience, research interests, and personality to the mix. Together, they helped shape the emergent institution and field.

The arrival of John W. Burton in 1986 was a watershed moment for the school. Burton’s theory of basic human needs and practice innovations, such as the analytical problem-solving workshop, provided a much-needed praxis framework for the nascent center. Prior to arriving at GMU, Burton had a long career involving significant political and academic achievements. In the aftermath of WWII he had served as Australia’s youngest-ever Head of the Foreign Office. He played a role in the early organization of the United Nations, participated in helping to decolonize the British Empire, and founded the first European conflict resolution center at the University of London. Early on, Burton was challenged to put his ideas to the test, and chose to do so by applying them to a case in a region he knew well—Indonesia and Malaysia. Using his skills to gain entry to top decision makers, he soon convinced them to send representatives to an informal academic forum in London to discuss the conflict’s origins and possible solutions. This series of workshops—the precursor of problem-solving workshops (PSWs)—took place in 1965-1966. The conflict ended a few months later.

Burton had originally come to the U.S. to work with Edward Azar at the University of Maryland’s Center for International Development and Conflict Management (CIDCM) and had been visiting CCR as a guest speaker since 1981. Bryant Wedge, who had read Burton’s earlier work, actively sought him out. Eventually, Henry Barringer and Joseph Scimecca convinced him to join CCR as a distinguished visiting professor.

Soon after Burton’s arrival, he, Dennis Sandole, and Joseph Scimecca drafted a grant proposal that was awarded $390,000 by the William and Flora
Hewlett Foundation in 1987. This was an important turning point for CCR, whose relationship with the Hewlett Foundation continued for another decade. At the same time, Edwin and Helen Lynch, real estate developers and political activists in Northern Virginia, created the first endowed chair in conflict resolution in an American university and supplemented this grant with additional support for the Center. As a result, James H. Laue and Richard E. Rubenstein were hired in 1987.

John Burton remained at the Center until 1990. Among his major publications were *Global Conflict* (1983), and *Conflict Resolution, Theory and practice* (1986, with E. Azar); *Resolving Deep-Rooted Conflict: A Handbook* (1987); and, three years later, together with Dr. Frank Dukes, a four-volume survey of conflict theory, the *Conflict Series*. This work, completed while Dr. Burton was a Visiting Fellow at the United States Institute of Peace, consists of two books written by Burton and Dukes, and two sets-of readings edited by the same authors.

**James H. (Jim) Laue**, the first holder of the Lynch Chair, was another pioneer of the new field. He completed his graduate studies at Harvard in the 1960s and joined the Community Relations Service of the U.S. Department of Justice during the civil rights movement. Under director Roger Wilkins, he worked with such leaders as Dr. Martin Luther King, Jr. and was with King when the civil rights leader was assassinated in Memphis, Tennessee. Later, he played an important role in efforts which led to the establishment of the U.S. Institute of Peace, and founded one of the first university-based conflict resolution practice centers in the United States, The Conflict Clinic, Inc. in St. Louis, Missouri. When Laue joined CCR, he brought with him the Clinic and its staff: director John Murray, a lawyer and former Iowa state representative who has since gone on to teach at the Maxwell School of Syracuse University and at Johns Hopkins University; Frank Blechman, a former community organizer who continues to serve as a mediator and political analyst in the Commonwealth of Virginia; and William Potapchuk, who had been acting as the Conflict Clinic’s associate director and who later founded the Center for Community Problem-Solving.

Laue’s specialty as an academic writer was the social ethics of third-party intervention, a subject that never ceased to concern him. He engaged in numerous dispute and conflict resolution projects, ranging from activities aimed at helping end the communal strife in Northern Ireland to facilitation of negotiations between the parties to a dispute over a major oil spill in Fairfax County,
Virginia. A favorite teacher and supervisor of many students, Joan Orgon Coolidge analyzed his life and work in her S-CAR doctoral dissertation entitled *Towards a Just Peace: James H. Laue’s Applied Theory of Third Party Intervention* (2008). Jim Laue succumbed to complications of diabetes in 1993. In 1995, the Laue Memorial Scholarship was established in his name. For many years after Jim’s passing, his widow, Mariann Laue Baker, hosted students from the Ph.D. cohort at her home for social get-togethers, providing a forum for students to feel welcome and to share their thoughts and work. Even after Mrs. Laue Baker moved away from the area, she continued to be a valuable member of S-CAR’s extended family.

**Frank Blechman** had been a community and political organizer and activist for sixteen years prior to joining the Conflict Clinic. He had led regional campaigns on health and environmental issues and served as an officer of a national peace advocacy organization. Blechman joined the Conflict Clinic, Inc. in 1986, and in 1987, when it moved to CCAR, he moved with it. When the Clinic was dissolved in 1991, Blechman joined the ICAR faculty, and between 1991-2002 taught clinical courses and directed fieldwork done by faculty and students as part of the school’s pioneering Applied Practice and Theory program. From 1998 to 2002 he served as the coordinator of the Institute’s Master’s Degree program and as Chair of the Curriculum Committee.

Blechman left ICAR in 2002, and has since worked as a consultant helping businesses, community organizations, and public agencies increase their effectiveness through consensus-building. He has extensive experience in conflict intervention, mediation and conciliation of public issues, designing conflict resolution processes and systems, and providing training in conflict resolution to policymakers, public and private officials, and citizen leaders. He has remained a close friend and affiliate of S-CAR.

**Richard E. Rubenstein** studied at Harvard College, Oxford University (as a Rhodes Scholar) and Harvard Law School. Prior to coming to George Mason University he had been an attorney at Steptoe & Johnson in Washington, D.C., assistant director of the Adlai Stevenson Institute in Chicago, associate professor of political science at Roosevelt University (1970–79), and professor of law and academic dean at Antioch Law School (1979–87). Since the 1960s Rubenstein had been active in movements for peace, racial equality, and social justice, and in Chicago he had helped organize protests against the Vietnam War and activities in support of the Black Power movement. Before arriving at George

Rubenstein served as the Center’s director from 1989 to 1991, when he helped to reorganize it as ICAR: an institute reporting directly to the provost of the university. At ICAR, he wrote six more books, including best-selling studies of religion and conflict (When Jesus Became God, 2000; Aristotle’s Children, 2003; and Thus Saith the Lord, 2006) and a widely discussed book on American attitudes towards war (Reasons to Kill; 2010). He created the school’s first master’s courses in Theories of Conflict and Conflict Resolution, Conflict and Religion, and Conflict and Literature, and its first doctoral course in Critical Theory and System Transformation. Rubenstein organized a series of conferences in the U.S. and Europe on Conflict and the News Media, facilitated televised forums on the Israel-Palestine conflict and workshops on communal struggles in the United States, and appeared frequently on television and radio programs and public lecture platforms to discuss conflict resolution approaches to current conflicts. In 2011, with leaders of the Mediterranean Academy of Diplomatic Studies at the University of Malta (MEDAC), he created a dual degree international master’s program taught by S-CAR and MEDAC professors in Valletta, Malta—one of George Mason University’s most successful international collaborations. In 2016, the University of Malta awarded him an honorary Doctor of Literature degree in recognition of his contributions to conflict resolution education and public discussion.

From CCR to CCAR

Shortly after Burton, Laue, and Rubenstein arrived, CCR changed its name to CCAR—the Center for Conflict Analysis & Resolution. The Ph.D. program which had been designed by Joseph Scimecca was approved and launched, and the first Ph.D. courses began in the fall of 1988 with 10 students. The Faculty Advisory Board was eventually dissolved and reconstructed as “campus friends of the Institute,” who contributed to the Center (and later Institute) through
teaching, supervising Ph.D. students, and participating in joint projects. The faculty continued to expand, bringing in new talent and experience. 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.

Christopher Mitchell arrived at ICAR in 1988 with degrees in Economics and International Relations from London University. Before coming to George Mason University, he had held academic posts at London University, the University of Southampton, and City University, London. He had been a Visiting Scholar at Edward Azar’s Center for International Development and Conflict Management at the University of Maryland in 1985 and previously at the University of Southern California and at Brigham Young University in Utah.

In 1966, while undertaking his post-graduate studies in International Relations at University College London (UCL), Mitchell joined John Burton’s Centre for the Analysis of Conflict (CAC) as a Research Assistant and Junior Lecturer. At that time, Burton and his colleagues were developing the facilitation process which later became best known as problem solving workshops, but which, in the late 1960s, was better known as “controlled communication.” Together with Burton and others, Mitchell worked on productive conflict resolution efforts in Cyprus, Northern Ireland, and the Horn of Africa, as well as on some less successful ones, such as a project on the Kashmir conflict that was suddenly aborted by the outbreak of the 1971 India-Pakistan War.

Dr. Mitchell taught as a visiting lecturer at the University of Surrey and the University of Southampton before coming to the City University, London where he became Professor of International Relations and founded the Conflict Management Group—an organization that helped to introduce Alternative Dispute Resolution into England in the early 1980s. His classic study, *The Structure of International Conflict*, was published in 1981. In 1988 he moved to the United States, joining the Center for Conflict Analysis at George Mason University, where he was again able to work with John Burton. He became
Director of the renamed Institute for Conflict Analysis and Resolution in 1990 and Emeritus Professor in 2005.

Mitchell’s work through the years has focused on a number of closely related areas:

• **Problem Solving Workshops:** Mitchell continues to develop and refine the “problem solving workshop” as a paradigmatic Track Two methodology, including training new generations of students as participants and panelists. This work resulted in a practical handbook titled *The Resolution of Conflict: A Handbook of the Problem Solving Approach* (with Michael Banks, 1996). In addition, Mitchell organized and participated in workshops and dialogues aimed at resolving civil conflicts in Northern Ireland, Columbia, and other conflict zones.

• **Comparative peace processes:** Mitchell has conducted much research on this topic, publishing, among others, the much acclaimed *Gestures of Conciliation: Factors Contributing to Successful Olive Branches* (2000).

• **Zones of Peace:** together with colleagues including the late Wallace Warfield, Kevin Avruch, Landon Hancock, and S-CAR students, Mitchell has researched and written about local peacemaking and local zones of peace, particularly in Colombia and the Philippines. Two edited collections (both with Hancock) *Local Zones of Peace* (Kumarian Press: 2007) and *Local Peacemaking and National Peace* (Continuum: 2012), reflect this work.

• **Parents of the Field Project:** With S-CAR doctoral graduate Johannes Botes, Mitchell videotaped interviews with the pioneering scholar practitioners who helped found the academic discipline of peace and conflict studies. (These tapes are available through S-CAR pending their publication.)

• **Conflict resolution theory:** In 2015, Mitchell published *The Nature of Intractable Conflict: Resolution in the 21st Century*, a book analyzing the lessons learned during a long, productive career as a conflict resolution theorist and practitioner.

**Kevin Avruch** had been teaching at the Department of Sociology and Anthropology at George Mason University since 1980. Avruch and **Peter Black**, Mason professor and frequent co-author, had been involved with CCR from its onset, initially as a member of the multi-disciplinary Faculty Advisory Board. With the arrival of John Burton and the escalation of discussions (some of them contentious) about the role of culture in conflict analysis and resolution,
Avruch became increasingly involved with CCAR. Over the years his has come to be one of the most important voices in the field advocating for a nuanced understanding of culture and its role in the gestation and resolution of conflict.

Dr. Avruch received his A.B. from the University of Chicago and M.A. and Ph.D. from the University of California at San Diego. Before coming to GMU, he had taught at the University of San Diego and at the University of Illinois at Chicago. At GMU, he served as Coordinator of the Anthropology Program in the Department of Sociology and Anthropology between 1990-1996 and was Associate Director of ICAR in 2005-2008. He is a senior fellow in George Mason’s Peace Operations Policy Program, and was the Joan B. Kroc Peace Scholar at the Kroc School of Peace Studies, University of San Diego in Spring 2009. In 2009 Avruch was appointed Henry Hart Rice Professor of Conflict Resolution (succeeding Nadim Rohana), and in 2013 he became S-CAR’s second Dean, succeeding Andrea Bartoli.

Avruch has published more than sixty articles and essays and is author or editor of seven books, including Critical Essays on Israeli Society, Religion, and Government (1997); Culture and Conflict Resolution (1998); Information Campaigns for Peace Operations (2000); Context and Pretext in Conflict Resolution: Essays on Culture, Identity, Power and Practice (2013); and Conflict Resolution and Human Needs: Linking Theory and Practice (Routledge: 2014). Context and Pretext was named the Book of the Year by the Conflict Research Society. Dr. Avruch’s other writings include articles and essays on culture theory and conflict analysis and resolution, third party processes, cross-cultural negotiation, nationalist and ethno-religious social movements, human rights, and politics and society in contemporary Israel.

Professor Avruch has lectured widely in the United States and abroad, and his work has been recognized by the International Association of Conflict Management and the United States Institute of Peace, where he spent the 1996-1997 academic year as a Senior Fellow in the Jennings Randolph Program for International Peace. His work on culture in particular has become seminal to anyone studying conflict and culture. As Dean of S-CAR, his accomplishments include supervising the construction of a new conference and retreat facility at the Point of View property in Mason’s Neck, Virginia and presiding over revisions of both the master’s and doctoral program curricula.

Mary Clark joined ICAR in 1990. She had a degree in evolutionary biology, and thus was the first faculty member with a background in natural science,
As well as the first female faculty member to join ICAR. In the late 1980s, prior to coming to ICAR, she had been writing *Ariadne's Thread: The Search for New Modes of Thinking* (1989), a book summarizing, from a holistic interdisciplinary perspective, the state of humanity in the modern era. Dr. Clark had read John Burton’s book, *Global Conflict: The Domestic Sources of International Conflict* (1984), and could not find a quotation from the book she wanted to use. When she contacted him for the quote, Burton asked her to send him her manuscript. Subsequently, he invited her to apply to CCR, and she was asked to join the faculty shortly thereafter, occupying the second endowed chair—the Drucie French Cumbie Chair of Conflict Resolution (named for a leading member of the Advisory Board)—which provides funding for a senior-level faculty member in the field. Mary Clark was the first to occupy this chair; upon her retirement, she was followed by Christopher Mitchell, who held the position for more than ten years.

**Daniel Druckman**, an internationally known conflict researcher who at the time worked full time at the National Research Council/National Academy of Sciences, was also recruited by Wedge and Barringer in 1984, initially in an adjunct role, later becoming a member of the full-time faculty. Among his many publications, Druckman served as co-editor (with Paul C. Stern) of *International Conflict Resolution After the Cold War* (2000) and joined ICAR Prof. Sandra Cheldelin and doctoral almuna Larissa Fast in editing the textbook *Conflict: From Analysis to Intervention*, now in its second edition (2008). Prof. Druckman continued teaching at George Mason University’s Schar School of Policy and Government.

In addition to its core faculty, ICAR’s programs benefitted from a cast of distinguished visiting professors, included Elise and Kenneth Boulding, Peter Breggin, Jan Carew, Hazel McFerson, Harold Saunders, and Hamdesa Tuso. Toward the end of the first decade and the beginning of the second, the school was joined by three affiliate organizations: the Conflict Clinic, Inc., staffed by president and executive director John Murray, Frank Bleckman, Marcelle DuPraw, William Potapchuk, and Wallace Warfield; the Consortium on Peace Research, Education, and Development (COPRED), with Maire Dugan as executive director; and the National Conference on Peacemaking and Conflict Resolution (NCPCR), whose first executive directors were Joel Strongberg, Susan Shearouse, and Linda Baron. By the end of its first decade, CCR had metamorphosed into CCAR, and later ICAR. Its curricula had undergone several
revisions, and the overall emphasis had shifted from Conflict Management to Conflict Analysis and Resolution. The School had established the first M.S. and Ph.D. programs in Conflict Resolution in North America, published several key books and articles in the field and undertaken a series of important conflict interventions, and the number of applicants for its graduate programs was steadily increasing.
The Second and Third Decades

At the onset of its second decade, Christopher Mitchell was ICAR’s fourth director, having succeeded Richard Rubenstein. ICAR had already established itself as a key program in the growing field of conflict analysis and resolution, with many Ph.D. and M.S. students and alumni, and a growing number of full-time faculty coming from an increasingly broad range of disciplines, expertise, and interests. In 1993, the Virginia State Commission on Higher Education designated ICAR as a Commonwealth Center of Excellence, a rare honor that included a financial award. During Mitchell’s directorship, the organization developed an administrative staff, with David Wright, Lawrence Bostian, Helen Wolle, and Cheri Cosgrove assisting the director. The MS program was revised and the Applied Theory & Practice (APT) program was initiated. The Conflict Clinic suffered financial reverses and went out of business, but key staffers Wallace Warfield and Frank Blechman became full time faculty members of ICAR.

Wallace Warfield was a specialist in resolving intergroup conflicts at the community, national, and international levels. He was trained in the area of public administration and public policy, and had considerable experience in studying and mediating disputes involving racial and ethnic conflict. Prior to his affiliation with ICAR, Warfield had served as a Distinguished Visiting Fellow at the Administrative Conference of the United States (ACUS), where he was responsible for helping federal agencies build alternative dispute resolution processes into their administrative systems. Before his work with ACUS, Warfield had worked for the U.S. Department of Justice’s Community Relations Service, holding the positions of Acting Director and Associate Director for Field Coordination in the national office and Acting Regional Director,
Deputy Regional Director, and mediator in the New York office. He had also served as the deputy director of the Lower West Side (New York) Community Corporation and worked with the New York City Youth Board.

At ICAR, Warfield taught laboratory-simulation, practicum, and theory courses, and his field work involved interventions and training in complex, multi-party conflicts involving communities and organizations in the U.S. and abroad. Along with other ICAR faculty, he conducted research and training projects in conflict settings in Africa and South America. In the latter case, the focus was on conflict zones of peace in Colombia.

Warfield served on the Editorial Board of *Negotiation Journal* and was the author of many book chapters and articles. He was also the President of the Society of Professionals in Dispute Resolution (SPIDR) and a member of the Board of Reference of the Conflict Transformation Program, Eastern Mennonite University. In 2009, he received a lifetime achievement award from the Association for Conflict Resolution. Wallace Warfield passed away on August 21, 2010.

In 1993, Michelle LeBaron joined ICAR. Prior to moving to the U.S. from Canada, she had directed the Multiculturalism and Dispute Resolution Project at the University of Victoria. Professor LeBaron had lectured and consulted around the world on intercultural conflict resolution, and had also practiced as a family law and commercial mediator. Her research focused on how the arts can foster belonging and social cohesion across cultural and worldview differences. She also worked on religion and conflict, exploring how identity, belonging and faith can foster community connection and resilience in diverse settings. LeBaron has published on creativity, intuition, spirituality and intercultural relations, writes poetry and fiction, and is a long-time practitioner of yoga. From 1993 until her departure in 2003 she taught at both ICAR and the Women's Studies program at George Mason University.

In 1995, Kevin Clements succeeded Christopher Mitchell as director. Clements, who had been head of the Peace Center at the Australian National University (ANU), was referred to ICAR initially by John Burton. After Jim Laue's death, he was appointed the Lynch Chair, and in 1995 he was appointed ICAR's director.

Previously, Clements had been Professor of Peace and Conflict Studies and Foundation Director of the Australian Centre for Peace and Conflict Studies at the University of Queensland, Brisbane, Australia, and had served as Secretary
General of International Alert, London, UK. He was also Head of the Peace Research Centre, Australian National University, Canberra Australia and Secretary General of the International Peace Research Association.

Under Clements’ Directorship, Rajmohan Gandhi became the first Bryant Wedge Visiting Professor. A program of joint faculty/student working groups was initiated to carry on research projects focused on specific regions (Africa, Latin America) or topics of special interest (terrorism). In December 1996, together with doctoral student (and current faculty member) Susan Allen, Clements spent ten days in Georgia and Abkhazia organizing ICAR’s first Problem Solving Workshop for Georgian and Abkhazian parliamentarians. In January, with ICAR’s “Georgian” team, he helped facilitate the workshop at Airlie Foundation in Virginia and also gave a major keynote address to United States Peace Corps senior management staff titled “The Relationship between Conflict Resolution and Development.”


During Clements’ directorship, additional faculty joined the ranks of ICAR. HoWon Jeong was hired in 1996. A well-known expert on conflict analysis and resolution, he has published more than ten books and many journal articles on conflict dynamics and resolution, peace studies, environmental conflict, and global issues. He is also a founding editor of two widely available journals, Peace and Conflict Studies and the International Journal of Peace Studies (published by the International Peace Research Association). Jeong has published many highly praised books, including Peacebuilding in Postconflict Societies: Strategy and Process (2005), Understanding Conflict and Conflict Analysis (2008), Conflict Management
In 1998, Tamra Pearson d'Estree was hired as an assistant professor. She came with background and expertise in social psychological processes in intergroup relations; conflict dynamics; social and group identity; gender and cultural differences in group process and conflict resolution; processes of negotiation and mediation; stereotyping processes; perceptions of justice and voice; and evaluation of conflict interventions. In addition to teaching and mentoring, d'Estree participated in a number of projects involving problem solving workshops and other group processes while at ICAR. In 2002 she accepted the position of Director of the Conflict Resolution Institute's Center for Research and Practice at the University of Denver, where she also holds the Henry R. Luce Chair as Professor of Conflict Resolution.

In 1997, ICAR celebrated its 15th anniversary. By then, it could claim significant success on a number of fronts. On the theory front, the faculty had had some important breakthroughs in developing ideas that illuminate the causes, nature, and consequences of serious social conflicts and best methods of resolving or transforming them cooperatively, Since Burton's and Dukes' four-volume Conflict series, ICAR had produced several important books, articles, and working papers, and new works in progress included Christopher Mitchell’s Gestures of Conciliation: Factors Contributing to Successful Olive Branches (2001), and Dennis Sandole’s Capturing the Complexity of Conflict: Dealing with Ethnic Conflicts in the Post-Cold War World (1999). At the same time, the search for "generic" theories that would illuminate the causes of serious conflict across many levels (interpersonal, community, and transnational) continued. Basic Human Needs theory had proved useful, and Worldview Theory was being developed as a method of analyzing conflicts based on conflicting frames of reference. Additional theoretical sources such as Critical Theory, Feminist Theory, Depth Psychology, and Narrative Theory were on the horizon.

In terms of linking theory with practice, the Institute had also made progress, with faculty members and students involved in problem-solving workshops and other practical conflict resolution activities in conflict zones ranging from Northern Ireland and Israel/Palestine to Armenia, Azerbaijan, Liberia, the Horn of Africa, and Columbia. ICAR activists also used their convening and facilitating skills to organize workshops, conferences, and media discussions of
important contentious issues ranging from the role of the news media in conflict to the rise of trans-national terrorism, the increase in religious conflict, and relations between the police and minority communities in the United States. Recognition was growing that the resolving serious social conflicts rather than settling them temporarily might require broad and deep changes amounting to system transformation, implying a need for political action as well as for mediation. In later years, ICAR and its successor, S-CAR, would tackle these cutting-edge issues.

During 1996-1997, the Institute’s Applied Practice and Theory program expanded its work at several sites in the DC-Maryland-Virginia region, more than tripling its on-the-ground program activity. This was made possible by a Surdna Foundation award of $92,000, as well as the hiring of two new faculty and the assignment of graduate research assistants to the APT Teams. Since 1993, ICAR had maintained three faculty-supervised student APT teams: A Divided Societies team active in inner-city Washington, D.C., a Governance team working with the Arlington County, Virginia, Department of Parks and Recreation, and a Racial and Ethnic Conflict in Schools team conducting a range of projects and trainings in regional high schools and their local communities. With partial support from the Surdna grant, the APT program brought on board Clinical Professor Dr. Sandra I. Cheldelin and Dr. Marsha Blakeway, while Professor Wallace Warfield continued to serve as coordinator of its Governance team.

Sandra (“Sandy”) Cheldelin had come to S-CAR in the fall of 1996 after having held faculty appointments with each of her administrative positions at several colleges and universities. She had previously served as Provost at the McGregor School of Antioch University, as Academic Dean at the California School of Professional Psychology (Berkeley campus), and as Director of Educational Development at Ohio University College of Osteopathic Medicine. In January 1999, upon Kevin Clements’ departure as Director, she was appointed Director of ICAR.

Cheldelin served as Director for three years, as well as chairing the Institute’s Ph.D. program from 2009 to 2015. She served as the Vernon M. and Minnie I. Lynch Professor of Conflict Resolution from 2004 until her retirement at the end of 2015. A licensed psychologist and expert in organizational conflict, she has conducted large and small scale mediations, coached senior executives to create healthy and diverse work environments, resolved interpersonal,
intergroup and inter-organizational conflicts, designed institution building and conflict resolution mechanisms, and supported collaborative leadership.

Throughout her career, Dr. Cheldelin has worked with more than 150 organizations including colleges, universities, medical schools, treatment facilities, corporations, associations, religious institutions, and community organizations. She has been keynote speaker and invited lecturer on workplace issues of violence, change, race, gender, and conflict. She has facilitated large-scale interethnic and interfaith community dialogues on topics of fear, terrorism, violence, and suspicion, and convened large and small groups for a variety of purposes including the development of a national policy on policing for victims of violent crime, creating a 10-year institutional strategic plan, and designing and implementing neighborhood strategies for building community resilience.

Cheldelin is coauthor (with Ann Lucas) of Conflict Resolution (Jossey Bass: 2004), co-editor (with Daniel Druckman and Larissa Fast) of Conflict: from Analysis to Intervention (Continuum: 2003), co-editor (with Maneshka Eliatamby) of Women Waging War and Peace (Continuum: 2011) and co-editor (with Martha Mutisi) of Deconstructing Women, Peace and Security (HSRC: 2015).

Cheldelin was instrumental (before, during, and after her Directorship) in introducing gender studies and gender issues into the curriculum and program. In addition, her many skills in conflict resolution practice in various organizational settings were useful for promoting and enabling related processes at ICAR.

One pertinent example is the collaborative Future Search process, in which ICAR engaged beginning in January 1999, and which aimed to develop a preferred and commonly agreed-upon future for the Institute. In November of that year, 64 participants engaged in a three day conference toward this end. Participants represented eight groups of stakeholders, including faculty, students, alumni, Advisory Board members; colleagues from other departments, schools, and institutes at GMU; representatives of the university’s senior leadership; employers of current students and graduates; members of conflict resolution agencies and organizations in the DC area; and “friends” and funders of the Institute. Discussions focused on ways of helping ICAR to become 1) a world-renowned center of excellence in theory, research, and practice; 2) a significant Institute within GMU; and 3) an Institute with a viable financial base.

The first of the three days focused on reflecting on the past—participants’, ICAR’s, and the world’s; the second day allowed participants to investigate the
Institute’s current environment. The third day was dedicated to looking toward the future, finding common ground, and generating action plans to achieve common goals for the Institute. Indeed, Action Groups were founded to deal with academic programs, community space, diversity and multiculturalism, fundraising, outreach, paradox (reflective practices), a retreat center, student development, and synergy among all stakeholders.

During 1999 the Institute’s faculty continued to expand with the hiring of Dr. Terrence Lyons. Dr. Lyons came to ICAR after having worked for a number of years on Conflict Resolution in a number of countries in Africa. He had received his B.A. from the University of Virginia and his Ph.D. from John Hopkins University’s School of Advanced International Studies. Immediately prior to coming to ICAR, he served as Coordinator of Conflict Resolution in Africa Project at the Brookings Institution. Prior to that he had worked as senior program advisor to the Carter Center’s Liberian Elections Project, managing the project’s Monrovia office. Lyons was also a senior researcher and program leader for the newly-established Conflict Resolution and Peacebuilding Program at the International Peace Research Institute in Oslo (PRIO).

Terrence Lyons’ research has focused on the relationships between protracted civil wars and processes of political development and sustainable peace, comparative peace processes, and transnational politics, with a particular focus on Africa and on policy issues. At S-CAR he has chaired the School’s doctoral program and served on its Executive Committee, as well as being faculty advisor to the Africa Working Group. His major publications include The Puzzle of Ethiopia: From Rebel Victory to Authoritarian Politics, 1991-2015 (Lynne Rienner, under contract); Demilitarizing Politics: Elections on the Uncertain Road to Peace (Lynne Rienner, 2005); and Voting for Peace: Postconflict Elections in Liberia. (Brookings Institution, 1999). In addition, he has written articles for scholarly journals like Comparative Politics; International Political Sociology; Review of African Political Economy; Conflict, Security, and Development, Democratization, Journal of Modern African Studies; and Journal of Democracy.

As a practitioner, Dr. Lyons participated in talks to resolve conflicts in Ethiopia and served as Senior Program Advisor to the Carter Center’s project on post conflict elections in Liberia (1997) and Ethiopia (2005). He was an international election observer in Ethiopia, Eritrea, Ghana, Bangladesh, Benin, and Liberia, and has done consulting work for the United States Agency for International Development, the World Bank, the Carter Center, International
Crisis Group, Council on Foreign Relations, and the Center for Strategic and International Studies on issues relating to democracy and conflict resolution.

The year 2000 also saw new initiatives undertaken in the development and marketing of conflict resolution practice skills. During the January 2000 intersession, eight students took a compressed course on “marketing” the ideas and skills they were acquiring at ICAR. They were required to create multiple resumes, define the products and services they had to offer, find language to talk and write about those services in lay language, develop project teams and projects, and make marketing presentations to panels of experts. Indeed, for the course’s final exercise, teams presented their proposals to panels of representatives of different organizations or institutions. Later on, in April, a short nonacademic version of the course was also offered to members of Northern Virginia Mediation Services (NVMS), one of the Institute’s affiliate organizations.

Also around the same time, ICAR helped the United States Department of Agriculture (USDA) to refine its Alternative Dispute Resolution (ADR) program. The USDA had pioneered the use of mediation and dispute settlement techniques in the 1980s in the height of the farm credit crisis. Mediation ended up saving time and money in thousands of cases, and in the 1990s the program was cited as a model for “reinventing government” and expanded to include additional departments and branches of government. In spite of this track record, by 1999 many midlevel managers were declining to use the ADR resources available, claiming that they did not understand their benefits. That year, a team including Professor Frank Blechman and a number of ICAR students began collecting “success stories” from across the country to show how USDA officials had in fact benefited by using ADR. The team then worked with USDA officials on other conflict resolution and prevention projects.

In 2000, Edwin and Helen Lynch, longtime benefactors of George Mason University, donated Point of View, their 39-acre Mason Neck, Virginia property, to ICAR to serve as the location of a new center where retreats, meetings, and workshops between conflicting parties could be held and office space could be supplied to Institute faculty, fellows, and visiting scholars. The Lynch family later donated additional property to the university.

One year later, the Henry Hart Rice Chair of Conflict Resolution was established by a $1 million grant from the Rice Family Foundation. The late Henry Hart Rice was an innovative New York real estate broker and expert on public housing who was skilled in bringing people together to help them negotiate
their differences. In the 1960s, he became interested in international issues and sought to promote understanding and improve difficult relationships through his philanthropy. His son, Edward Hart Rice, a computer scientist strongly interested in second-track diplomacy, served on ICAR's Advisory Board. Professor Nadim Rouhana became the first Henry Rice Chair, and Professor Kevin Avruch the second holder of that position.

In 2001, Dr. Sara Cobb was appointed ICAR's director, a position which she held for the next eight years. Dr. Cobb received her Ph.D. from the University of Massachusetts, Amherst. Prior to coming to ICAR, she had been Director of the Program on Negotiations at Harvard Law School and had held positions at a variety of first tier research institutions such as the University of California, Santa Barbara, the University of Connecticut, and the University of Amsterdam. Before and after joining ICAR, she consulted with and conducted trainings for a host of public and private organizations, including the UN High Commission on Refugees, UN Development Program, La Caxia Bank, Exxon, the American Bar Association, and the Fox Learning Academy, as well as a number of universities in Europe and Latin America. Following her period of directorial service for ICAR, Professor Cobb became the founding director of S-CAR's Center for the Study of Narrative and Conflict Resolution. She currently serves as the Drucie French Cumbie Professor of Conflict Resolution.

In 2013, Cobb's groundbreaking book *Speaking of Violence: The Politics and Poetics of Narrative in Conflict Resolution* was published by Oxford University Press. The book takes the notion of "narrative" as foundational to conflict analysis and resolution and argues that meaning, structured and organized as narrative processes, is the location for both the analysis of conflict and for conflict intervention. It insists that meaning is political, in that not all stories can be told, or the way they are told delegitimizes and erases others. The critical narrative theory outlined in Cobb's book provides a way of evaluating narrative and designing "better-formed" stories, capable of generating sustainable relations and creating legitimacy for all parties. In this way, critical narrative theory offers a new lens enabling people to speak of violence in ways that undermine the intractability of conflict.

Cobb has been a leader in the fields of negotiation and conflict resolution studies, conducting research on the practice of neutrality, as well as the production of "turning points" and "critical moments" in negotiation processes. Some of this research is based on case studies from her field research in Guatemala,
Chile, Rwanda, and the Netherlands. Cobb has been invited to visit conflict zones throughout the world. In 2011, she was invited to Israel for a week-long program in order to expose multiple mediation and negotiation audiences to the narrative prism for resolving conflict. As the U.S. Embassy in Tel Aviv reported, “Academic specialists, NGO activists, lawyers, and mediation center negotiators found Dr. Cobb’s methodology challenging as it is both counter-intuitive and revolutionary. At the same time, they were intrigued with the possibilities it presents.”

Shortly after the appointment of Prof. Cobb as Director of ICAR in 2002, she was joined on the faculty by her husband, Carlos E. Sluzki, M.D., an internationally known specialist in social psychiatry and the dynamics of family and social networks. He had been until then Director of Psychiatric Services at Santa Barbara Cottage Hospital, the main general hospital in Santa Barbara, California, and Clinical Professor of Psychiatry at the University of California Los Angeles School of Medicine, as well as consultant to the Office of the Prosecutor of the International Criminal Court.

Dr. Sluzki was appointed as Research Professor at ICAR and at the School of Public Health. Shortly thereafter, he became Acting Dean of the College of Nursing and Health Sciences at GMU, where he was instrumental in the preliminary process of transforming it into the current College of Health and Human Services. He was then promoted to full professor both at S-CAR and at the Department of Global and Community Health of the newly renamed CHHS. During his tenure, and until his retirement in 2015, he taught interdisciplinary courses at that Department, including Social Epidemiology, Refugee Health, Mental Health—A Public Health Perspective, Global Violence and Health, and a number of one- and two-credit courses at SCAR, including Interviewing Skills, Dying for your Ideology, Shame and Humiliation Dynamics, and Refugees and IDPS. He also participated in community-based and international-based projects with professors Cobb and Cheldelin, in addition to field work in Kosovo, Rwanda, Uganda, and Liberia, numerous presentations in the Americas, Europe, Asia, and Africa, and multiple articles in refereed journal, book chapters, and books, such as The Presence of the Absent: Therapy with Families and their Ghosts (2015) and Shame and Humiliation: A Dialogue Between Psychoanalytic and Systemic Approaches (2013).

The terror attacks of September 11, 2001 were, of course, a traumatic experience — a watershed event for Americans and many others worldwide. For
an institution like ICAR, the tragedy reaffirmed the importance of its work. In response to the horrific attacks and the atmosphere that followed, ICAR took several immediate steps. Led by Prof. Cheldelin, it organized public dialogues to help audiences on campus and in the community at large analyze and work through the issues underlying the attack. The Institute created a working group on “War, Violence, and Terrorism” headed by Prof. Sandole, which ultimately produced two publications on the subject. Its faculty also developed a number of new courses designed to explore multiple theoretical frames towards the analysis of this sort of conflict and made numerous media appearances offering comprehensive analyses of terrorism in its various forms and alternative approaches to dealing with it.

As the Institute reached its 20-year mark, it organized a variety of workshops and programs tackling conflict in different parts of the world. ICAR’s work on Latin America continued, as it hosted its second summer workshop for the Organization of American States dealing with Resolution and Transformation in Post Agreement Societies. It also hosted an advanced conflict resolution skills workshop for Korean nongovernmental organizations. Closer to home, the Institute held its first Ph.D. alumni symposium, which was attended by fifteen graduates who came to the event from London, Lima, and Istanbul, as well as cities and towns in the United States and Canada. In addition to renewing old friendships, attendees presented papers on their research and held roundtable discussions with Director Sara Cobb and other current faculty members.

The Institute’s third decade was marked by continued faculty expansion and program development. At the outset, its main staff included Elizabeth Thompson as Executive Secretary and John Holman as Director of Development. Each new faculty member brought fresh skills, fields of expertise, and practical interests to the school, and many established new research centers, courses, and practice programs, continuing to enrich the Institute and later S-CAR. The areas of research and practice particularly emphasized in this period included globalization, political economy, religion and conflict, social identities, gender and conflict, genocide prevention, and environmental disputes.

In 2002, Agnieszka Paczynka joined the faculty. Kevin Avruch, who had been a major participant in creating the Center and the Institute, became full time faculty at ICAR (previously his appointment had been split with the Department of Sociology and Anthropology). Daniel Rothbart began

In 2002 Daniel Druckman was appointed the third Lynch Chair, succeeding James Laue and Kevin Clements, who had previously held the position. Druckman’s multi-method research had ranged from high-stakes diplomatic and military negotiations to the analyses of ethnocentrism (prejudice), human dimensions of global climate change, flexibility as the heart of the conflict resolution process, peace operations, and turning points in negotiations. Druckman had initially joined CCR part-time, in 1997 becoming a full-time faculty member. His initial position had been made possible, in large part, by a grant from the William and Flora Hewlett Foundation which, together with the benefactions of Edwin and Helen Lynch, laid the foundations for further expansion of the Center. Druckman coordinated the ICAR doctoral program, helped to develop the curriculum, taught a variety of courses (including the first Research Methods course), pursued an active research program, and represented the Institute on the Graduate Council and the Institutional Review Board (IRB) committees. Working with one of S-CAR’s first Ph.D. students, Nimet Beriker, he developed the curriculum for a new master’s degree in conflict analysis and resolution at Sabanci Universiety, Istanbul, where he later taught. He received a lifetime achievement award in 2003 from the International Association of Conflict Management (IACM).

Druckman has written prolifically, including joint publications with other faculty and students. Working with Prof. Christopher Mitchell, he published Flexibility in International Negotiation and Mediation as part of the Annals of the American Academy of Political and Social Sciences (1995). Perhaps his most important publication while at ICAR was Doing Research: Methods of Inquiry for Conflict Analysis (2005), which was based on his ICAR methods courses. That book received an outstanding book award in 2006 from IACM. His co-edited textbook, Conflict: From Analysis to Intervention, with Sandra Cheldelin
and Larissa Fast, was published in two editions (2003 and 2007) and has been used as a text at several universities in the U.S. and Australia.

**Agnieszka Paczynska** is an Associate Professor at S-CAR and Associate Faculty at the Center for Global Studies. She currently chairs the School’s master’s program as well. Dr. Paczynska was the co-principal investigator for the Undergraduate Experiential Learning Project funded by the U.S. Department of Education’s Fund for the Improvement of Postsecondary Education in 2011-2014. Along with Profs. Thomas Flores and Terrence Lyons, she also supervised the Project on Contentious Politics (PCP) which is dedicated to understanding different forms of contentious political movements. Together with Prof. Susan Hirsch, she is co-editor of *Studies in Conflict, Justice, and Social Change*, a series of books produced by Ohio University Press.

Paczynska’s research interests include the relationships between economic and political change and conflict, distributive conflicts, post-conflict reconstruction policies, and the relationship between globalization processes and local conflicts. Her book, *State, Labor, and the Transition to a Market Economy: Egypt, Poland, Mexico and the Czech Republic* (2013, updated second edition) explores the conflicts between organized labor and the state generated by structural adjustment and in particular the privatization of the public sector. Her research has been funded by grants from International Research and Exchange Board (IREX), the Social Science Research Council (SSRC), the American Council of Learned Societies (ACLS), the Woodrow Wilson International Center for Scholars, and the United States Institute of Peace (USIP) among others. From 2008-2009 she was a Franklin Fellow working in the Office of the Coordinator for Reconstruction and Stabilization at the U.S. Department of State. She is currently working on a project that explores the role of emerging powers in post-conflict reconstruction processes.

**Daniel Rothbart** joined ICAR in 2002. After earning his Ph.D. in philosophy from Washington University, St. Louis, Rothbart was a visiting research scholar at Linacre College, Oxford, Dartmouth College, and Cambridge University. Prior to joining ICAR he had been Professor of Philosophy at GMU, where he was also Acting Chair of the Department of Philosophy and Religious Studies, 1995-1996. In 2002, he became an ICAR Affiliate, and in 2008 part of ICAR’s full-time faculty.

Rothbart specializes in identity-based conflicts, ethics and conflict, the plight of civilians in war, and the Darfur region of Sudan. He has taught courses
on Ethics and Conflict; Culture, Identity and Conflict; Theories of Conflict and Conflict Resolution; Philosophy and Methods of Conflict Research; Positioning Theory and Protracted Conflict; The Enemy and the Innocent in Violent Conflicts; and Research and Inquiry in Conflict Resolution. He has won the ICAR Faculty Research Award (2007), Office of the Provost Excellence in Teaching Award (2000), and the Fenwick Fellowship Award (2000).

Rothbart serves as director of the program on ethics and conflict. In addition, he chairs the Sudan Task Group, an organization that seeks to build long-term peace in this East African country. His academic writings have led to more than forty articles and book chapters in scholarly journals and volumes. His recent publications in conflict analysis and resolution include *Identity, Morality, and Threat: Studies in Violent Conflict* (co-edited, 2007), *Why They Die: Civilian Devastation in Violent Conflict* (co-authored with Karina Korostelina, 2011), *Civilians and Modern War: Armed Conflict and the Ideology of Violence*, (co-authored with Karina Korostelina and Mohammed Cherkaoui, 2012), and *Violent Conflict and Peacebuilding: The Continuing Crisis in Darfur*, (co-authored with Johan Brosche, 2012). Dr. Rothbart is currently exploring the power of moral emotions—shame, humiliation, dignity, pride—as central to protracted conflicts and to their resolution.

In 2003 **Marc Gopin** joined the ICAR faculty, becoming the James H. Laue Chair of Conflict Resolution and founding Director of the Center for World Religions, Diplomacy and Conflict Resolution (see below). Gopin had been ordained as a rabbi at Yeshiva University in 1983, and had received a Ph.D. in religious ethics from Brandeis University in 1993. Much of his research relates to the role of religion—its texts, symbols, and rituals—in conflict and conflict resolution. He has authored a number of books on religious peacemaking, including *Between Eden and Armageddon: The Future of World Religions, Violence and Peacemaking* (2000) in which he describes the role the religion can play in constructing a global community of shared moral commitments to constructive conflict resolution. His *Holy War, Holy Peace* (2002) provides an analysis of what has gone wrong in Arab-Israeli peace processes until now, and how diplomats and peacemakers can more effectively move all parties toward peace and justice in the future. Gopin has written several books on citizen diplomacy in an age of religious militancy and, most recently, has revised and updated a book of insights into political and personal conflict entitled *Healing the Heart of Conflict: Eight Steps to Making Peace with Yourself and with Others* (2016).
As a practitioner, Dr. Gopin has engaged in citizens’ diplomacy, peace tourism, and reflective practice, primarily in the Middle East. Along with students, alumni, and affiliates, he has also worked with Syrian refugees in Jordan and Turkey for a number of years and has created field courses for students in those locales.

In November, 2004, Nadim Rouhana was welcomed to ICAR as the inaugural holder of the Henry Rice Chair of Conflict Resolution, to assume his role as director of the planned international retreat and conference center, Point of View. Dr. Rouhana came to ICAR from Tel Aviv University, where he had been Associate Professor in the Department of Sociology and Anthropology and the Department of Psychology. Prior to that, he was co-founder of the Program on International Conflict Analysis and Resolution at Harvard’s Weatherhead Center for International Affairs where he co-chaired the Center’s seminar on international Conflict Analysis and Resolution from 1992-2001. Rouhana received his Ph.D. in social psychology from Wayne State University.

Dr. Rouhana is the Founding Director of Mada al-Carmel—The Arab Center for Applied Social Research in Haifa, which focuses on issues of identity, citizenship, and democracy, and the future relationship between Palestinians and Israelis. His major publications include *Palestinian Citizens in an Ethnic Jewish State: Identities in Conflict* (1997), as well as numerous academic articles. In 2008 Rouhana left ICAR to join the Fletcher School of Law and Diplomacy at Tufts University, where he currently serves as Director of the International Negotiation and Conflict Resolution Program.

Susan F. Hirsch, a cultural anthropologist, joined S-CAR in 2004. Before coming to Mason, between 1990-2004, Hirsch taught at Wesleyan University in the Department of Anthropology and the Women’s Studies Program. She received her B.A. in Anthropology from Yale University in 1982 and her Ph.D. in Anthropology from Duke University in 1990. At ICAR, she played an historic role in helping to create and becoming the first Director of the Institute’s Undergraduate Program. From 2009 to the present, she has been affiliated with George Mason’s Women and Gender Studies Program.

Hirsch’s training in legal anthropology led to research on conflict and culture, Islam, gender relations, and the legal systems of East Africa. Her book, *Pronouncing and Persevering: Gender and the Discourses of Disputing in an African Islamic Court* (1998), is an ethnographic analysis of how gender relations are negotiated through marital disputes heard in Kenyan Islamic courts. A later
book, titled *In the Moment of Greatest Calamity: Terrorism, Grief and a Victim’s Quest for Justice* (Princeton University Press: 2006) is a reflexive ethnography of her experiences of the 1998 East African Embassy bombings and the subsequent trial of four defendants. As a bombings survivor and a widow of a victim, Hirsch began attending the embassy bombings trial in New York City in January, 2001, and over the next six months came to study it as a legal anthropologist. The volume, which was named Book of the Year by the Law and Society Association, highlights the difficulties experienced by a terror victim who opposes the death penalty yet seeks to participate in a capital trial.

Fluent in Swahili, Hirsch has conducted extensive fieldwork in Kenya and Tanzania since 1985, supported by a Fulbright Fellowship, the National Science Foundation, Wesleyan University, and Duke University, and she has held residential fellowships at the National Humanities Center, the Kluge Center at the Library of Congress (Rockefeller Fellowship), the American Bar Foundation, and Northwestern University’s Law and Social Science Program. Her academic publications include *Contested States: Law, Hegemony, and Resistance* (co-edited with Mindie Lazarus-Black, 1994) and numerous articles on law reform, gender and conflict, reflexive and participatory research, and language in the disputing process. She was the editor of PoLAR: Political and Legal Anthropology Review (1999-2002), and has served on the editorial board of the Law and Society Review and the American Ethnologist. She is currently the President of the Association for Political and Legal Anthropology (APLA), which is a 450-member section of the American Anthropological Association (AAA).

Hirsch is the Principal Investigator for the Undergraduate Experiential Learning Project. She is also a recipient of the Point of View Working Group Grant that aims at promoting better learning through practice, 2010-2011. Her recent major research and book project (with Dr. Frank Dukes) focuses on conceptualizing stakeholders in the conflict over surface mining in Appalachia. Hirsch was a 2015-2016 Fulbright Scholar for Malta, where she was Affiliate at the University of Malta Faculty of Law. Her projects were titled: Advancing Sociolegal Studies in Malta; and Integration through Family Law: Migrants, Islam, and 21st Century Maltese Society.

Susan H. Allen joined the S-CAR core faculty in 2005 after two years of teaching International Peace and Conflict Resolution as Assistant Professor at the School of International Service at American University. She received both her Ph.D. (2000) and M.S. (1995) degrees from S-CAR. Before joining
the faculty at S-CAR, she co-founded and directed the Alliance for Conflict Transformation (ACT) and served as Senior Program Associate for the Conflict Resolution Program at the Carter Center in Atlanta, Georgia. She currently directs the Center for Peacemaking Practice at George Mason University.

Allen's main focus is on reflective practice and research that emerges from practice contexts. She has substantial expertise in intermediary roles and coordination amongst intermediaries, evaluation of conflict resolution initiatives, and theories of change, indicators of change, and evaluation in conflict resolution practice. She has engaged long-term in conflict resolution in the South Caucasus, as well as contributing to a variety of conflict resolution initiatives in Eastern Europe, Eurasia, the Caribbean, South America, and Africa. Allen's current research centers on catalytic workshops. Her work has been supported by the U.S. Institute of Peace (Peace Scholar award, Grant program), the One Foundation, USAID, the UK Conflict Pool, the U.S. State Department, and the William and Flora I. Hewlett Foundation, Compton Foundation, Catalyst Fund (with ACT), and the U.S. State Department (with ACT). Allen serves on the Editorial Committee of the journal *Peacebuilding and on the Editorial Boards of the African Peace and Conflict Journal, and Caucasus Edition*. She is on the Board of Directors of the Alliance for Conflict Transformation (ACT), and previously served on the Board of Directors of the Alliance for Peacebuilding, including as Chair of the Board in 2005.

**Karina V. Korostelina** is a social psychologist whose work focuses on social identity and identity-based conflicts, intergroup insult, nation building processes, relationships between Muslim and non-Muslim populations, and the role of history in conflict and post-conflict societies.

Prior to coming to ICAR, Korostelina taught at National Taurida University, Ukraine, and was a Fulbright New Century Scholar. At S-CAR, she serves as Director of the on-line M.S. program and as Director of the Program on History, Memory, and Conflict. She is also Chair of the Peace Culture and Communication Commission of the International Peace Research Association. In addition to conducting several research projects, she conducts trainings for history teachers and leads a series of international seminars on contested histories.

Korostelina has been a fellow at the Eckert Institute for International Textbook Research, at the Kennan Institute, and at the Woodrow Wilson International Center for Scholars, and a visiting scholar at the Curriculum
Resource Center of the Central European University. Since 2003, she has conducted research on identity-based conflicts in Armenia, Georgia, Morocco, Mexico, Russia, South Africa, Tajikistan, Turkey, and Ukraine. She has received 34 grants from the MacArthur Foundation, Luce Foundation, Spenser Foundation, Ebert Foundation, Soros Foundation (Research Support Scheme, Managing Multicultural Communities Project, Renaissance Foundation), the United State Institute of Peace, US National Academy of Education, Bureau of Educational and Cultural Affairs of USDS, INTAS, IREX, Eckert Institute, and the Council of Europe.


Solon Simmons, a humanistic social scientist with formal training in sociology, the history and philosophy of science, and business, joined S-CAR in 2006. Between July 2012-August 2014, he served as director of the Undergraduate Program at S-CAR, and from July 2013 to October 2013 as the School’s Interim Dean. He was then named Vice President for Global Strategy at GMU, and in that capacity, oversaw the George Mason Global Office, supported and facilitated all extra-national projects and initiatives in the university, and provided leadership in developing the Mason Global Experience. In 2016 he announced that he would leave this office in the summer of 2017 in order to return to full-time teaching and research at S-CAR.

with a more direct look at their producers—the professors. Building on a widely recognized set of surveys of American college and university professors, along with contributions from a wide array of scholars interested in the rise of the new politics of higher education, this book demonstrates what can be revealed about the politics of the professoriate when the topic is taken seriously from the perspective of sober social science.

Simmons has been involved with several other projects, including one which addresses the legacy of the famed, but largely forgotten, Sargent Shriver. Simmons is one of S-CAR’s most active “public intellectuals,” appearing regularly in interviews on radio and television programs, as well as participating in panel discussions and public conferences. He also teaches in the dual degree master’s program at the University of Malta.

In 2006, the Sargent Shriver Peace Institute, which had been begun two years earlier, became affiliated with S-CAR. Jamie Price, Executive Director of the Sargent Shriver Peace Institute, is presently also Research Professor at S-CAR. He received his A.B. from Lawrence University and his M.A. and Ph.D. from the Divinity School at the University of Chicago. Price has been a faculty member in the Department of Philosophy at Georgia State University, and the School of Theology and Religious Studies at the Catholic University of America. As a Director at The Shriver Center at the University of Maryland, Baltimore County, he developed the Shriver Peacemaker Program, a two-year graduate leadership program for Returned Peace Corps Volunteers that integrates graduate study, community service, and ethical reflection. He also developed and ran CLEAR Corps, a national AmeriCorps program that works in economically distressed communities across the country to help families protect their children from childhood lead poisoning. Price is currently working on research and writing projects focusing on the theory and practice of method in peacebuilding, the role of religious imagination in creating and transforming culture wars, and the philosophy and peacebuilding achievements of Sargent Shriver. He has recently completed a manuscript for a book titled Religious Imagination and Political Conflict in America: On Spiritualizing Politics without Politicizing Religion.

In the fall of 2006, ICAR launched four new graduate certificate programs, geared mainly toward midcareer professionals already working in related fields. The certificate programs, initially directed by Susan Allen and later by Mara Schoeny, focused on conflict analysis and resolution advanced skills, collaborative leadership in community planning, world religions, diplomacy, and conflict
resolution, and conflict analysis and resolution for prevention, reconstruction, and stabilization contexts. They allowed participants to acquire knowledge relevant to their field of work, without having to commit to a full M.S. or Ph.D. program.

In 2007, Mara Schoeny (an ICAR Ph.D.) joined ICAR’s faculty and took over as the certificate program director. In 1998, Schoeny was a U.S. Information Agency Visiting Fellow in the Curriculum Development Exchange Program, in residence at Yerevan State University, Armenia. As part of the grant, she developed and taught simulation courses for undergraduate and master’s level sociology and social work students in family, organizational, political and community conflict. She is a former youth camp director with experience in traditional camp settings as well as dialogue and co-existence camps for youth from conflict areas. Her research and practice interests include nonviolence, education and training and dialogue processes. Schoeny teaches courses in research and evaluation methods, practice skills, and the integration of inter-disciplinary approaches to conflict analysis and resolution, and directs the undergraduate studies program.

In 2007 Andrea Bartoli, an anthropologist, joined the ICAR faculty as Drucie French Cumbie Chair, a title he held until 2013. Between 2009-2011 he served as Director of ICAR, and in 2011 became the first dean of the School for Conflict Analysis and Resolution. Bartoli completed his Italian dottorato di ricerca (Ph.D. equivalent) at the University of Milan and his laurea (BA-MA equivalent) at the University of Rome. Prior to coming to ICAR, he had served as associate director at the Italian Academy for Advanced Studies at Columbia University from 1992-99. He was a lecturer at the University of Rome-Tor Vergata, 1987-92, and director of the Center for the Study of Social Programs, 1986-92. He was president of Unita Sanitaria Locale 7, 1983-87 and a consultant to Consiglio Nazionale dell’Economia e del Lavoro, 1980-84.

As a researcher and practitioner, Bartoli works primarily on peacemaking and genocide prevention. The founding director of Columbia University’s Center for International Conflict Resolution (CICR), a senior research scholar at the School of International and Public Affairs (SIPA), a Teaching Fellow at Georgetown University, and at the University of Siena, Dr. Bartoli has taught in the US since 1994. He chaired the Columbia University Seminar on Conflict Resolution and is a member of that university’s Dynamical Systems and Conflict...
Team, as well as a board member of Search for Common Ground and the Peace Appeal Foundation.

Bartoli has been involved in many conflict resolution activities as a member of the Community of Sant’Egidio, which he also represents as a delegate to the United Nations. With Sant’Egidio facilitators, he played an important role in helping to end the civil war and bring peace to Mozambique. He has published books and articles on violence, migrations and, conflict resolution. He was co-editor of Somalia, Rwanda and Beyond: The Role of International Media in Wars and International Crisis (1995), and more recently, Peacemaking: From Practice to Theory (2011). In 2013 Bartoli left S-CAR to become dean of the School of Diplomacy and International Relations at Seton Hall University.

Thomas E. Flores, who joined the S-CAR faculty in 2009, earned his doctorate in Political Science from the University of Michigan in 2008 and his B.A. magna cum laude from Harvard University in 1998. His research investigates the relationship between democratization and conflict, making extensive use of quantitative research methods.

In 2006, Flores studied land reforms in Colombia as a J. William Fulbright Scholar. He has also served as a consultant to the Center for Complex Operations at the National Defense University and the United States Agency for International Development. He has won a Ford Foundation Diversity Dissertation Fellowship and two teaching prizes from the University of Michigan. At S-CAR, Professor Flores teaches courses on research methods, global conflict, and the political economy of civil war and peacebuilding. He is the author (with Irfan Nooruddin) of Elections in Hard Times: Building Stronger Democracies in the 21st Century (2016). His research has also been published in the Journal of Politics, Journal of Conflict Resolution, Review of International Organizations, Peace Economics, Peace Science, and Public Policy, as well as an edited volume.

Leslie Dwyer, a cultural anthropologist with a Ph.D. from Princeton University, joined the faculty in 2009. She is the founding director of S-CAR’s Center for the Study of Gender and Conflict. Dwyer’s academic expertise focuses on issues of violence, gender, post-conflict social life, transitional justice, and the politics of memory and identity. Her current research, which has been supported by grants from the MacArthur Foundation, the H.F. Guggenheim Foundation and the United States Institute of Peace, is an ethnographic study of the aftermath of political violence in Indonesia, where she has worked for over
20 years. Her book on this research, entitled *A World in Fragments: Aftermaths of Violence in Bali, Indonesia*, will shortly be published in the University of Pennsylvania Press’s Pennsylvania Studies in Human Rights series. She is a documentary filmmaker whose most recent film, *The Black Highway*, engages critically with post-conflict peace-building practices in Aceh, Indonesia. She is also the Director of the Indonesia-U.S. Youth Leadership Program, an exchange program sponsored by the U.S. Department of State that teaches conflict resolution and leadership skills to youth. In addition to her work in Indonesia, Dwyer has conducted research in Mindanao, Philippines and Nepal on gender, peace-building, and gender-based violence. She has also assisted U.S. government agencies and educational organizations with developing training curriculum on gender and conflict issues.

In 2011, S-CAR was joined by Arthur Romano, whose interests include global educational movements, the use of transformative and experiential education in communities affected by violence, and nonviolence education. Romano’s doctoral research utilized complexity theory to examine pedagogical innovation in the field of international peace education. He has designed and implemented experiential educational programs in Asia, Africa, and Central America on peace and conflict resolution related themes. He co-developed the Diversity Matters Now workshop series, which explores issues related to identity and peace-building in colleges and universities across the US.

Romano is also committed to the ‘co-production of knowledge’ and has worked with various community actors to generate and disseminate information about conflict resolution and peace education. In 2011, he wrote *Education for Peace: A Resource Guide for Educators and the Community*, and in 2005, he worked with a coalition of community groups to produce *Teaching Peace in Scotland*. Both publications were generated in dialogue with community educators and were offered free of charge through a coalition of allied organizations.

Julie Shedd, associate dean for administration at S-CAR, completed her S-CAR Ph.D. and joined the faculty in 2013. She holds an M.S. from ICAR, as well as a B.A. in Political Science and Psychology from George Washington University. Dr. Shedd’s research includes work on the relationship of media and conflict, specifically focused on media coverage of terrorism and the role of women in political violence. She has co-directed the Benjamin Franklin Summer Institute, bringing 45 students a year from Central Asia and the U.S. together for a month-long training and exchange program. She has also
shepherded S-CAR’s efforts to increase distance education and overseen a wide range of innovations in experiential and service learning, in addition to teaching introductory courses and courses on terrorism, extremism, global conflicts, and ideologies.

My experience as a student and instructor at ICAR have carried over to my work at the University of Baltimore, where I helped to redesign their capstone experience, and to my experiences here at Kent State, where I have worked to include conflict resolution in our doctoral and undergraduate programs. In terms of my research, I have been privileged to work with Prof. Chris Mitchell on the zones of peace project, which has—to date—resulted in my participation in two edited volumes and numerous chapters, and continues to be a part of my research agenda.

Landon Hancock; ICAR Ph.D. 2005
Department of Political Science;
Kent State University

From ICAR to S-CAR: The First School for Conflict Analysis and Resolution

In December 2010, the University Board of Visitors voted to change the status of ICAR from Institute to School, making it the first School for Conflict Analysis & Resolution in North America. Thus, just short of its 30th anniversary, ICAR reached a milestone that marked the climax of a decades-long journey of growth and development.

ICAR had remained the only independent academic institute at GMU and 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. Becoming the School for Conflict Analysis and Resolution served to recognize the 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 was also a signifier to the outside world, including potential donors and other supporters of S-CAR’s work,
that it had become a permanent and integral part of George Mason University’s mission.

Andrea Bartoli, ICAR’s director at the time of the change, became the School’s first dean. In 2013, after a search process during which Prof. Solon Simmons served as interim dean, Prof. Kevin Avruch was appointed the School’s second dean. The school continued to expand, with higher numbers of students from diverse locations and backgrounds applying to its different programs. New faculty members were hired representing cutting-edge spheres of work and interest.

Prior to joining S-CAR 2014, Tehama Lopez Bunyasi was a member of the Ohio University faculty and held the Samuel DuBois Cook Postdoctoral Fellowship at Duke University’s Center for the Study of Race, Ethnicity, and Gender in the Social Sciences. She was a recipient of the Ford Foundation Dissertation Fellowship and a supportive alumna of the Ralph Bunche Summer Institute.

Dr. Lopez Bunyasi’s research is grounded in conflicts around race and ethnicity in the United States, with specializations in racial attitudes and ideologies, structural inequality, Whiteness, Latino racial identity, and political behavior. She is currently preparing a book manuscript entitled *Breaking the Contract: The Political Possibilities of Seeing White Privilege*. This multi-methodological project examines the role of perceptions of White privilege on the racial attitudes and political preferences of White Americans. It finds that awareness of the relative advantages Whites have over People of Color contributes to greater support for interventions that help reduce racial inequality. She is also working on a project that examines how members of the American non-elite ascribe meaning to Latino racial identity through their conversations with one another. In addition to her teaching and academic writings, Dr. Lopez Bunyasi promotes dialogue about controversial matters of inequality by contributing commentary to a variety of media outlets, including *The New York Times* and *PBS*.

Pamina Firchow, who joined S-CAR in 2014, earned her Ph.D. from the Graduate Institute of International and Development Studies in Geneva, Switzerland, where her dissertation dealt with the role of revolutions, uprisings, and social movements as agents of change in Argentina. She also holds an M.Sc. in Comparative Politics from the London School of Economics and an M.A. in International Relations and Peace and Conflict Resolution from the
Universidad del Salvador in Buenos Aires, Argentina, where she was a Rotary Peace Scholar.

Dr. Firchow's teaching and research focus on issues of peacebuilding and international development. In particular, she is interested in the relationship between international actors and recipients of aid programs, with an emphasis on transitional justice and social services in post conflict contexts. She is currently conducting a major research project on developing alternative indicators for measuring local perceptions of progress toward peacebuilding and state building in Africa. Her publications include numerous articles, as well as a book, co-edited with Henry Anastasiou, *Practical Approaches to Peacebuilding: Putting Theory to Work* (Lynne Rienner; 2016).

Dr. Firchow also serves as a consultant to international peacebuilding organizations such as International Alert, the United States Institute of Peace, and Rotary International. Prior to arriving at George Mason, she was a faculty member at the University of Notre Dame’s Kroc Institute of International Peace Studies where she taught and served as the associate director of the Ph.D. program in Peace Studies.

**Douglas Irvin-Erickson** directs the Genocide Prevention Program in S-CAR’s Center for Peacemaking Practice. He joined S-CAR with a Ph.D. in Global Affairs from Rutgers, The State University of New Jersey, as well as a M.A. in English Literature. Dr. Erikson is a well-known expert on genocide and atrocity prevention who has worked in the Democratic Republic of Congo, Burundi, Cambodia, Myanmar, Ukraine, and Argentina. He is the author of books, chapters, and articles on genocide, religion and violence, human security, international criminal law, and political theory. His most recent publication is a 2017 book entitled *Rafael Lemkin and the Concept of Genocide*, a pioneering study of the life and works of the man who originated the word "genocide" and authored the UN Genocide Convention. Irvin-Erickson also serves as Editor of *Genocide Studies and Prevention: An International Journal*, the official publication of the International Association of Genocide Scholars.

In April 2016, S-CAR’s research, retreat, and conference center, **Point of View**, was dedicated by state and university officials as a world-class retreat center which will serve the School and the broader community for many years to come. POV’s 9,263 square feet include meeting rooms, offices, a digital library, outside picnic areas, and oversized corridors for informal meetings. Future plans include construction of cottages for visitors and fellows.
In addition, S-CAR’s diverse, talented, and dedicated staff has continued to expand. Some staff members are professional hires external to S-CAR, while others are either students working professionally while completing their degrees, or alumni who have helped to provide services needed by S-CAR faculty and students.
PART II

MAKING A DIFFERENCE
S-CAR has been making its mark on the world in manifold ways. Along with other pioneers, its scholars “wrote the field” of conflict analysis and resolution into being. The main vehicles for the dissemination of ideas, concepts, theories, and practices have been the School’s faculty and alumni, who are continuously engaged in the production of knowledge and the refinement of practice. In addition to writing some of the field’s most important texts and creating pathbreaking graduate and undergraduate curricula, they have been involved in founding new academic programs, organizing seminal conferences and workshops, establishing new NGOs, affecting existing organizations and programs from within, presenting papers and public lectures, and appearing in the broadcast media as “public intellectuals.” In some cases, S-CAR faculty, students, or alumni have conceptualized new theories and coined new concepts and models, sometimes in collaboration with professionals and academics from different fields and institutions.

**Viewing Conflict as Generic and Multifaceted**

Understanding conflict as a phenomenon that is both generic and multi-faceted, requiring insights from many disciplines to comprehend, is a relatively new perspective that has come to replace older ideas explaining conflict strictly in terms of power, prejudice, or aggression. Traditionally, conflicts have been viewed through narrow disciplinary or sub-disciplinary lenses, a fact which has greatly restricted researchers’ ability to interpret them and propose sound
policies. S-CAR’s efforts, by contrast, involve combining the understandings of how individuals relate to conflict (the micro level of analysis) with the roles of social, political, and cultural structures in generating strife (the macro level). Seeing the common attributes of conflict across time and space, while still taking into account the specific context and characteristics of each type, enables a broader, comparative perspective and greater predictive ability. Furthermore, seeing the interconnectedness of fields and issues and conflict’s multi-faceted nature allows for sounder policies and interventions.

While these more holistic approaches to conflict were developed by scholars and practitioners outside S-CAR as well, the School excelled at institutionalizing this perspective and incorporating it into every aspect of its work. S-CAR is one of the very few stand-alone conflict resolution programs not subjected to the authority of any other university department or disciplinary paradigm. As a result, S-CAR scholars and activists hailing from a wide range of disciplinary bases, from anthropology and social psychology to political science and religious studies, have been free to develop a wide range of theories and practices integrating the insights of these fields. Several of these integrating concepts are briefly described below.

Win-Win Outcomes

In a world in which the most common paradigm was that of zero-sum, win-loss conflict (a conflict over limited resources in which one party must win and the other lose), the idea that there could be an outcome beneficial to both parties, not just a 50-50 split or compromise but a creative, “integrative” solution, was novel when it was conceived. Oftentimes, parties to conflict (as well as third party interveners) see conflicts in rigid “either/or” terms. A factor making many conflicts seem intractable is the parties’ tendency to view their positions, wants, and needs as mutually exclusive. By contrast, reframing the issues and changing the relationship and communication dynamics between the parties sometimes allows them to see the shades of grey that lie between the two extremes, which enables them to find common ground and discover mutually beneficial outcomes.

The original notion of win-win originated outside S-CAR, yet from its earliest days, made it one of the guiding principles in its thinking and practice and sought to raise it to higher levels of complexity and applicability. This win-win
notion is extremely important in conflict interventions such as negotiation and mediation. In order to foster inclusive processes that take into account all relevant parties and prevent or minimize potential damage by “spoilers,” it is critical to frame resolution options in terms that make everyone feel they have a stake in a positive outcome, understanding that the success of one party is not necessarily at the expense of the other. Win-win perspectives have had a strong impact on conflict theories developed at S-CAR (for example, human needs theory, narrative theory), as well as on forms of practice pioneered at the School.

**Track II-, Multi Track-, and Citizen Diplomacy**

Traditionally, diplomacy, like policy-making and other political processes, was seen as something taking place only in “upper circles” and by top-level leaders. With time, these processes have come to be viewed as much broader and multi-dimensional, with people in different positions or levels of leadership taking part. Rather than focusing exclusively on official “track I” processes, we now recognize that track II, multi-track, and citizen diplomacy are important parts of any sustainable peace process.

The term “track II diplomacy” was coined by Joseph Montville, a former diplomat, and later a visiting scholar and longtime affiliate of S-CAR who currently serves on the board of its Center for World Religion, Diplomacy, and Conflict Resolution (CRDC). The notion of “multi-track diplomacy” was a term coined by Ambassador (ret.) John W. McDonald, also a former diplomat and later a visiting scholar at S-CAR. While at S-CAR, McDonald consolidated his vision of the Institute for Multi-Track Diplomacy, which he co-founded with Dr. Louise Diamond in 1992 in Washington, D.C. McDonald has remained a close affiliate of S-CAR and has been a member of its Advisory Board for over 30 years.

Over the years, many S-CAR faculty, students, and alumni have practiced track II, multi-track, and citizen diplomacy through a variety of programs and centers, engaging community members from different walks of life and levels of leadership in peacebuilding processes.
Basic Human Needs Theory, and Conflict Resolution as a Political Philosophy

Basic Human Needs (BHN) theory, most often associated with former Distinguished Visiting Professor John Burton, in many ways provided a paradigmatic shift in the way in which conflict and conflict resolution were viewed, and came to serve as one of the theoretical cornerstones of S-CAR’s approach to conflict.

Burton had set out to challenge the prevailing—mainly “realist”—paradigms and assumptions in international relations theory and practice at the time. He distinguished between disputes and conflicts, between conflict settlement or management and conflict resolution, and between interests, which are negotiable through power-based bargaining, and basic needs, which are not. Destructive conflict, he claimed, would exist whenever people’s basic human needs were not met. Burton believed that none of the dominant theories adequately explained conflict. What was needed, therefore, was to find a theory of human behavior that explained conflicts, and deduce from that theory appropriate means of handling them. Burton’s new paradigm challenged the traditional notion that the person could be socialized into the requirements of institutions, and asserted that instead, institutions must accommodate certain inherent and universal social needs.

At its outset, the CCR program emphasized the analysis of particular conflicts and the study of peacemaking techniques, with less attention paid to developing comprehensive theories of conflict and conflict resolution. This emphasis altered with the advent of John Burton in 1986. Dr. Burton and Prof. Edward Azar had worked together at the University of Maryland in the mid-eighties and had significantly influenced one another’s thinking, with Burton focusing on Basic Human Needs, and Azar on Protracted Social Conflict.

By the time Burton arrived at George Mason, he bore with him a theory that he believed could provide the theoretical basis for the field. Basic Human Needs theory was not born totally from scratch; some of its key ideas had been generated previously by other thinkers like the psychologist Abraham Maslow and the sociologist Paul Sites. However, Burton forged those ideas into a coherent theory of social conflict and conflict resolution, and suggested that the new framework could provide a basis for policy-making in general, and even for government.
While Basic Human Needs theory indeed provided a fresh and much needed theoretical perspective, it did not come without its critics; not everyone believed it was as comprehensive and useful as Burton claimed. Some faculty members attempted to further tweak and develop the theory to better respond to the intellectual challenges it posed. In his article, “Basic Human Needs: The Next Steps in Theory Development” (2001), Richard Rubenstein outlined three virtues of the theory:

First, it permits conflict resolvers to make a valid distinction between struggles that can be dealt with by employing the conventional trinity of force, law, and/or power-based negotiation, and those whose resolution requires other measures...

Second, equipped with a needs-based map of the field, conflict analysts and resolvers can understand the contradictions inherent in general notions like "negotiation" and "dispute resolution," and the necessity to design resolution processes corresponding to a conflict's underlying generic sources...There is thus a historical, if not logical, connection between human needs theory and the process known as the analytical or interactive problem-solving workshop.

Third, a needs-based approach to social conflict undermines conventional notions of conflict causation, in particular the idea that destructive social conflicts are produced instrumentally by a few manipulative leaders or expressively by the sheer existence of cultural or ideological differences...Using unsatisfied needs as an independent variable, the theory helps to explain why ruling class manipulation or cultural differences sometimes generate conflict and sometimes fail to do so.

Rubenstein went on to point out “certain limitations” of the theory:

To begin with, the attempt to establish an objective basis for socially and politically salient needs in human biology or in unalterable "human nature" has been criticized as indefensibly "essentialist," de-contextualised, and a-historical. In many ways, these criticisms seem apt.

A related problem concerns the definition of the salient needs themselves. While John Burton reduces the basic human needs to three or four, focusing especially on identity and recognition, Johan Galtung, grouping them a la Maslow, contends that an adequate account of needs as sources of destructive

Introducing and Enhancing New Paradigms and Theoretical Perspectives
conflict must also include the drive to satisfy basic needs for "welfare," "freedom," and "meaning."

In spite of its limitations, Rubenstein (along with many others) saw promise in the theory, which could be further developed providing the right questions were asked. In some instances, however, what was debated was not just the theory, but the focus and basic premises of conflict resolution work at large, and S-CAR's in particular. This was manifested by a series of debates that took place in 1988 between Burton and Jim Laue, which reflected underlying differences in the two men’s approach to the issue of social justice, as well as to other more specific questions of practice. In many ways, this debate was an overt manifestation of the dynamics of a newly forming field. It also challenged the notion that many conflict resolution professionals are (or should be) “conflict averse,” showing that it was in fact healthy to have an open and honest contestation of ideas. Ultimately, the field has incorporated the approaches held by both men, and academics and practitioners today still struggle with many of the questions they raised.

Additional critiques of BHN came from anthropologists Kevin Avruch and Peter Black, who claimed the theory neglected to take culture into account. Some of these critiques of and elaborations on the theory are expressed in a book edited by Kevin Avruch and Christopher Mitchell that binds together many of the main questions relevant to the theory. The volume, Conflict Resolution and Human Needs: Linking Theory and Practice (2014), examines BHN theory and interactive problem solving, looking at recent developments in thinking about how these might affect peacebuilding in contemporary conflicts. By bringing together some of the leading scholars in the field, it offers a thorough exploration of BHN theory through different lenses, including gender, ethics, and power. Avruch commented further on the theory in his award-winning 2012 book, Context and Pretext in Conflict Resolution: Culture, Identity, Power, and Practice.

Notwithstanding these challenges and critiques, the fact remains that Basic Human Needs theory offered a much-needed paradigm shift to the School and the field, and provided a fertile ground for further contestation and elaboration.
Accounting for Culture

As theory began to develop in the emerging field of conflict analysis and resolution, one glaring weakness which anthropologists Kevin Avruch and Peter Black attempted to address was the inattention paid to culture. This gap was likely due largely to the origins of the field in International Relations (or, for negotiation theory and research, in Social Psychology), and to the inclinations of some of its forerunners. Not even John Burton’s work was exempt from this critique. Avruch and Black began by taking issue with Burton on two grounds. First, they argued that his essentialist view of human nature was untestable, unverifiable, and of little use in diagnosing actual situations of conflict. Since needs theory was basically a vocabulary for organizing descriptions of behavior, they argued, it could not explain the processes by which needs get expressed in behavior, and thus offered no guidelines for the interpretive task facing conflict analysts. Second, they faulted Burton’s restricted conception of culture. Avruch and Black argued that critical to making sense of human behavior in cases of deep rooted conflict, is a generative or constitutive model of culture, in which culture is understood as an inherent feature of human consciousness and the vehicle by which humans achieve meaning.

Over the years, Avruch and Black wrote a series of critiques of the absence of culture from conflict theory, framing this absence as “the culture question.” Moreover, they attempted to bridge the gap by developing the theory of culture and adapting it to the study of conflict and conflict resolution. Avruch and Black were involved in curriculum building and in the publication of a number of books that have become cornerstones in the study of conflict as well as in the study of culture. Ultimately, courses on culture and ethnicity, as well as on fieldwork and qualitative methods, were regularly included in the curriculum, and today is seems impossible to teach the field of conflict analysis and resolution without seriously including notions of culture. Over the years many more anthropologists (including current professors Susan Hirsch and Leslie Dwyer) joined the ranks of the faculty, so that the production of knowledge that included culture as a central feature continued to increase.

Narrative and Conflict

Human interactions and relational dynamics can be seen as a function of the stories we tell. Conflict is the discursive process in which people struggle for
legitimacy, caught in stories they did not make (by themselves) and all too often, cannot change. The network of social relationships, histories, and institutional processes restricts the nature of stories that can be told. Conflict, from this perspective, is a narrative process in which the creation, reproduction, and transformation of meaning itself is a political process—a struggle against marginalization and for legitimacy, if not hegemony.

Sara Cobb specializes in the study of narrative and conflict resolution, and since her arrival to ICAR in 2001 has greatly developed and helped disseminate theory and practice in this field. Aside from classes offered on the subject, Cobb founded and directs The Center for the Study of Narrative and Conflict Resolution (CNCR), which 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. Through the Center, students and the wider public are able to engage in workshops and research seminars. CNCR’s journal, *Narrative and Conflict: Explorations in Theory and Practice*, anchors the research conversation on narratives within the field.

**Identity and Ethics in Conflict**

Questions and determinants of identity—individual and collective—are central to the analysis and resolution of conflicts. A number of S-CAR faculty deal with identity issues and their role in conflict, and two in particular have made this their primary research focus.

Professor Daniel Rothbart specializes in identity-based conflicts, ethics and conflict, conflict theory and philosophy, the causes of protracted violence, and civilians in war—all topics of great importance to our emerging field. Rothbart applies his background in philosophy and his knowledge of conflict and ethics to his current research and practice, which explores various aspects of group identity in conflict. He takes a deep look at some critical and under-explored questions, including the ways in which groups construct their identities, how those change before, during, and after conflict, and what happens to civilian non-combatants. He also links questions of identity to moral philosophy and psychology, and applies this to particular case studies.

Karina V. Korostelina is a social psychologist whose work focuses on social identity and identity-based conflicts. Her work encompasses a wide range of related topics, including intergroup insults, nation building processes, the
relationships between Muslim and non-Muslim populations, the role of history in conflict and post-conflict societies, conflict resolution and peacebuilding. Writing as sole authors and as collaborators, both she and Daniel Rothbart have written articles and books on identity and ethics, and both have mentored students, led research teams, or chaired working groups and task forces on this important subject.

**Critical Theory: Analyzing and Resolving Structural Conflicts**

In the field of peace and conflict studies, one of the most challenging and controversial new questions is how to resolve structural conflicts—serious clashes generated by the normal operations of certain social, cultural, and political systems. Mediators and other peacemakers have had considerable success in helping people deal with disputes caused by ignorance, prejudice, groundless fears, and communications breakdowns. When the causes of inter-group conflict are systemic, however, something more than mediation or improved communication may be called for. Systems that generate violence need to be restructured, and restructuring calls for new styles and methods of conflict resolution and of politics.

As these issues become more central to the field, theorists like Richard Rubenstein and other members of the S-CAR community have been developing insights drawn from European social theory (Marx, Weber, the Frankfurt School, Bourdieu, Galtung, Zizek) aimed at understanding how to describe and resolve structural conflicts. Rubenstein had already written several articles considered seminal in this field, including “Group Violence in America: Its Structure and Limitations” (1989), “The Analysis and Resolution of Class Conflict” (1994), and “Conflict Resolution and the Structural Sources of Conflict” (1999), and had also analyzed structural conflicts in specific contexts (e.g., “Conflict Resolution in an Age of Empire,” 2008). His new book, *Resolving Structural Conflicts: How Violent Systems Can Be Transformed* (2017), focuses on key conflicts in politics, economics, law, culture, and religion in order to show how systems established to maintain a peaceful social order sometimes end by generating serious violence. After analyzing clashes between socioeconomic classes, religious communities, political majorities and minorities, and imperial
forces and insurgents, it discusses how to envision and implement new methods of transforming violence-prone systems.

This new theoretical turn has already generated a series of new undergraduate and graduate courses focused on analyzing and mitigating system-generated violence, as well as conferences and workshops like the January 2016 conference on “Poverty, Inequality, and Global Violence” held at United Nations headquarters in New York City. S-CAR’s critical theorists invite readers to think beyond the conventional categories often used to analyze social conflicts. They challenge those interested in peace to recognize the need for a new, dynamic field of study and practice devoted to eliminating or mitigating system-generated violence.
Sitting from left: Joseph Scimecca, James Murray, Jim Laue
Standing from left: Rich Rubenstein, John Burton, Dennis Sandole

From left: Henry Barringer, Dennis Sandole, Bryant Wedge

*Photos courtesy of S-CAR archives, unless otherwise noted.*
Richard Rubenstein, Wallace Warfield, Dennis Sandole, Juliana Birkhoff, Michelle LeBaron, Christopher Mitchell, Hamdesa Tuso

Johannes Bottes, Herb Kelman, and Christopher Mitchell
Prof. James (Jim) Laue at work.

Mary Lynn Boland, the first S-CAR (CCR) Administrator

Early Faculty and PhD Students. From Left: Prof. Jim Laue, Prof. Chris Mitchell, Nimet Beriker, Mohammed Abu-Nimer, Prof. Kevin Avruch, and Frank Dukes.
John Holman, Director of Development

Left: Prof. Christopher Mitchell; Right: Amb. John McDonald

Conflict 613 Lab and Sim. I, class of Fall 1995, with professors Frank Blechman and Wallace Warfield (bottom center).
The dedication and grand opening for the School for Conflict Analysis and Resolution’s Point of View, an international retreat and research center.

Photo by Ron Aira/Creative Services/George Mason University
The dedication to Edwin and Helen Lynch at Point of View.

Photo by Ron Aira/Creative Services/George Mason University
From its inception, S-CAR has operated on the belief that one of its major tasks is to become directly involved in the real world of protracted conflicts and to use its ideas and techniques to help mitigate and resolve on-going, contemporary conflicts. The founders of the institution firmly believed that this activity was, in itself, of intrinsic worth, and also that if faculty, staff, and students engaged in the practice of conflict resolution, as opposed to simply developing theory, their understanding of conflicts and how to resolve them would be greatly deepened. The founding faculty of S-CAR identified three fundamentals around which to shape the School: theory, reaching, and practice. Like a teaching hospital, the faculty initiated a variety of programs and projects to encourage conflict resolution practice. The first of these practice initiatives involved the transfer of James Laue’s Conflict Clinic to George Mason University and then to the School.

**The Conflict Clinic Inc.**

The Conflict Clinic was one of the most innovative tools of its time, with the aim of tackling conflicts domestically and abroad. It had originally been deliberately designed on the teaching hospital concept, closely affiliated with a major university program (at the University of Missouri at St. Louis). Faculty served as members and active third-party intervenors, and graduate students assisted in cases and gained important practical experience.

In 1984, Tom Stoner, a radio broadcast executive who had just run for the U.S. Senate in Iowa, read Roger Fisher’s *Getting to Yes* (1981), in which Fisher mentioned his belief in the need for a conflict “clinic.” Stoner decided to give
Fisher a call to further discuss the idea. With the purpose of creating a conflict clinic at Harvard’s Program On Negotiations (PON), Stoner, together with former Iowa Senator John Murray, arranged a conference to which he invited approximately twelve participants—one of whom was James Laue. The conflict clinic was thus formed, with Laue as its first director. It soon received funding from the Hewlett Foundation, and established a Board of Directors.

Shortly thereafter, the Center for Conflict Resolution at George Mason University was seeking to expand, and Jim Laue was offered a senior teaching position. He accepted and proposed to bring the Conflict Clinic with him, an offer that the University was happy to accept. In 1987, the Clinic moved to CCAR, where, for a time, it became one of the Center’s hallmarks and a precursor for many other forms of groundbreaking practice organized at the institution.

Laue became the first occupant of the Minnie and Vernon Lynch Chair at CCAR, while John Murray moved to Fairfax, Virginia to direct the Clinic, which was physically housed in the CCAR building. Frank Blechman, a former community organizer who had been working with the Clinic as a political analyst, primarily dealing with disputes between farming families and creditors, relocated to Virginia with the Clinic. Blechman and William Potapchuk, who had been acting as the Conflict Clinic’s Associate Director, subsequently developed important careers as community organizers and problem solvers. Blechman went on to become one of Northern Virginia’s leading mediators, and Potapchuk founded the Center for Community Problem Solving, a leading innovator of new forms of citizen participation in public decision making. Both men have remained close affiliates of S-CAR.

Between 1987-1991 the Conflict Clinic operated under a contract with George Mason, and its staff were employed by the University. The Clinic produced training projects and materials and undertook projects in El Salvador, Northern Ireland, and Bolivia, as well as in the United States. During this period, CCAR faculty and students continued to work through the Clinic on many different conflicts and programs. In 1989, for example, the Clinic ran a program for the Fairfax County Office of Personnel consisting of three courses, “Introduction to Conflict Resolution and Negotiation Skills,” “Managing Short-Term Public Involvement,” and “Managing Ongoing Public Involvement.” The courses all received exceptionally high evaluations from employees in terms of content, level of instruction, and applicability to participants’ jobs. Other Clinic
activities included mediating or providing consultative service in a wide variety of local and regional disputes, as well as providing practice opportunities for CCAR students.

Sadly, in 1991, funding shortfalls brought an end to Clinic activities and the Board of Directors decided to close down its operations. Wallace Warfield, who had joined the staff of the Clinic from the U.S. Community Relations Service, joined the full time faculty of what had become ICAR along with Frank Blechman. They continued to work on practice projects for the Institute and became increasingly involved in the teaching program for M.S. students, as well as students in the recently opened Ph.D. program. After 1991, what had been typical clinical activities became fully integrated within the ICAR program. Blechman and Warfield created the Applied Practice and Theory teaching program in 1992, in order to give students clinical practice in dealing with disputes and conflicts in the Greater Washington, D.C. region.

**Problem Solving Workshops, Sustained Dialogue, and Basic Human Needs: The Nexus between Theory and Practice**

Another aspect of the continuing practice strand of S-CAR’s work involved the use of “Problem Solving” Workshops [PSWs] and later “Sustained Dialogues,” as intervention tools to help parties involved in the most intractable conflicts re-conceptualize their situation and devise new possibilities for acceptable and sustainable solutions.

John Burton, working with other scholar-practitioners, is generally viewed as the primary creator of this first technique. Originally envisioned as a tool to test out new theories, the PSW model gradually developed as a major conflict resolution process. Initial experimental interventions using PSWs in the 1960s and 1970s had included workshops conducted by Burton and others involving the Malaysia/Indonesia territorial conflict, the Cyprus dispute, and the conflict in Northern Ireland, as well as exploratory efforts in the Horn of Africa and in Kashmir. Involved in these early interventions were Roger Fisher and Herbert Kelman from Harvard, Chadwick Alger from Ohio State University, Michael Banks from the London School of Economics, and Christopher Mitchell, then part of Burton’s London-based Centre for the Analysis of Conflict.
Burton initially saw the subjective elements of conflict, such as misperceptions, inaccurate cost-benefit analyses, and distorted communication as the cognitions and behaviors to be changed during a workshop. The idea behind these workshops was that through “controlled communication” conflicting parties were enabled to move in more constructive directions in their decision-making processes and in their perception and treatment of each other. Thus, the types of interactions that took place in the workshops and the relationships and possibilities they engendered were stimuli not only for PSWs, but for some of Burton’s other groundbreaking ideas as well. As Ronald J. Fisher, another early practitioner and long-time affiliate of S-CAR writes:

“The classic method of the PSW as defined in the literature and applied in practice typically involves the participation of influential and well connected individuals from the two primary parties of the conflict, who are seen to be most concerned with the central issues. These two primary parties are usually identity groups in ethnic, racial, cultural or religious terms, one of whom may be in control of the state apparatus. In his theory of practice writings, for example in his Handbook of rules, Burton (1987) prescribed starting a series of PSWs where the closest relationships had broken down. However, in taking a systems approach to conflict analysis, he also advised that the focus could move inward to factions exhibiting important differences within one or both of the parties. Furthermore, he advised that subsequent series of workshops could shift the focus externally beyond the primary parties, until all important parties and their issues had been addressed. Both of these optimistic projections have occurred rarely in PSW practice, likely due to the high level of resources required to implement them as well as the urgent priority of dealing with the central conflict and parties.”


During these workshops, Burton, Kelman, and others in the facilitation team observed the interactions and processes taking place among participants. It was evident that the parties were putting considerable emphasis on their collective identities, including the need for its expression and recognition, as well as on threats to safety and security seen as being posed by the other party. Thus,
the search for a deeper and broader explanation of destructive intergroup and international conflict led Burton to develop and fine-tune Basic Human Needs theory.

“In applying BHN to situations of escalated conflict, Burton believed that he had found an explanation for the intractable and non-negotiable nature of such conflict that distinguished it from mere disputes over tangible interests which did not threaten BHNs (Burton 1990). From a scholar-practitioner perspective, there is no doubt that the application of BHN theory offered a fresh analytical perspective and additional theoretical support for the appropriateness and utility of the PSW as a means of helping to bring about improved intergroup relations and societal change required to resolve ethnopolitical conflicts.”


With Burton at CCAR, it was inevitable that the use of PSWs should form a central part of the institution’s practice strand, and this proved to be the case from the outset. A series of workshops, dialogues, and meetings between the parties to the sectarian conflict in Northern Ireland took place between 1991 and 1994, building on work done in that region by Kelman and others in the 1980s. In the mid-1990s the Institute’s Basque Project (see below) also involved informal workshops in Spain as well as the United States. Subsequent workshop series throughout the 2000s involved ICAR and S-CAR practice initiatives in Liberia, Cyprus, Darfur, and the Caucasian nations, with Burton’s role being taken over by a younger generation of scholar-practitioners, including Christopher Mitchell, Barry Hart, Susan Allen, Wallace Warfield, Jannie Botes, and Daniel Rothbart. These projects frequently involved the participation of Ronald Fisher from American University, who had written a number of seminal works on interactive conflict resolution techniques. The School continues to use variations on this process in many of its other initiatives in Africa, Latin America, and elsewhere. An annual program of training workshops held at Point of View has become part of the teaching strand offered to S-CAR students together with students from American University, University of Denver, and the University of Baltimore.

A second key technique, which members of ICAR adopted as a basic peacemaking practice from the start of the 21st century, was based on the Sustained Dialogue process developed by Harold H. Saunders, a former State Department
official, experienced facilitator, and long-time friend of the George Mason program. Saunders’ extended series of informal meetings between two or more groups of antagonists frequently revealed to facilitators—and usually to the parties themselves—the importance of respect for collective identities, the search for a sense of safety and security, and the need to cooperate in order to achieve their aspirations. Crucial to Saunders’ technique was a gradual acceptance of the need to change the existing relationship of enmity and hostility to something more positive before tackling the details of the contradictions causing violence and destruction. Saunders produced a series of books describing this method and the substantial successes that were achieved using it in places like the former Soviet republics following the end of the Cold War.

Typical of such Sustained Dialogue efforts at ICAR was the three-year long series of monthly meetings on the conflicts in post-Derg Ethiopia conducted by Terrence Lyons, Chris Mitchell, and Tamra Pearson d’Estree (assisted by Ph.D candidate Lulsegede Abebe and a team of APT students) from 2002 to 2005. These meetings involved representatives of the main ethno-linguistic communities in contention within the boundaries of the former Ethiopian Empire: Amhara, Tigre, Oromo, and Somali. Amid a growing atmosphere of locally generated trust, the participants were able to consider a series of alternative political models for the future of their country and for the inter-group relationships required to enable their communities to live at peace.

**Direct Student Involvement in Practice: The APT Program**

In 1992, the Applied Practice and Theory program was added to ICAR’s curriculum as a requirement for doctoral students and an option for master’s candidates. It was designed as a six-credit, yearlong practicum intended to give students “hands on” experience and the opportunity of translating and applying theories to concrete conflict situations. The APT model developed was borrowed from existing models in medicine, education, social work, counseling psychology, and law, and modified to suit ICAR’s (and later S-CAR’s) curriculum. In essence, the program constitutes collaborative teamwork between faculty, students, and community members.

APT came into existence under the directorship of Christopher Mitchell, who responded to student requests for more opportunities to combine theory
and practice. The program’s initial faculty included Dr. Maire Dugan, as well as Frank Blechman and Wallace Warfield from the Conflict Clinic, Inc. In 1993, Juliana Birkhoff (ICAR Ph.D., 2000) replaced Dugan, who moved on to become associate director of a new master’s degree program at Antioch College in Ohio.

One of the first APT projects undertaken in the early 1990s was an attempt to assist the administrators, teachers, and students of two Northern Virginia high schools in dealing with incipient youth gang problems that were of great concern to these increasingly diverse suburban communities. Under the supervision of Frank Blechman and Richard Rubenstein, ICAR students administered a survey questionnaire to hundreds of students in each school and interviewed students and teachers in an attempt to discover why students were joining gangs, what the results of this activity were, and what might be done about it. They analyzed the results of their research and reported the results to the high school communities. Consequently, one of the schools held a series of community meetings and made major changes in policy to mitigate some of the underlying problems generating gang activity.

APT continues to be an option for master’s students. It provides invaluable opportunities for students to apply theory to practice in an area of interest. Recently, an International APT program has been created as a supplement to the local APT.

Students who took APT in its early days attested to the unique experience it provided:

APT provided me with an ideal opportunity to gain hands-on experience of the challenges, difficulties, and complexities third parties often have to deal with in conflict situations. The work we did in the divided societies team helped me to better understand how the theoretical knowledge we gain at ICAR can be used to resolve deep-rooted conflicts. I feel that the APT experience will help me tremendously upon my return to South Africa.

Jaco Cilliers;
ICAR M.S. 1994, Ph.D. 2001
(APT participant in 1993)

ICAR is a highly unusual graduate program. I realized this whenever I talked to students in other programs. Perhaps because the students arrive with a ‘pioneer’ attitude or perhaps because so many of us are mid-career students, we
really expect faculty to treat us as full partners in the development of theory and practice. To their credit, the ICAR faculty has embraced this student expectation and has built collaborative relationships into the program. APT is just one example of this unusual approach to education, an approach that reflects an internalization of the values of collaboration, cooperation, respect, creativity, and risk-taking which we espouse for others.

Jayne S. Docherty
ICAR Ph.D., 1998
(APT participant in 1993)

The Practitioner in Residence Program

From the early days of CCR, major efforts were made to attract knowledgeable and distinguished practitioners and scholars to the GMU campus. Among the earliest visitors were Kenneth and Elise Boulding, who came to the Fairfax campus for a semester while the institution was emerging as an organized center. In 1988, the newly named CCAR initiated the “Practitioner in Residence” (PiR) program which sought to bring to the Center practitioners who had been directly involved in peacemaking activities, both local and international, but who needed time and space to reflect on their work and make some kind of a record of their endeavors.

The first of these visitors was Joseph Camplisson, who, in 1968, had been living on one of the sectarian “fault lines” between Catholic and Protestant communities in Belfast when the first wave of violence in “the Troubles” hit the northern provinces. Initially, Camplisson set up an ad hoc organization to trace individuals and families who had been forced to flee their homes because of the violence, but he rapidly became a trusted intermediary and go-between for the communities in Northern Ireland, able to build bridges between people on both sides of the sectarian divide, including the paramilitaries. Camplisson’s community development work in Northern Ireland continued during the 1970s and 1980s, and in subsequent decades, together with ICAR’s Susan Allen, he expanded his activities to involve local communities and national governments in parts of the former Soviet Union.

The PiR program continued at ICAR into the 1990s. N. Shaw Smith, a Deputy Under Secretary of State and former Foreign Service officer who
helped broker peace settlements in several war-torn nations, spent a year at the Institute conducting seminars, writing, and working with faculty and students.

Helena Cobban, a journalist, prolific writer, and currently the publisher of Just World Books, spent six months at ICAR completing work on her second book, *The Super-Powers and the Syrian-Israeli Conflict* (1991). The following year, Ambassador John McDonald was at ICAR before moving on to found with Louise Diamond his own Institute for Multilateral Diplomacy in Arlington, Virginia. In 1993 the resident practitioner was the Indian journalist, Rajiv Gandhi, a grandson of the Mahatma, who was able to focus some of ICAR’s attention on the conflicts in South and South East Asia, and who completed, among other writings, one of the most popular of the Institute’s Occasional Papers series. He was followed by Rob Midgely, the South African scholar who had been part of the complex peace process in South Africa between 1992 and 1995, serving on one of the key local Peace Committees charged with keeping the peace throughout the country while national leaders worked out the details of a peaceful transition from apartheid.

Later, the PiR program became more sporadic and occasional, due to the absence of permanent funding for visitors and the fact that potential practitioners, especially those working in grassroots peacemaking, need financial support in order to take “time out.” Among those spending time and undertaking writing projects at ICAR during the 1990s were Andrew Acland, Sam Amoo, Wendy Lambourne, and Amy Hubbard. Currently, plans are in motion to seek funds in order to revive the program and to house it at the new Point of View research and conference center. The idea of giving busy practitioners time to reflect on their practice and to share the useful lessons they have learned with the S-CAR community remains one of the School’s strong interests.

**Distinguished Visiting Scholars and Diplomatic Affiliates**

Starting with the Practitioner in Residence Program, S-CAR has hosted many visiting scholars, including distinguished academics, practitioners, diplomats, and combinations of the above. Many have remained affiliated with the School long after leaving. Some produced important work while at S-CAR, including research and writing, practice initiatives, and the founding of organizations that deal with conflict and peacebuilding.
Two prominent diplomats and peacebuilders, Ambassador John McDonald and Joseph Montville, are particularly noteworthy. They have each coined important concepts in the field, founded projects and organizations, and remain closely related to the S-CAR community.

Ambassador John W. McDonald, a lawyer, diplomat, former international civil servant, development expert, and peacebuilder, has been affiliated with S-CAR since its earliest days. In 1982, he was invited by Bryant Wedge to lecture in some of the classes of the then-newly-formed Master’s program. He ultimately joined the Center’s Advisory Board and remains a valued advisor to the program.

Ambassador McDonald holds a B.A. and a J.D. degree from the University of Illinois, and graduated from the National War College in 1967. He has written and co-edited ten books and numerous articles on negotiation and conflict resolution and makes more than 100 speeches a year. From 1978-83, he carried out a wide variety of assignments for the State Department in the area of multilateral diplomacy. All in all, he spent twenty years of his diplomatic career in Western Europe and the Middle East and worked for sixteen years on United Nations economic and social affairs. He was appointed Ambassador twice by President Carter and twice by President Reagan to represent the United States at various UN World Conferences.

McDonald retired from the U.S. Foreign Service in 1987, after a 40-year diplomatic career. In 1987-88, he became a professor of law at The George Washington University Law School. He also taught and lectured at the U.S. Foreign Service Institute and the Center for the Study of Foreign Affairs. From December 1988, to January 1992, he served as president of the Iowa Peace Institute in Grinnell, Iowa and taught political science at Grinnell College. In February 1992, he was named distinguished visiting professor at George Mason University’s Institute for Conflict Analysis and Resolution. Ambassador McDonald’s time at ICAR was devoted largely to his project which culminated in 1992 in the founding, along with Louise Diamond, of the Institute for Multi-Track Diplomacy (IMTD). IMTD, which he chairs to this day, focuses on national and international ethnic conflicts, including the United Nations Millennium goals of clean drinking water and sanitation. Over the years, numerous S-CAR students have interned and worked at IMTD; an S-CAR faculty member regularly serves on the IMTD Board; and McDonald himself remains closely connected to the School. Ambassador McDonald’s publications include
Conflict Resolution: Track Two Diplomacy (1987), which he wrote with Diane B. Bendahmane; Multi-Track Diplomacy: A Systems Approach to Peacebuilding (1996), which he wrote with Louise Diamond; and The Shifting Grounds of Conflict and Peacebuilding (2008).

Joseph Montville is the director of the Program on Healing Historical Memory, School for Conflict Analysis and Resolution. He is also director of the Abrahamic Family Reunion, the Esalen Institute project to promote Muslim-Christian-Jewish reconciliation; senior advisor on interfaith relations at Washington National Cathedral; and has served as a distinguished diplomat in residence at American University.

Montville founded the preventive diplomacy program at Washington, D.C.'s Center for Strategic and International Studies in 1994 and directed it until 2003. Before that he spent 23 years as a diplomat with posts in the Middle East and North Africa. He also worked in the State Department’s Bureaus of Near Eastern and South Asian Affairs and Intelligence and Research, where he was chief of the Near East Division and director of the Office of Global Issues. He has held faculty appointments at the Harvard and University of Virginia Medical Schools. He coined the term “Track Two” to describe nonofficial, “back channel” diplomacy, and is recognized as one of the nation’s leading experts on religion and conflict and the role of forgiveness in conflict resolution and peacebuilding.

Educated at Lehigh, Harvard, and Columbia Universities, Montville is the editor of Conflict and Peacemaking in Multiethnic Societies (1990) and editor (with Vamik Volkan and Demetrios Julius) of The Psychodynamics of International Relationships (1990 and 1991). His most recent book is History as Prelude: Muslims and Jews in the Medieval Mediterranean, (2011). In 2008, the International Society of Political Psychology awarded Montville its Nevitt Sanford Award for “distinguished professional contribution to political psychology,” at its 31st annual scientific meeting in Paris.

Northern Virginia Mediation Service

One of the early initiatives that demonstrated CCAR’s interest in the practical application of ideas gained in studying conflict resolution to the real world of conflict was the focus of a number of its students on the practice of Alternative Dispute Resolution (ADR), then gaining interest within the USA. In the 1980s
the ADR movement had yet to achieve the widespread approval that it now enjoys as an alternative to litigation, so it was genuinely innovative for CCAR students and alumni to suggest the establishment of a locally-focused institution that would supplement adversarial, court-based efforts to deal with individual, family, and community disputes. Graduates such as Ramona Buck (M.S. 1988), Susan Shearouse (M.S. 1988) (who also served as executive director of the National Consortium on Peace and Conflict Resolution), Bob Reed (M.S. 1988), Marsha Blakeway (M.S. 1988) and others deserve great credit for establishing the Northern Virginia Mediation Service, initially as an affiliate organization of the Center and later as an independent, free standing, and growing institution serving the entire region. NVMS was formally established in May 1990. Its survival and early success owed much to the assistance of Virginia state legislators Jim Dillard and Jim Scott, who were firm and constant supporters of ADR and conflict resolution in northern Virginia—and of George Mason University.

Ramona Buck was the first NVMS executive director, serving for three years and then being replaced by Rob Scott, a lawyer and ICAR alumnus who took over in 1994 and served for the ensuing decade. By this time, ADR had become more accepted within the court system and generally within the local community, and NVMS had developed training programs, links with local schools, and court related programs throughout northern Virginia. It also undertook ventures in new techniques and philosophies such as restorative justice, as well as developing an extensive cadre of local mediators available to help with conflicts in families, business organizations, schools, neighborhoods, and religious communities. In 2015 NVMS celebrated its 25th anniversary. Two years earlier, on the occasion of her retirement, it had established the Susan Shearouse Training Scholarship, covering the full costs of the Virginia General District Courts Mediation Certificate for a student wishing to become a fully-fledged and formally recognized mediator. The organization continues to serve the residents of Northern Virginia and the Greater Washington, D.C. area by providing quality alternatives to formal legal procedures.

Healing Trauma and the Wounds of the Past

Trauma healing is a critical, formerly neglected topic in the conflict resolution field. Violent conflict usually means that many lives are shattered, communities
are broken down, and “normal” and “abnormal” are turned on their heads. During violent conflict, as well as in its aftermath, individuals and communities are left to deal with the consequences of that violence. Not only are many individuals traumatized, but whole communities are often traumatized as well. Trauma healing involves helping communities that have experienced violence and trauma deal effectively and constructively with their past wounds, so that they are able to lead healthier lives in the present and build better futures.

Over the years, Joseph Montville has engaged in many endeavors aimed at healing and reconciling former enemies. In 2002, he facilitated the visit of former Iranian leader Khatami to Washington, D.C., where the latter made a historic address at the National Cathedral and advocated peaceful dialogue between Iran and the United States. Montville is also the director of Toward the Peace of Jerusalem (TPJ), a project in unofficial or Track II diplomacy that aims to highlight the main psychological obstacles to Israeli-Palestinian and Jewish-Christian-Muslim reconciliation in Jerusalem and the Middle East. It defines a process that can help heal past and current traumatic losses which strongly and negatively influence the collective consciousness of Israelis and Palestinians. The project uses political psychology in an analytical and prescriptive process that guides the collaborative engagement of historians and other scholars and media specialists as they recover the past history of creative co-existence among Muslims, Jews, and Christians in the wider Mediterranean region. It is independent of the official negotiations underway between the Israeli government and the Palestinian Authority, but attempts to influence public opinion in both nations in ways that make it safer for their leaders to take risks for peace.

Al Fuertes (ICAR Ph.D., 2007), a recipient of the 2008 GMU Teaching Excellence Award and the 2001 AT&T Asia-Pacific Leadership Award, specializes in community-based trauma healing as an integral component in peacebuilding and conflict transformation. He travels extensively, particularly in places affected by war, armed conflict, and natural disaster. Dr. Fuertes works around the world with governments and religious, military, and community leaders, as well as development workers, school administrators, teachers, young people, refugees, and internally displaced persons. He is the faculty director of a 9-credit course in Grassroots Peacebuilding, Environmental Issues and Cultures of the Philippines, held every summer through George Mason’s Center for Global Education.
As Fuertes states, “conflict usually results in some form of human trauma and when this trauma is left unhealed it breeds more conflict which results in further cycles of conflict and traumatization in the future.” Many conflicts happening nowadays, he explains, are “the result of something that happened many years ago, but the trauma from these events have never been healed.” His pioneering work aimed at beginning or accelerating the healing process has been widely recognized as extremely important and unusually effective.
Contemporary Themes and New Centers

Although many of the projects and programs initiated in the early days of CCAR and ICAR have continued operating up to the present time, the essential dynamism of the institution and the field, combined with changing developments in world affairs, have led to important changes in both teaching and practice at the School. As the field of Conflict Analysis and Resolution evolved, the faculty grew and became more diverse, and the students body began to include students from a wider variety of ethnic and cultural backgrounds. So, too, the institution’s teaching curriculum and research program began to expand to include new themes and foci of concern, many of which remain central for today’s faculty and students. Over the years, a number of research and practice centers and programs were established to anchor research, theory, and practice in different sub-fields and to provide important venues for collaborative work among students and faculty. Each of these provides opportunities for students and faculty to engage collaboratively in cutting-edge work on central questions and topics in the field.

For example, by the beginning of the 21st Century, the topic of gender and conflict had became a major concern of both faculty and students at the School. Under the leadership of Professors Sandra Cheldelin and Leslie Dwyer, issues relevant to the study of gender and conflict became a vital part of the School’s M.S. and Ph.D curricula. Faculty and students research diverse aspects of this theme through the Center for the Study of Gender and Conflict.

At the same time, religion and its relationship to conflict and conflict resolution increased in importance. Many scholars and students at S-CAR have both studied and written about the topic. In 1999, the institution’s third director,
Richard Rubenstein, wrote the first of three books exploring why religious conflicts become (or avoid becoming) violent, taking case studies from the bible and medieval times. *When Jesus Became God: The Struggle to Define Christianity in the Last Days of Rome* (1999) is a best-selling account of the controversy over Christ’s divinity in early Christianity. This was followed by *Aristotle’s Children* (2003), the story of how the medieval Catholic Church allowed its thinking to be transformed by the great debate over Aristotelian philosophy. Rubenstein’s *Thus Saith the Lord: The Revolutionary Moral Vision of Isaiah and Jeremiah* (2006) tells how the later Jewish prophets were inspired to develop a new vision of international ethics by reacting to the empires of their day. Rubenstein also wrote key articles on the relationship of religion to terrorism (e.g., “The Psycho-Political Causes of Religious Terrorism,” 2004) and initiated S-CAR’s master’s course in Religion, Conflict, and Reconciliation.

Marc Gopin’s research and practice, focusing on modern conflicts involving religion in the Middle East and elsewhere, proved particularly important to the development of the School’s expertise in this field. His seminal book, *Between Eden and Armageddon: The Future of World Religions, Violence, and Peacemaking* (2002) was followed by *Holy War, Holy Peace: How Religion Can Bring Peace to the Middle East* (2005), and a series of important studies focusing on citizen diplomacy, religious motivation, and self-healing, culminating in the newly reissued *Healing the Heart of Conflict* (2016). Given that religious language provides a critical access point for many traditional people in interpreting social conflicts, Gopin has examined how a religious lens is often used to understand forces or events that are largely secular, such as globalization, resource distribution, or political access. In addition, he has examined how religious practices of prayer, ritual, hospitality, forgiveness, and reconciliation, can be utilized by those engaged in peace processes to widen the appeal of secular forms of creating political order. In 2003, this work led to the establishment of the first academic and practice center at ICAR: the Center for World Religions, Diplomacy and Conflict Resolution.

**Center for World Religions, Diplomacy, and Conflict Resolution**

This center was established through a major gift commitment from the Catalyst Fund, which endowed the James H. Laue Chair in World Religions, Diplomacy,
and Conflict Resolution, and created the Center for World Religions, Diplomacy, and Conflict Resolution (CRDC) to be directed by the chair. Dr. Marc Gopin was appointed as chair and director in 2003 and has directed the organization since that time.

The CRDC aims to engage emerging indigenous and global conflict resolvers, partner with them in innovative entrepreneurial growth, mobilize support for them, and create linkages between peacebuilders, citizen diplomats, students, business people, and policy makers. It specializes in innovative international practice of conflict resolution and citizen diplomacy, international education seminars and field experience, conflict resolution analysis of current events, and business/organizational consultancies. CRDC’s work fosters effective relationship-building across multiple sectors of societies, ranging from grassroots work to policymaking. Its tasks include development of educational materials, social media, and books, as well as seminars, trainings, and public gatherings both abroad and at the University. The organization also engages and collaborates with the social network of positive change makers in conflict regions, connecting these social networks and policy makers of the Washington, D.C. region.

CRDC provides unique opportunities for S-CAR students, alumni, and faculty to interact with one another and with a specialized network of peacebuilders. Examples of notable activities include:

• A five-year experiment in citizen diplomacy in Syria that included dozens of television and radio appearances, as well as public conferences, debates, and seminars in Syria, Israel, and the United States
  • The establishment of a CRDC branch in Damascus, Syria
  • Training in religion and conflict resolution as a channel of indirect communication between enemies (with the United States Institute of Peace)
  • Film series, in cooperation with the Fetzer Institute, Friendships Across the Divide, which highlights the work of Middle East peacebuilders
  • Conferences in Washington, in collaboration with Alliance for Middle East Peace, leading to the evolution of introduced legislation in 2009 to create a Palestine/Israel Fund to revolutionize support for people to people peacebuilding
  • Hosting of Middle Eastern diplomats, scholars and peacemakers, such as from Jerusalem Peacemakers.
The Center for the Study of Gender and Conflict

In 2012, S-CAR opened the first of its kind Center for the Study of Gender and Conflict (CGC). CGC, which builds upon more than two decades of increasingly intensive faculty-student engagement in gender-related work, is positioned to become a global thought leader in an increasingly important field of concern.

Despite attempts to challenge existing paradigms, the field still lacked the theories needed to expose gendered conflict dynamics. This, however, was soon to be rectified through the persistent and important work of faculty and students who focused on gender as a dimension that is integral to any sound analysis of conflict, and to any attempts to resolve it. Over the past decade, gender has emerged as a core global issue for the conflict analysis and resolution field. In 2000, the United Nations Security Council adopted Resolution 1325, calling for the integration of gender issues into all levels of peace-building practice as well as increased attention to the needs of women in conflict zones. Today, virtually all major international organizations engaged in conflict prevention and resolution incorporate gender into their projects, and a slate of international conventions, laws, and networks exists to promote attention to gender issues in conflict.

CGC is committed to addressing the gendered dynamics of conflict, including the direct violence of war, sexual assault, and genocide, and pressing issues of political and economic marginalization. CGC works to address root causes of gendered violence through innovative research and theory-driven practice, and by fostering the next generation of gender focused scholars.

Gender is not just about paying attention to women’s needs and potential (albeit these are extremely important and not sufficiently addressed), but about deepening our understanding of how cultural and historical frameworks of masculinity and femininity help shape our world and our sense of what is possible. The field has overwhelmingly tended to reduce “gender” to “women.” Innovative means of addressing the underlying power dynamics that marginalize women, the GLBTQ community, and other historically subjugated populations are needed to extend S-CAR’s long and vibrant tradition of addressing the structural roots of conflict.

Recognizing that gender impacts all facets of life, the CGC represents a center point around which a diverse group of faculty, students and international partners can cohere and collaborate. In recent years, the Center has worked collaboratively with Indonesia Institute for Social Science and Human
Rights to train S-CAR and Indonesian doctoral students in field research methods. It has provided strategic planning consultation services to the Highly Inclusive Intra-Rwandan Dialogues, an initiative to alleviate trauma and ongoing tensions from the 1994 genocide in Rwanda. Additionally, it has supported women peace builders in Burma, in collaboration with Communities Without Boundaries International, and contributed to the United Nations’ post-Millennium Development Goals agenda.

**Sandra Cheldelin**, who had been at S-CAR since 1996 and acted as ICAR director 1999-2001, was one of the most instrumental people behind the Center’s founding. **Leslie Dwyer** has directed the Center since its founding.

### Center for the Study of Narrative and Conflict

The Center for the Study of Narrative and Conflict Resolution (CNCR), the first center of its kind, 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 was founded and is directed by Dr. Sara Cobb, a leading scholar in the field and currently the Drucie French Cumbie Professor at S-CAR. Dr. Cobb came to S-CAR in 2001, and served as its director for 8 years.

CNCR aims 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 S-CAR and at Mason; to disseminate research findings on narrative approaches to conflict resolution; and to develop narrative research methodologies that contribute to conflict analysis and resolution. It offers academic courses, workshops, research seminars (open to the public), and consultation to organizations and agencies. Additionally, CNCR’s journal, *Narrative and Conflict: Explorations in Theory and Practice* (journals.gmu.edu/NandC), anchors the research conversation on narrative within the field of conflict analysis and resolution. CNCR Associates include graduate students and faculty from S-CAR, as well as faculty from other institutions in the US, Mexico, and New Zealand.
The Center for Peacemaking Practice

The Center for Peacemaking Practice (CPP), directed by Dr. Susan H. Allen, is a relational home and supportive community of practitioners, guided by reflective, intellectual, collaborative, and integrative practice. It pursues the following goals and activities:

1) **Reflective Practice**, engaging self-evaluation, inviting insights, collectively envisioning emerging realities and facilitating reflective learning at the institutional as well as the personal level

2) **Intellectual Practice**, fueled by curiosity, willingness to learn, commitment to questions, open to verification, supportive of competence, and courage to welcome change

3) **Collaborative Practice**, creating a community of practitioners sharing mutual attentiveness to subtle shifts, inviting each other to learning and developing possibilities through fruitful engagement in a changing world, and

4) **Integrative Practice**, acknowledging and engaging holistic peacemaking practices enacted in varied contexts worldwide, while seeking the integration dimension of any generative peacemaking.

The CPP provides a home for the following major practice projects:

- Genocide Prevention Program
- Point of View Process
- Latin American Initiative
- Breaking the Impasse over Nagorno-Karabakh
- Debriefing Practitioners
- East China Sea Dialogue
- Practitioners Retreats
Apart from the more institutionalized Centers within the School, S-CAR is currently involved with a number of more focused projects and programs, which involve faculty, staff, and students in on-going research and, in some cases, practical peace-building interventions. Many of these projects last for a limited period of time before coming to an end in a report, an article, or even a book. For example, the first decade of the 21st century saw ICAR faculty involved in training programs in Rwanda, Israel/Palestine, and the Caucasus region; in a project to interview some of the early pioneers of conflict resolution from the 1950s and 1960s under the title of “Parents of the Field”; and in a ten-year effort to study and develop a data base of Local Zones of Peace. Currently, the School is involved in scores of projects and programs which have both research and teaching aspects, in addition to producing practical conflict resolution processes.

**Insight Conflict Resolution Program (ICRP)**

ICRP is a center of thought and practice that employs Insight theory—the empirical method of Bernard Lonergan—as a framework for collaboratively researching, developing, and evaluating applied strategies for transforming social and cultural conflicts that divide communities, undermine human dignity, create barriers to individual opportunity, and perpetuate social and economic injustice. The ICRP is directed by **James R. Price**.

Price is presently a research professor at S-CAR, and executive director of the Sargent Shriver Peace Institute. He received his A.B. from Lawrence University and his M.A. and Ph.D. from the Divinity School at the University
of Chicago, and has been a faculty member in the Department of Philosophy at Georgia State University, and at the School of Theology and Religious Studies at the Catholic University of America. As a director at The Shriver Center at the University of Maryland, Baltimore County, he developed the Shriver Peacemaker Program, a two-year graduate leadership program for Returned Peace Corps Volunteers that integrates graduate study, community service, and ethical reflection. In 2004, he began to develop the Sargent Shriver Peace Institute, which affiliated with S-CAR in 2006.

Price is currently working on research and writing projects focusing on the theory and practice of method in peacebuilding, the role of religious imagination in creating and transforming culture wars, and the philosophy and peacebuilding achievements of Sargent Shriver. He has recently completed a manuscript for a book titled *Religious Imagination and Political Conflict in America: On Spiritualizing Politics without Politicizing Religion.*

**Program on History, Memory, and Conflict**

This program, directed by Professor Karina Korostelina, engages in research, education, and practice concerning the predication and analysis of history and memory conflicts and the role of history and memory in post-violent societies. It also aims to study reconciliation as a restoration of relationships in the aftermath of conflict in order to build a stable and peaceful future.

The program currently includes four tracks:

- The Project on History Education
- The Project of the Politicization of History
- The Project on Reconciliation
- The “Lessons Learned” Project

The faculty members, students, associates, and alumni of S-CAR involved in this effort are actively engaged in individual and group research, conferencing, workshops, and publication efforts designed to further the development of this important topic in conflict studies.

**Genocide Prevention Program**

The Genocide Prevention Program (GPP), located at the Center for Peacemaking Practice, was founded to engage United Nations member states
and other regional and sub-regional organizations to build a network of states and local communities committed to preventing genocide and mass atrocities. GPP supports state policies and practices directed toward atrocity prevention, promotes genocide education and strategic training initiatives, and helps to build grassroots networks across the world that are committed to ending intolerance, bigotry, and violence.

The Program is directed by **Dr. Douglas Irvin-Erickson**, who has worked in the field of genocide studies and atrocity prevention in the Democratic Republic of Congo, Burundi, Cambodia, Myanmar, Ukraine, and Argentina, and whose recent book, *Rafael Lemkin and the Concept of Genocide* (2017) has generated wide discussion in the U.S. and abroad. While the Program views genocide as a global phenomenon requiring global solutions, much of its work is focused on preventing and ending genocide across sub-Saharan Africa, where it has built lasting partnerships with national governments, inter-governmental organizations, non-governmental organizations, universities, and local communities. Toward this end, a number of projects are in place, such as:

**The Genocide Prevention Network (GPN)** works to strengthen relationships between genocide prevention scholars and practitioners, policy makers, civil society actors, and communities. GPN functions at two levels: (1) supporting local partners in Africa’s Great Lakes region to strengthen mass atrocity prevention and (2) producing scholarly research and analysis that will catalyze critical discussions and develop analytic and normative frameworks for prevention in diverse fields of study and practice.

**Violence Prevention Initiative (VPI):** Recently, GPP has joined the Prevention Task Force, a group of NGOs based in Washington, D.C. working to prevent violence in Africa. Activities include monthly meetings, frequently coordinated by Humanity United, to discuss pressing issues facing the African continent as well as the rest of the world. Guests are invited to present on particular topics, and new initiatives are launched.

With the support of Friends Committee for National Legislation, Peace Direct, and other organizations, GPP contributed greatly to newly created violence prevention initiatives in Burundi, selecting key Burundian peace and human rights activists from across Burundian civil society organizations who could contribute to the initiative and finally get their organizations to join the Burundian violence prevention network. Ultimately, the initiative gave rise to INAMA, a coalition of more than twenty civil society organizations, which is
implementing an Early Warning-Early Response project to help prevent violence before, during, and after the upcoming 2015 elections in Burundi.

**Identity Policies and African Genocide Project (IPAGP):** Situational identity, where individuals and groups claim political power based on identity, has become a major source of insecurity for people in Sub-Saharan Africa–Countries. Political instability and bloody conflicts and genocide have resulted from negative ethnic identification, tribalism, tribal fanaticism, regionalism, religious intolerance, and tribal agglomeration. GPP’s and IPAGP’s Structural Awareness for Building Relationships Project recognizes that genocide prevention programs can play a positive role in this process, beyond simply militating against mass killing. The project is aimed at creating: 1) structural awareness of conflicts and the role of identity politics in these conflicts; 2) a positive notion of ethnicity where ethnic identities are not seen as mutually exclusive; and 3) a human values identity that can lead to functional coexistence, sustainable peace, reconciliation and preventing genocide. It will be implemented through civil society groups, humanitarian groups, developmental organizations, and academic institutions in Sudan, and the Sub-Saharan African region.

**Genocide Prevention in Africa Initiative (GPAI)** contributes to the study and practice of Genocide Prevention in Africa through scholarly research and publication, engaged research in African countries, and practicing genocide prevention. GPAI believes that preventing genocide and building peace after genocide requires:

1. Promoting tolerance and cultural diversity by strengthening grass roots social and political institutions dedicated to speaking out against violence,
2. Understanding and addressing the political and economic interests that often underscore genocide and genocidal processes, and
3. Strengthening the rule of international law and human rights.

Towards these ends, the Initiative’s work focuses on studying individual cases of genocide in Africa while paying close attention to the larger political and social dynamics of genocide, across the continent and globally.

The Corporate Responsibility and Genocide Initiative (CRGI) builds on an S-CAR student’s doctoral research on the French train company’s (SNCF) role in the WWII deportations and the ensuing U.S. conflict between survivors and SNCF. The CRGI seeks to study corporate involvement in genocide and mass atrocities, both historically and in contemporary contexts. The two-fold goal of the initiative is to generate scholarship and a greater awareness of corporate
accountability in mass atrocities while building partnerships between victims and survivors, corporations, and global civil society institutions to work toward finding solutions to help corporations serve as productive contributors to global society.

The Genocide Studies Graduate Workshop (GSGW) meets to generate cutting-edge research and writing in the field of Genocide Studies. It is open to any graduate student enrolled in GMU who is interested in publishing work related to genocide and genocide prevention, or closely related fields that involve violent and non-violent genocidal processes, transitional justice, or mass violations of human rights. Workshop participants meet to discuss and revise their ongoing writing projects, with the goal of transforming past graduate coursework at S-CAR into outstanding academic journal articles in the field of Genocide Studies, and to share and workshop dissertation chapters.
Innovative Teaching and Learning

Along with its pioneering ideas, new and creative theories, and cutting-edge research and centers, S-CAR has employed innovative teaching methods. Field-based experiential learning is a key feature in many of these programs.

Service Learning and Other Study Abroad Opportunities

S-CAR organizes field experience trips on a regular basis to many domestic and international locations. More than traditional "study abroad" programs, these field experience trips specifically focus on conflict resolution practice, reflection, and service learning. They provide students the opportunity to apply theories and concepts learned in the classroom while working in communities across the globe, as well as communities close to home.

S-CAR service learning initiatives combine the most valuable aspects of professional and academic experiences in order to furnish students with a meaningful learning opportunity while providing a partner organization and its community with a valuable service. Combining the features of an internship, a community service program, and a study abroad program utilizing formal study, observation and reflection, they bring the expertise of local partners and students together so that they can learn from each other and grow.

To date, S-CAR has conducted service learning programs in Colombia, Indonesia, Liberia, Kenya, Brazil, Serbia and Kosovo, Northern Ireland, Malta, Turkey, and West Virginia. It has also run programs in Israel/Palestine (through the Center for Religion, Diplomacy, and Conflict Resolution) and to Morocco (through Mason’s field studies office).
Lisa E. Shaw is the field experience director and administrative faculty member with S-CAR. She has been instrumental in the institution and growth of the S-CAR Undergraduate Program as well as the Mason’s Peer Mediation Partners, a partnership between Mason students and peer mediators at local area middle schools and high schools focusing on the development of conflict resolution skills. She co-developed and co-facilitated the Post Conflict Peace Building Field Experience in Liberia, and currently facilitates the Transitional Justice Field Experience in Colombia. She is also responsible for the internship program at S-CAR, as well as the Master’s International and dual-degree Master of Social Work and Master of Conflict Analysis and Resolution program.

Ms. Shaw has twenty years of experience in experiential education and community-based programs at the international, national, and local levels. Her experience includes education, environmental stewardship and wildland firefighting as an inaugural member of Americorps-NCC, creating curricula and traveling nature trunks for the Chattahoochee Nature Center, teaching for High Touch-High Tech, a hands-on learning program focused on strengthening national science standards, and directing primary and secondary after-school and summer programs for the City of Decatur Recreation Department. Shaw completed a Bachelor of Arts in Political Science, Philosophy, and Environmental Science at Regis University in Denver, Colorado and received a Master of Science degree in Conflict Analysis and Resolution from ICAR.

Patricia A. Maulden is associate professor and director of the dialogue and Difference Project at S-CAR. She earned her Bachelor of Arts degree in Anthropology from the University of California, Santa Cruz, and her Master of Science and Doctor of Philosophy degrees in Conflict Analysis and Resolution from S-CAR. Her research interests include generational and gendered dynamics of conflict and peace, social militarization/demilitarization processes, urbanization, post-conflict peace economies, and peacebuilding practices. She has written about child soldiers generally as well as, more specifically, the roles of girls and women in conflict—whether as soldiers, combatants, or associates of fighting forces. She is currently investigating the dynamics of NGOs as private peacebuilding contractors and their roles in the post-conflict peace economy, the post-conflict paradox—engaging war while creating peace—and exploring peacebuilding over time, more specifically the trajectories of post-conflict knowledge.
As part of an ongoing research project, Dr. Maulden is exploring community-based peace education in Sierra Leone and Burundi, and, building on a recent field assessment in Liberia, organized a palaver management project bringing students to Liberia to work with local youth-focused organizations. Domestically, Dr. Maulden researches and teaches about youth gangs as well as gang-related community peacemaking programs. As a practitioner, she conducts seminars on interpersonal conflict resolution, facilitates intergenerational and interethnic dialogues, and has served as a restorative justice caseworker. As director of the Dialogue and Difference Project at George Mason University, she plans dialogue events, trains student facilitators, and writes practice-related curricula.

Reflective Practice: Undergraduate Experiential Learning Project

Field experience in particular, and experiential learning in general, are cornerstones of education at S-CAR. The faculty are continuously working to improve and perfect their models in terms of pedagogy and methods. S-CAR’s Undergraduate Experiential Learning Project is a prime example. The Project, funded by the U.S. Department of Education’s Fund for the Improvement of Postsecondary Education (FIPSE), aims at linking theory to practice through pedagogical initiatives, such as experiential learning activities and service learning intensive programs. Directed by Profs. Susan Hirsch and Agnieszka Paczynska, the grant had a significant impact on the undergraduate curriculum. One of the project’s main features was the involvement of students at every level, not only in the activities and curricular innovations, but also in conducting research on conflict analysis and resolution education.

In February 2014, as part of the grant, S-CAR welcomed 33 participants from ten national institutions to participate in a workshop entitled “Conflict Zone, Comfort Zone: Pedagogy, Methodology, and Best Practices in Field-Based Courses.” The innovative round-table included a wide variety of participants from different theoretical and epistemological backgrounds, including representatives from Georgetown University, George Mason University, Nova Southeastern, UC Irvine’s The Olive Tree Initiative, Volunteers in Asia, the Connecticut Center for Nonviolence, Southern Connecticut State University, the University of Kentucky, Carlow University, Chatham University, and
Providence College. The workshop explored field-based courses that take students out of the traditional classroom setting. Presentations focused on the ethical dilemmas students and instructors encounter in such courses, different approaches to course-design, and methods of evaluation and assessment of student learning. The workshop participants critically examined various experiential learning and field-based course models, theoretical frameworks, and case studies in order to better bridge the gap between theory and practice and, most importantly, move toward the development of ‘best practices’ for developing and implementing field-based courses in conflict analysis and resolution.

Under the same grant, ten Experiential Learning Activities (ELAs) were developed and tested in 68 GMU classroom sections and eleven other campuses in the U.S. and abroad, involving more than 1,500 student participants. In June 2011, a group that included three project team members and the external evaluator traveled to Liberia to engage in the project’s first Service Learning Intensive (SLI), which focused on engaging students in conflict assessment, training, and problem solving in partnership with a Liberian NGO. In June 2012, two new SLIs were mounted. The first, in Charleston, West Virginia, engaged in conflict assessment, conflict resolution training in a Job Corps facility, and field-based analysis of several community conflicts. The second, in Colombia, South America, undertook conflict assessments, conflict resolution training with partner NGOs, and field-based analysis of conflicts involving transitional justice. The ELAs were modified over time, and Instructor Guides were made available online. Curricular best practices and models were developed and disseminated in several ways. In Spring of 2014, educators came together at a conference hosted by GMU to discuss lessons learned about field-based experiential learning. In June 2014, the popular International Conflict Resolution Education (CRE) Summit was held at GMU for the first time and included a day-long workshop on project activities.
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Academic Offshoots, Partners, and Joint Programs

S-CAR alumni have joined and helped to develop numerous academic programs throughout the U.S. and the world, significantly impacting the academic and professional directions these institutions—or specific programs within them—have taken. Examples are American University’s International Peace and Conflict Resolution program (IPCR), Eastern Mennonite’s program in Conflict Transformation, Salisbury University’s Center for Conflict Resolution, Georgetown University’s Conflict Resolution program, Kent State University’s Center for Applied Conflict Management, Middlebury University’s International Studies program at Monterey, the Conflict Resolution program at Sebanci University in Istanbul, the program in Conflict Resolution and Mediterranean Security at the University of Malta, and many others at home and abroad. Some programs, such as that in Salisbury, Maryland, are direct offshoots of S-CAR, while others, such as the international master’s program in Malta, are joint or dual degree programs.

There is hardly a serious conflict resolution program in the United States that does not have an S-CAR graduate directing it or teaching in it. This is due to the fact that those serious about establishing or enhancing conflict resolution programs are aware that S-CAR alumni have the teaching skills and the theoretical background necessary for the job. In addition to its strong domestic presence and affiliations, S-CAR is affiliated with many of the leading conflict resolution programs around the world. In some case S-CAR alumni teach at existing programs in other countries (often their home countries); in other cases, such as at Sabanci University in Turkey, they have gone on to
establish programs from scratch in places where the field of Conflict Analysis and Resolution is still nascent. Still another example of S-CAR’s international presence is its joint degree programs or offshoots of GMU, such as the dual degree program in Malta and the conflict resolution program at GMU’s new campus in Songdo, South Korea.

Out of the many programs connected with S-CAR, some work collaboratively with the School either because of the number of S-CAR alumni teaching there, or because of other shared philosophies and interests. The program at Eastern Mennonite University’s Center for Justice and Peacebuilding is a good example:

I sometimes say, ‘What do you get when you hire a group of ICAR graduates who take justice and culture seriously?’ A somewhat more descriptive question might be, ‘What do you get when you hire a group of ICAR graduates who worked on the margins of the dominant thinking as ICAR doctoral students?’ The answer appears to be: ‘You get the Center for Justice and Peacebuilding at Eastern Mennonite University.’

We currently have five ICAR Ph.D. graduates working with the Center. Barry Hart did pioneering work on the role of psychosocial trauma in conflict and the role of trauma healing in addressing conflict. Jayne Docherty and Lisa Schirch spent a lot of time working on the role of worldviews (or worldviewing) in conflict and conflict transformation. Jayne focused on negotiation while Lisa studied the role of ritual as a way of creating liminal spaces where transformation in possible. Catherine Barnes worked on genocide prevention and then went on to focus on how to make peace processes inclusive—more than just Track Two. Gloria Rhodes’ research and teaching interests include evaluation and assessment in conflict transformation and resolution; group dynamics and facilitation; peace and conflict studies pedagogy; and cross-cultural education.

We all graduated at different times in the development of ICAR, so we actually experienced different phases of thinking and different controversies in the doctoral program. But we do have some strong similarities in our approach to conflict, including a commitment to working with intractable conflicts and a belief that working effectively with conflict involves reflection, action, theorizing, and using an interdisciplinary approach. At the time we were students, it was far from clear that ICAR would embrace a strong social constructionist orientation or take culture as seriously as we thought it should be taken. Much
has changed at S-CAR since we graduated, and we may have more in common with parts of our alma mater than we did when we were students.

ICAR has continued to play a role in our program development, because we have always had an ICAR (S-CAR) faculty member on our board of reference. We value comparing notes about the development of the field and how each program (S-CAR and CJP) is responding to new challenges in conflict intervention work. GMU faculty members that have served on our board of reference include Wallace Warfield, Chris Mitchell, and Mara Schoeny.

Dr. Jayne Docherty
Ph.D., ICAR, 1998

S-CAR has strong partnerships with American University’s School of International Service, where close affiliates such as Ronald J. Fisher and ICAR Ph.D. alumni like Mohammed Abunimer and Wanda Wigfall-Williams have held important positions. The same is true of the University of Baltimore’s Negotiations and Conflict Management faculty, where ICAR Ph.D. alumni Johannes Botes and Ivan Sascha Sheehan have been key; of Salisbury University’s Department of Conflict Analysis and Dispute Resolution, where Brian Polkinghorn (ICAR M.S.) is executive director; of Kent State University, where Landon Hancock (ICAR Ph.D.) plays a leading role, and of others. The Center for Conflict Studies, a research center of the Middlebury Institute of International Studies at Monterey (MIIS), was founded in 2011 by Pushpa Iyer (ICAR Ph.D., 2007), with the goal of developing programs and publications that would contribute to the theory and practice of the field of conflict studies. A number of S-CAR faculty (past and present) serve on the Center’s board and have visited it as guest speakers.

Partial list of where S-CAR alumni have taught:
University for Peace, San Jose, Costa Rica; Sabanci University, Istanbul, Turkey; Istanbul Sehir University, Istanbul, Turkey; University of Ankara, Ankara, Turkey; American University, Washington, D.C.; School of International Training, Brattleboro, Vermont; Nova Southeastern University, Fort Lauderdale, Florida; Georgetown University, Washington, D.C. & Qatar; George Washington University, Washington, D.C.; American University, Washington, DC; Kennesaw State University, Kennesaw, Georgia; James Madison University, Harrisonburg, Virginia; University of Baltimore,
Baltimore, Maryland; University of San Diego, San Diego, California; Indiana University, Bloomington, Indiana; Saint Paul’s University, Ottawa, Canada; University of Notre Dame, South Bend, Indiana; Kent State University, Kent, Ohio; Arcadia University, Glenside, Pennsylvania; Towson University, Towson, Maryland; Lebanese American University, Beirut, Lebanon; Pontificia Universidad Javeriana, Colombia; Adams State University, Alamosa, Colorado; Brigham Young University, Salt Lake, Utah; University of Hawaii, Honolulu, Hawaii; University of Colombo, Colombo, Sri Lanka; Guilford College, Greensboro, North Carolina; Monterey Institute, Monterey, California; Salisbury University, Salisbury, Maryland; Champlain College, Burlington, Vermont; Eastern Mennonite University, Harrisonburg, Virginia; University of Malta, Valletta, Malta; Grinnell College, Grinnell, Iowa; George Mason University, Fairfax, Virginia; University of North Carolina, Chapel Hill, North Carolina; Miami University, Miami, Ohio; University of Colorado, Boulder, Colorado; Columbia University, New York, New York; Seton Hall University, South Orange, New Jersey.

**S-CAR’s Dual Master’s Degree Program with the University of Malta**

S-CAR’s dual degree M.S./M.A. program with the Mediterranean Academy of Diplomatic Studies (MEDAC) at the University of Malta was launched in 2010. Malta’s commitment to international dialogue and its strategic location in the Mediterranean Sea make it a prime destination for those interested in studying issues related to conflict, peace, and diplomacy in the region. The program in Conflict Analysis and Resolution and Mediterranean Security (CRAMS) merges the strengths of both universities. MEDAC’s core focus in diplomatic and security studies is brought together with S-CAR’s field-defining blend of conflict analysis and resolution. As program co-coordinator Omar Grech notes, “The S-CAR/MEDAC dual degree program has enhanced the profile of conflict resolution in Malta and has evidenced the complementarity between the discipline and Malta’s vocation as a promoter of dialogue and peace in the Mediterranean region.”

The program is one of many initiatives undertaken by S-CAR, domestically and internationally, and continues the pioneering role the school has played in defining the standard for such initiatives. Former Dean Andrea Bartoli nurtured
the inventive idea of Professor Richard Rubenstein to develop the program. Associate Dean for Administration Juliette Shedd provided the guidance and logistical support to set the program up and establish the academic standards required for it to bear the S-CAR name. On the Malta side, the rector of the University of Malta, Prof. Juanito Camilleri, played an instrumental role in providing support and the institutional space for the initiative, as did the Maltese ambassador to the United States, Mark Miceli Farrugia. A joint board of directors created from members of both institutions currently oversee the CRAMS program; S-CAR is represented by Professor Rubenstein and Professor Susan Hirsch, while MEDAC is represented by Professor Omar Grech and Professor Stephen Callely, director of the Mediterranean Academy of Diplomatic Studies. While in Malta, students receive support from the S-CAR director of graduate student services, Lisa Shaw, and a full-time program coordinator who represents S-CAR on the ground in Valletta.

The CRAMS program is a thirteen-month intensive commitment taught in three semesters at the University of Malta’s historic seventeenth-century building in Valletta. Students are required to complete 15 courses over the first two semesters and to use the third to produce a master’s thesis or dissertation. Required courses mirror those of the domestic M.S. program but also include MEDAC-taught courses on the relationship of conflict to human rights, the environment, media, and economics, all with a particular orientation toward understanding their impact in the Mediterranean region. Students also do empirical research on problems of social conflict using Malta as a laboratory. Problems investigated in this way have included the social basis for political divisions on the island, the status of LGBT people in Malta, the national referendum on legalizing divorce, and the causes and consequences of recent migrations of Mediterranean and African people to Malta.

Thanks to the generosity of the University of Malta, the 2012-13 cohorts participated in a trip to Cyprus to study firsthand the ongoing challenges with the peace process and reconciliation efforts on the divided island. In 2013, students participated in a multi-day simulation exercise as a capstone to their experience, a project developed as part of S-CAR’s FIPSE grant sponsored by the U.S. Department of Education. The simulation, "Adding Fuel to the Fire: Energy Resources and International Negotiation in the Eastern Mediterranean," was authored by Post-Doctoral Research Fellow, Ned Lazarus and S-CAR Ph.D. candidates Thanos Gatsias and Gul Mescioglu Gur. In 2015, students
participated in a yearlong research project on the effects of recent migrations to Malta overseen by Prof. Susan Hirsch and Mr. Gatsias, now serving as academic coordinator in Malta.
Affecting Policy and Practice Domestically

S-CAR has continued to influence different realms of policy and practice, both domestic and international. It has done so by producing theories and concepts that inform policy-making discourse and practice; by creating organizations that work to directly affect policy on different issues; through the work of alumni playing roles in existing decision-making institutions and circles (such as the State Department, Congress, and various think-tanks); through public meetings, journalism, and media appearances; and through incorporating decision-making personnel into S-CAR training and programs.

Many of S-CAR’s faculty and alumni have made influencing policy central to their careers in Conflict Analysis and Resolution, disseminating paradigms, theories, and policy relevant insights. The skills and tools they acquired at the School—especially their ability to analyze the underlying roots of conflict and explore new methods of resolution—have proven invaluable to their work. Oftentimes, it is their S-CAR credentials that have enhanced their credibility and enabled them to enter the circles they wish to influence.

National Transportation Safety Board (NTSB)

The National Safety Council saves lives by preventing injuries and deaths at work, in homes, in communities, and on the roads through leadership, research, education, and advocacy. Its president and chief executive officer is ICAR alumna (MS, 2000) Deborah Hersman.

Hersman has spent her career in public service. Prior to joining the National Safety Council, she served as chairman of the National Transportation Safety
Board from 2009 - 2014. She was first appointed as an NTSB board member by President Bush in 2004 and was reappointed to two additional five-year terms by President Obama in 2009 and 2013. Among her many initiatives as chairman, Hersman focused attention and actions on distracted driving, child passenger safety, and helping victims and their families.

Previously, Hersman was a senior advisor to the U.S. Senate Committee on Commerce, Science and Transportation from 1999-2004. She served as staff director and senior legislative aide to West Virginia Congressman Bob Wise from 1992-1999. Her efforts contributed to the passage of milestone bills such as the Amtrak Reform and Accountability Act, Transportation Equity Act of the 21st Century, the Motor Carrier Safety Improvement Act of 1999, and the Pipeline Safety Improvement Act of 2002. In 2010, Hersman was nominated GMU alumna of the year.

Community Building Across the United States

William “Bill” Potapchuk (ICAR M.S.), who was associate director of the Conflict Clinic Inc. at the time it moved to ICAR, is a long-time conflict practitioner. He is president and founder of the Community Building Institute (CBI), which works to strengthen the capacity of communities and organizations to conduct public business inclusively, collaboratively, and effectively with the goal of building healthy, sustainable and equitable futures. He also has served as a facilitator and mediator in a wide range of settings, including successful efforts to merge school systems in North Carolina, transform educational systems in Detroit, strengthen affordable housing policy in Arlington, Virginia, and build consensus on a green building ordinance for Washington, D.C. Believing that communities need to build their capacity to work across differences, he helped found Collaboration D.C., an initiative working to support the use of collaborative practices to address tough issues. He has worked with co-authors on Learning from Neighborhoods: The Story of the Hampton Neighborhood Initiative, 1993-2003, Community Development: A Guide for Grantmakers on Fostering Better Outcomes through Good Process, Negotiated Approaches to Environmental Decision Making in Communities, and Building Community: Exploring the Role of Social Capital and Local Government. He has co-authored chapters for the Deliberative Democracy Handbook, the Consensus Building Handbook and the Collaborative Leadership Fieldbook.
Potapchuk served for almost ten years as executive director of the Program for Community Problem Solving (PCPS), a partnership of the National League of Cities, International City/County Management Association, National Civic League, American Chamber of Commerce Executives and other national organizations. A native of Cleveland, Ohio, he received his B.A. in Urban Studies from Case Western Reserve University, his M.A. in Political Science from the University of Missouri-St. Louis, and his M.S. in Conflict Resolution from George Mason University. As a community problem-solver, he has worked with states and communities around the country as well as a number of foundations, federal agencies, and nonprofit organizations. He is an experienced trainer and an accomplished public speaker, delivering workshops and speeches for local and state leaders. He has co-led the development of major strategic plans for Washington, D.C. Public Schools, Newark Public Schools, and a plan for all students in Detroit. He has led strategic planning processes for the Coalition for Community Schools, PreK Now, and the District of Columbia Public Schools.

**Fighting Gender Inequality and Sexual Harassment in the U.S. Military**

On May 23rd, 2012, S-CAR Ph.D. student **Colonel Ellen Haring** became a plaintiff in a lawsuit against the Department of Defense (DOD). She and co-plaintiff Command Sergeant Major Jane Baldwin sued DOD over a policy that prohibited women from serving in a quarter of a million military positions that were considered “combat” positions. They believed that this policy of excluding women from the primary mission of the profession was a stark example of structural (and cultural) violence, and had a secondary effect of keeping them out of key leadership and policymaking positions. The military draws 80% of its senior leaders from the very specialties that women were excluded from accessing. As a result, Army women comprise just 6.7% of general officers and less than 4% of the generals in the Marine Corps.

The lawsuit alleged that the existing policy in the Army restricted women’s earnings, promotions, and retirement benefits, and asked that all assignment and training decisions be made without regard to gender. On January 28th, 2013, eight months after the lawsuit had been filed and while parties were preparing for their first oral arguments, Secretary of Defense Leon Panetta directed the services to remove all barriers to women’s service. The Secretary gave the
military services three years to implement the new policy. He and the Chairmen of the Joint Chiefs of Staff publicly announced their support for the removal of all restrictions to women.

Haring, a mother of three, is a high-ranking, decorated officer who served 13 years on active duty, including stints as an executive officer, brigade commander, and instructor at a prestigious officer training school. Since 1992 she has served in the Army Reserve, reporting for regular duties while pursuing a doctorate in conflict analysis and resolution at S-CAR.

While the military’s role in society in general, and the importance or necessity of women in it, are highly debatable subjects, Haring and others argue that having more women in the military, in status and roles equal to those of men, may actually help change its hyper-masculine, male-dominant culture. This, in turn, may help reduce violence against women in the military, and at the same time enhance the military’s role as a conflict resolution or peacekeeping (if not peacemaking) tool. People like Haring, who have a footing in both the military and conflict resolution worlds, are in a good position to act as bridge-builders and to facilitate much needed dialogue on a host of important issues.

**Opposing Military Interventions and Advocating for Peace and Non-Violence**

From the inception of the conflict resolution program at George Mason, it was peopled by professors, staffers, and students who were long-time critics of wars and military interventions that they considered unnecessary, immoral, or counter-productive. In 1990, ICAR faculty members organized a televised forum on “Alternatives to War in the Persian Gulf,” featuring well known experts on the region, which was broadcast nationwide on C-SPAN. That discussion, which can still be viewed on the C-SPAN library, proved prophetic, since several panelists predicted that an American victory against Iraq would destabilize the country and lay the groundwork for a second Iraq War.

Several Lynch Lectures, including addresses by Richard Rubenstein, Johan Galtung, Glyn Ford, Vivienne Jabri, and John Paul Lederach, explored the need for nonviolent methods of conflict resolution to replace military “solutions” to violence-generating problems. Institute faculty and students were active analysts of and protestors against the U.S.-led invasion of Iraq in 2003 and the conduct of the war against the Taliban in Afghanistan. They outlined peaceful

Conflict Resolution in Schools

S-CAR has played a consistent role in K-12 conflict resolution education as a co-sponsor of the Fairfax County Public Schools (FCPS) Peer Mediation Conference for more than two decades. 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 many years, Frank Blechman, a former ICAR faculty member, and other colleagues 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 programming statewide, and other topics.

The peer mediation program began as a partnership between ICAR and FCPS in 1992, as an alternative way to resolve the inevitable conflicts that arise in schools. Many students and alumni have worked with local Fairfax or DC schools in different capacities through individual work or research, APT projects, or other professional frameworks. The work of Marsha Blakeway (M.S., ICAR) and Robert Harris (Ph.D., ICAR) in this field are noteworthy examples.
Affecting Policy and Practice Abroad

One of S-CAR’s hallmarks is its global reach. Not only does the School draw students from around the world, but S-CAR faculty and students and their ideas reach many corners of the globe. Some affect U.S. policies abroad by working at the U.S. Department of State, with international organizations, or with American organizations and think tanks abroad. Others undertake direct conflict intervention work in response to requests and challenges from countries facing profound problems arising from protracted and deep-rooted conflicts. These interventions have sometimes taken the form of efforts to start [or re-start] stalled negotiations, initiatives aimed at restoring communication between adversaries, attempts to help conflicting parties to craft possible points of agreement, or efforts to restore positive relations or effect reconciliation once overt violence has been terminated.

Many of S-CAR’s students come from conflict zones around the world, and in some cases, different parties to a given conflict may study at S-CAR at the same time. Often, these parties work together as partners while at S-CAR and thereafter. In doing so they deepen the bridges between individuals and groups in conflict, and exemplify the very changes they advocate. Whether or not they work jointly on a particular project, they comprise a global network of friends and partners in peacebuilding and conflict resolution work, and come to rely on one another for professional and moral support.

Whatever the means, it is undeniable that S-CAR faculty, students, and alumni have had an impact in many places in the world, affecting many people. The following are a few examples of such work.
U.S. Department of State

Over the years, the U.S. Department of State has hosted or employed S-CAR students and alumni in different positions and geographical locations. **Cynthia Irmer** (S-CAR Ph.D., 2003) is a conflict specialist with nearly 20 years of experience as a trial lawyer with the U.S. Department of Justice, private firms, and corporations who served the U.S. Environmental Protection Agency as a Senior Conflict Resolution/Legal Specialist. Dr. Irmer worked as special assistant to the under secretary for civilian security, democracy, and human rights at the Department of State. Before that she served as senior conflict prevention officer with the coordinator for reconstruction and stabilization, leading inter-agency teams conducting conflict analyses in pre- and post-conflict countries, and promoting prevention and mitigation of conflict. Previously, she designed and implemented projects to mitigate conflicts within and among communities, governments, and opposition forces through mediation, facilitated dialogue, and other “alternative dispute resolution” techniques in Europe, the US, southeast Asia and Africa, in countries including Belize, Cambodia, Kenya, Laos, Libya, Nigeria, Northern Indonesia, Ireland, Nepal, Philippines, Senegal, Sri Lanka, Thailand, Uganda, United States, and Vietnam.

**Augustine (Gus) Fahey** (S-CAR M.S., 2007) is a senior desk officer in the Bureau of African Affairs at the Department of State, responsible for coordinating foreign policy on Nigeria. He covered Africa for the Office of International Religious Freedom and served as presidential management fellow in the U.S. Agency for International Development’s Office of Conflict Management and Mitigation. Fahey holds a Master’s Degree from S-CAR and a Bachelor’s in Architecture from the University of Pennsylvania. Prior to joining the State Department, Gus worked as a project manager for several private firms, including Oracle Corporation, a large database company. In his transition to an international affairs career, he served in a voluntary capacity in several organizations, including the Peace Resource Center of Frederick County (Maryland), Partners for Democratic Change, and the Institute for Multi-Track Diplomacy. He also worked as a community mediator.

**Jackie Vavra** (S-CAR M.S. 2002) has worked with the State Department in Thailand as well as in Washington, D.C. In Thailand, she served as a member of the political section’s internal team, focusing her work primarily on the conflict in the Deep South, counterterrorism, and other domestic political issues, including anti-government movements and demonstrations.
3P Human Security: Partners for Peacebuilding Policy

The 3P Human Security: Partners for Peacebuilding Policy, founded and directed by Dr. Lisa Schirch (S-CAR Ph.D., 1999), is a policy voice for civil society to foster peacebuilding through more extensive diplomatic initiatives, smarter development strategies, and human security-oriented defense strategies. It connects policymakers with global civil-society networks; facilitates civil-military dialogue; and provides a peacebuilding lens on current policy issues. Currently, it is under the umbrella of Alliance for Peacebuilding. The vision of 3D is to build a “whole of community” response to violent conflict. This requires “vertical” social capital between civil society and policymakers in government and military so as to build greater understanding, foster more constructive communication, and develop shared human security goals.

Schirch came to ICAR in 1990 with a background in international relations and public policy from the Canadian University of Waterloo. With a desire to make the link between international relations and conflict resolution, Schirch noted the absence of such linkages as a student. She went on to become a professor at Eastern Mennonite University’s Center for Justice and Peacebuilding in 1995. In 2002-2003, she spent time working in Africa where her former students from Ghana and Liberia were directly training West African military and government leaders in conflict prevention. Then in 2005, she traveled to Iraq to work with Iraqi colleagues, where she was asked directly what US-based conflict practitioners were doing to change their country’s foreign policy.

Out of these experiences, Schirch started the 3D Security Initiative, which later became 3P Human Security: Partners for Peacebuilding Policy. The program was first housed at Eastern Mennonite University and then moved to the Alliance for Peacebuilding, where she is now director of human security. In this role, Lisa is a regular speaker at government and military events in Washington, D.C. She has testified about conflict prevention in two separate congressional hearings. She has organized countless congressional briefings and trainings for congressional staff on conflict assessment and peacebuilding. Congressional staff credited her writing as influencing the very first congressional documents on peacebuilding and the revised Foreign Assistance Act.

Schirch brought civil society experts from war-torn regions to speak to congressional offices directly about their analysis of what was driving conflict and their recommendations for what the U.S. government could do to better support peace. She traveled to Iraq, Pakistan, and Afghanistan with the goal of
researching local civil society perspectives on U.S. policy. Her work evolved to providing training at the U.S. Foreign Service Institute and many US military academies and training centers across the U.S. Working through the United States Institute of Peace Civil Military Working Group, she wrote a training curriculum for the U.S. military. In partnership with the Global Partnership for the Prevention of Armed Conflict, the Alliance for Peacebuilding, and the University of Notre Dame’s Kroc Institute for International Peace, UNITAR (UN Institute for Training and Research) and NATO-accredited Civil Military Centre of Excellence based in The Netherlands, Dr. Schirch then produced a twenty-module curriculum for security forces and civil society actors on best practices for supporting human security.

Schirch has also worked for the United Nations on several occasions. She facilitated a UN dialogue on development and peace in Fiji with military, government, and civil society in 2012. She also co-wrote a commissioned peacebuilding strategy for the UN Development Program and served as an evaluator for the UN Peacebuilding Support Fund. She is the author of 5 books on peacebuilding and conflict prevention and is a frequent public speaker on TV and radio discussing international relations. Her highly regarded work is enabled by many skills honed at S-CAR, including her analytic abilities, her creative imagination, and her ability to identify and bring together multiple stakeholders.

Friends Committee on National Legislation & UN Sustainable Development Solutions Network

Policy can be directly influenced at both Capitol Hill and the United Nations. Michael Shank’s (S-CAR Ph.D. 2012) career has spanned both locales.

Over the past twenty years his work as a writer and adviser on diplomatic, economic, energy, and environmental security and policy initiatives has involved UN, governmental, and non-governmental organizations in the U.S., Europe, Middle East, Asia, Africa, and Latin America.

Shank’s Ph.D. from S-CAR focused on climate change and conflict, an interest he has continued to develop. While pursuing his studies, he served for several years as a congressional staffer, working for U.S. Congressman Michael Honda as Senior Policy Advisor and Communications Director. After graduating he served as the Director for Foreign Policy at the Friends Committee on National Legislation in Washington, D.C. In addition to being an Adjunct
Professor and Board Member at S-CAR, he was a Senior Fellow at the French American Global Forum, and Associate at the Global Partnership for the Prevention of Armed Conflict.


Think Tanks: The Brookings Institution, Doha, Qatar

Dr. Ibrahim (Sharqieh) Fraihat (S-CAR Ph.D., 2006) was a foreign policy fellow at the Brookings Institution, and deputy director of the Brookings Doha Center for a number of years. He is also adjunct professor at Georgetown University in Qatar. Fraihat’s dissertation focused on early warning—a topic that is critical in foreign policy and international relations at large.

Having grown up in the midst of the Israeli-Palestinian conflict, Dr. Fraihat has insight into the dynamics of conflict and the importance of early warning and conflict prevention. His background and knowledge are invaluable in the work he currently performs—knowledge that he is able to disseminate in influential circles through his publications, frequent media appearances, and interaction with leaders from the Middle East and around the world. Fraihat’s articles, focusing primarily on conflict in the MENA region, have appeared in the New York Times, Financial Times, Foreign Policy, CNN, LA Times, Christian Science Monitor, Global Post, The National Interest, Philadelphia Inquirer, Aljazeera, Alarabiya, The Daily Star, Gulf News, and The National. Widely quoted on Middle East politics in Reuters, AFP, and Associated Press, he
is a frequent commentator on news channels, including NPR, CNN, Aljazeera (English & Arabic), BBC, CCTV, and CTV.

Dr. Fraihat has provided consultation on issues of post-conflict reconstruction to international organizations including the UNDP, Europe Council on Foreign Relations (ECFR), Organization of Islamic Cooperation (OIC), and West Asia North Africa Forum (WANA). He is a member of Steering Committee for the Masters in Gulf Studies program at Qatar University and sat on Ph.D. dissertations as an external member. In late 2016, Fraihat moved to help establish the new Center for Conflict and Humanitarian Studies at the Doha Institute for Graduate Studies.

**Conflict Resolution in Latin America**

In the early years of S-CAR, little attention was paid to conflicts in this region, with the exception of the Malvinas/Falkland Islands war between Great Britain and Argentina. Prof. Christopher Mitchell wrote extensively on this conflict, and ICAR hosted a week-long workshop involving participants from Argentina, Britain, and the Falkland Islands on the war’s tenth anniversary, and discussed the idea of turning the area around the islands into a multilaterally supervised “Zone of Peace.”

Then, in the late 1990s an influx of a talented group of students from the region sparked a ten-year period of intense interest and activity. Starting in 2000, with the aid of a small grant from the Organization of American States, ICAR initiated a series of two-week summer workshops for participants from Latin American and Caribbean countries on a series of conflict-related issues and related conflict resolution skills. These annual events included workshops on “The Media and Conflict,” “Developing Graduate Courses on Conflict Analysis,” and “Environmental Conflicts in Latin America.” A comprehensive list of contacts (governmental, commercial and academic) throughout the region resulted from the ten workshops held between 2000 and 2013.

Almost all these summer workshops were held in Fairfax and Arlington, but the tenth took place in June, 2013 in Bogota, Colombia and was organized by the Center for Peacemaking Practice’s newly established “Latin American Initiative” in conjunction with alumna Mery Rodríguez (ICAR M.S., 2006), director of the Conflict Resolution Postgraduate Program at the Political Science and International Relations School at the Pontificia Universidad
Javeriana. Fifteen participants from ten Latin American countries prepared and sent in advance a summary of a case on which they were working directly or with which they were familiar, dealing with the management or exploitation of natural resources. These included oil and mining exploitation, forestry issues, problems of water supply, or questions of energy development. As in previous workshops, participants worked in small groups and ultimately presented their cases to plenary sessions, showing the process of mapping, a timeline, the analysis of multiple actors and their roles, diagnoses, and an intervention design. Each participant then followed up on the chosen topic and wrote an account of the conflict and efforts at its resolution. These accounts were then carefully edited by Alicia Pfund, the Dean’s advisor for Latin American Projects and, in conjunction with the UN University for Peace in Costa Rica, published under the title of Experiencias Latino Americanas en el Abordaje de Conflictos. The final work contained case studies from Costa Rica, Peru, Chile, Argentina, Guatemala, Ecuador, and Colombia.

Apart from the annual OAS/S-CAR summer workshop, S-CAR faculty and alumni have made frequent visits to the region to teach and train. Christopher Mitchell has traveled to Peru, Colombia, and Costa Rica; Sara Cobb to Argentina and Colombia; and Sandra Cheldelin, K.C. Soares, and Kevin Avruch to Brazil. In addition, a number of ICAR/S-CAR alumni have returned to the region and worked there in a variety of influential capacities. A major, continuing project has been the School’s long term involvement in Colombia, which is described below.

“Zones of Peace” and ICAR Involvement in Colombia

The present conflict in Colombia dates back to the late 1940s when widespread violence broke out throughout the country between “Liberal” and “Conservatives” forces, leading in the 1950s and 1960s to a virtual civil war between the Conservative-dominated Colombian state and a number of increasingly left wing guerrilla organizations, headed by the Fuerzas Armadas Revolucionarias de Colombia (FARC-EPL) and later the ELN. (Ejercicio de Liberacion Nacional). In the 1970s the situation was further complicated—and made yet more violent. Throughout the country, rivalries intensified in the drug growing, refining, and trafficking industry. Forty years later, many of the remnants of these interlocking conflicts remain unresolved, although an ending
to the open civil war between the Colombian state and the last of guerillas has recently been negotiated.

S-CAR first became involved in this complex struggle in 1999 through its growing interest in the possibilities for local “Zones of Peace” as a means of protecting local communities struggling to survive in the midst of civil wars. ICAR had held its April 1996 annual conference on the theme of “Local Zones of Peace amid Civil Strife” and papers from the conference and the subsequent discussions were published in an issue of Peace Review. As noted, a subsequent influx of students from Latin America rekindled interest in the whole issue of local peace zones or communities throughout the world but particularly in Colombia, which was then showing a huge growth in local peace-building initiatives. Christopher Mitchell, who was heading ICAR’s project on local “Zones of Peace,” was able to attend a conference of local Colombian peace communities in Bogota at the end of 1999, and to establish links with the Colombian NGO, REDEPAZ, thus beginning an informal partnership which lasted over 10 years.

Supported by a small grant from the U.S. Institute for Peace in 2000 and aided by a group of talented students from the region, Mitchell and colleagues Wallace Warfield and Kevin Avruch formed the Zones of Peace [ZoPs] Working Group and launched ICAR’s “Local Zones of Peace Project.” The group began to gather information about, and systematically record and analyze data on local peace communities seeking to survive within the midst of protracted intra-state conflicts in countries such as the Philippines, Ecuador, Burma, El Salvador, Peru and Sri Lanka.

However, the bulk of their efforts for over 10 years was concentrated upon the varying fortunes of a large number of peace communities in Colombia, and the methods by which they managed to survive the violence resulting from the civil war and the intertwined operations of drug producers, who were often active around the communities. Initially, the research was undertaken in association with REDEPAZ’s multi-year project which began in 1998 under the title of “Cien Municipios de Paz”, but subsequently the ZoP’s Group were able to employ local field researchers to supplement periodic visits to the country, and the project was able to keep track of the effects of local communities on peace-building activities throughout Colombia.

Apart from being able to host a conference of Colombian civil society organizations at George Mason in 2003, and to participate in regional meetings
within Colombia and in Washington and London, ICAR was able to establish a
data base of local peace communities in Colombia and elsewhere. Details about
each community and a short history of each were backed by relevant docu-
ments and by articles and publications concerning methods of establishing and
maintaining neutral communities in the midst of civil strife. A formal Report
on the first five years of the group’s work was filed with USIP, and three collec-
tions of articles on local peace communities, peace zones and forms of sanctuary
were published between 2007 and 2016. The Project was formally wound up in
2012, when the last generation of the S-CAR’s students working on the Project
finished an updating of most of the information in the “Zones of Peace” data
base. However, the information remains on the S-CAR web site as a resource
for scholars interested in local peace-building.

African Initiatives

S-CAR’s work in Africa began already in its earliest days (as CCAR), with train-
ing conducted by John Burton in Sierra Leone, and with work carried out by
alumni such as Barry Hart. Profs. Wallace Warfield and Terrence Lyons advised
S-CAR’s Africa Working Group over the years; Lyons, Rothbart, Maulden, and
other faculty have run projects in Ethiopia, Sudan, Liberia, and other African
countries; and many students, in particular those who have themselves come to
S-CAR from across the African continent, have engaged in—and often spear-
headed—work in Africa.

Liberia; Connecting the Warring Factions

The early years of the 1990s were characterized by a relative absence of many
graduate students from African countries at ICAR and, perhaps for this reason,
much of the practical conflict resolution work carried out in this period by the
Institute’s faculty and staff focused on conflicts in the USA, in the Middle East,
and in Europe—for example, in Northern Ireland and the Basque country.

An exception to this was a project undertaken in the early 1990s by
Wallace Warfield, Christopher Mitchell, and Barry Hart, the latter of
whom had completed a doctoral study of trauma healing in West Africa. The
project was carried out in partnership with the Carter Center, Ambassador
John McDonald’s [then] new peace-building organization, the Institute for
Multi-Track Diplomacy [IMTD], the National Democratic Institute, and the
NGO “Friends of Liberia” which had been organized within the USA by former diplomats and members of the Peace Corps who had seen service in Liberia.

At this time—roughly 1992 to 1995—the Republic of Liberia had previously been wracked by a number of coups that had overthrown the ruling elite of “Americo-Liberians” and eventually by an intractable and destructive civil war involving a struggle for centralizing political power between armed movements involving rival ethno-religious groups. The Economic Commission of West African States [ECOWAS] had intervened with a peace-keeping force. Various Track One efforts had brokered a series of fragile peace accords, most of which broke down shortly after they had been signed, amid mutual recriminations from the leaders of the warring factions, taking with them related “governments of national unity,” cobbled together but usually powerless.

The project involving ICAR was aimed at using civilian representatives from the different ethnic groups and local churches to meet and delineate obstacles standing in the way of implementing the then current peace accord; and to form a cross adversary network, that could continue to meet and assist informally in the implementation of Track One agreements. The initiative was planned to take place in two stages, the first involving talks to establish the focus and the network and the second intending to support the new network and its peace-building activities.

The “Liberia Group” was able to hold three successful meetings in the region and to involve key civil society individuals from the various ethno-religious groups in the country—Americo-Liberians, Krahn, Mandingo, Lofa, and others involved in the struggle. The first, exploratory visit to Monrovia took place while fighting was still continuing around the capital, so the group was confined to meetings within that limited region. The other two, week-long conferences occurred later, the first in Akosombo in Ghana and the second in Yamousoukra, the capital of the nearby Cote d’Ivoire. Both were attended by a core Liberian group comprised of judges, businessmen, former government ministers, clergy, and civilian politicians.

From the second workshop emerged an agreement for a continuation of the Liberian network plus a plan to work informally behind the scenes on the implementation of the terms of the latest accord. In the end, maintaining continuing contacts across violent military barriers proved almost impossible. Funding support from outside sources were discontinued, and widespread fighting resumed, thus ending this particular effort to help implement what
clearly turned out to be an unsustainable—and, possibly, an unsupported and basically unwanted—peace agreement.

**Rwanda; Reconciliation Post-Genocide**

ICAR’s previous African initiative in Liberia had taken place while a civil war was still raging, although some of the activities enjoyed the dubious benefit of taking place while temporary truces were in place. In contrast, the Institute’s next African-focused project in the 1990s was launched well after overt, genocidal violence had ceased in Rwanda. At the time, the society was attempting to come to terms with what had happened there in 1994 and to construct some form of tolerant coexistence that would enable positive peace to be developed in the future.

Again, this initiative was headed by Warfield as Principal Investigator, and he was aided by ICAR senior fellow, Dr. Hiskias Assefa, based in Nairobi, and by ICAR Students Larissa Fast and Lulsegede Abebe, as well as by Dr. Terrence Lyons in the final stages of the project. The project, entitled “Rwandan NGO Management and Leadership Development,” was funded by the United States Information Agency (USIA) and aimed to bring together civil society organizations in Rwanda in order to develop their management and leadership skills, as well as creating a network of non-governmental organizations concerned with peace-building activities across communal divisions. The project took place between September 1998 and August 1999, with an extension in the Fall of 1999 (while a follow up proposal was being prepared) and a second stage was implemented in 2000.

The initial project involved Rwandan NGOs—an early decision was taken not to involve government personnel—in four workshops, plus a distance learning component that included the transfer of books, computers, and other communications equipment to Kigali for the use of the 12 local organizations that participated in the project. Of the four workshops, three were held in Kigali, and the two-week June workshop at ICAR’s offices in Fairfax. The workshops were preceded by a January 1999 exploratory visit by Dr. Assefa and Ms Fast, intended to determine which NGOs were effectively involved in country-wide projects concerned with development, advocacy, peace-building, and human rights. In the event, twelve Rwandan NGOs became central to the project and nearly twenty individual representatives attended most of the Kigali workshops, many representing various church, peace, and justice groups.
It should be noted that, at this time, the Rwandan government, faced with the problem of dealing with a prison population of over 800,000 people accused of war crimes, was contemplating using the traditional conflict resolution process of *gacaca* to deal with the dilemma of post-genocide justice. Discussion about the advantages and shortcoming of this proposal occupied much time in each of the workshops. In the event, the government started the official use of *gacaca* throughout the country in 2001.

The focus of the August 1999 workshop in Kigali was on steps to keep the network together after the formal ending of outside support, and how to develop and maintain contacts with relevant Rwandan government officials and departments. It was intended that the Rwandan consortium of NGOs, which had been created by the workshop series, should carry on meeting, exchanging information, and using the communication resources provided in Kigali. The ICAR team thereafter worked on providing a report to USIA about the results of the eight months’ work in Rwanda and began to put together a follow up application for funding support to continue the work of the consortium and to respond to a strong local request to be put in touch with other NGO’s in Africa [for example ACCORD in Durban or WANEP in Ghana] so that their support network could strengthened by becoming international.

Ultimately, the application for further support post-1999 took longer to construct than had been expected, part of the delay being explained by the fact that, on October 1, 1999 the USIA was abolished as an independent government agency and many of its functions folded into a relatively unprepared Department of State. The next stage of the Rwandan project was headed by Dr. Terrence Lyons, newly appointed faculty at ICAR who, with Larissa Fast and Lulsegede Abebe, continued to try to organize a durable NGO network throughout post-war Rwanda. Unfortunately, the effort broke down due to the lack of an extensive civil society elite in Rwanda and the fact that many of the original members of the first network were rapidly involved in government service in a variety of legal, administrative, and development roles.

**Early Warning, Genocide Prevention in the Great Lakes Region**

During the spring and summer of 2013, a group of S-CAR graduate students, in partnership with former **Dean Andrea Bartoli, Tetsushi Ogata** (S-CAR Ph.D.), and **Bridget Moix** (ICAR student), joined forces to contribute to the research and practice of genocide prevention, especially in connection with
electoral process. The Genocide Prevention Integration Applied Practice and Theory (APT) aimed at integrating early warning systems knowledge to prevent and mitigate genocide and atrocity risks. After two semesters, APT members created a tangible product for practitioners and developed a blueprint that can be used by future S-CAR students.

The APT colleagues came from diverse backgrounds and levels of experience, including working for the Bureau of Conflict Stabilization and Operations at the State Department, being a former strategist and policy analyst in the U.S. Army, and having a background in journalism and media. The APT team examined how local, national, regional, and international actors move emerging policies on atrocities prevention into practice. The integration of these levels is essential to an effective and fully-functioning system of prevention, and has not yet been achieved despite important developments in the genocide prevention field.

The APT began with a focus on the upcoming Kenyan 2013 elections (which occurred in March 2013), and later broadened its focus to include the Great Lakes Region of Africa (comprised of 12 member states, including Kenya) with a focus on providing support and assistance to national and regional leaders in a first-of-its-kind regional genocide prevention system (the International Conference on the Great Lakes Region or ICGLR).

George Mason University has a Memorandum of Understanding with the ICGLR to support the development of its regional genocide prevention mechanisms, including early warning systems. Working with the ICGLR to identify their needs, the APT team developed a report titled “Guiding Framework for Preventing Electoral Violence,” the first in what will be a series on genocide prevention in the Africa Great Lakes Region.

The Sudan Task Force, 2009-2014
The compelling tragedy in Darfur with its multi-faceted and egregious human rights abuses and humanitarian emergencies seized the attention of the international community and the conflict resolution field beginning in 2003 and continuing to the present day. An S-CAR (then ICAR) mid-career doctoral student, who was from Darfur and highly involved in the conflict, both as the principal of a humanitarian NGO, and as a behind-the-scenes peace broker, initiated a collaborative intervention project of scholar-practitioners from S-CAR and the International Peace and Conflict Resolution (IPCR) Program.
at American University in Washington, D.C. An initial meeting in September 2008 led to the formation of the Sudan Task Group (STG), which eventually grew to include S-CAR and IPCR faculty, the Sudanese doctoral student, additional graduate students, and a “second circle” of consultants.

The STG aimed to create an unofficial conflict analysis and resolution process that could be offered to the various factions and parties in complementarity and support of the official peace process, consisting of an international mediation effort between the rebel movements and the GoS. The STG believed that it could make a unique and valuable contribution to the peace process by organizing a series of problem solving workshops, which were held in July 2009 and February 2011. The STG also worked consistently to maintain its contacts with both official and unofficial actors concerned with Darfur, including hosting a consultation visit by a former senior Darfur statesman in Washington, D.C. in April 2010 and sending a subgroup to meet with various contacts in Khartoum in August 2011.

The first workshop took place at the University of Siena, Italy, where senior and mid-level representatives of most of the major armed movements were brought together in July 2009 to jointly analyze the nature of their grievances and the overall conflict, to foster coordination and cooperation. By the end of the four-day workshop, participants had decided to develop a statement of accord and a proposal for cooperation. The bold statement recognized that the fractured relationship of the resistance movements was counter-productive to the movements’ objectives, and that a degree of unity of such movements was a prerequisite for bringing peace to Darfur. The statement provided a clear commitment to peace, to a renunciation of the use of violence as a means for settling disputes, and to the critical importance of cooperative relations among the resistance movements. The representatives gave their unanimous assent to this statement, as a draft to be presented to their respective leaders for their approval.

The second workshop was held in February 2011 at the University of Siena in partnership with the Department of Comparative History and with continuing support from the Italian Foreign Ministry. This session brought together again some of the senior representatives of several opposition movements, including the Justice and Equality Movement (JEM) this time, along with influential people from civil society (non-governmental organizations, academia) to address the current situation, to assess commonalities in grievances and
purpose and to develop strategies and a vision for Darfur within Sudan in political, economic and socio-cultural terms. Although armed hostilities in Darfur had declined from previous levels, the humanitarian crisis continued almost unabated, with little physical security in the region and millions of displaced people and refugees living in substandard conditions in camps.

Once again, the workshop conveners brought together representatives from some of the major resistance movements in Darfur as well as influential parties from various sectors of Sudanese civil society—particularly non-governmental organizations and academia. The workshop was designed to complement the official negotiations underway at the Track I level, offering a forum for mutual conflict analysis and creative problem solving that avoids the constraints and pressures often associated with formal negotiations.

Workshop participants discussed possible directions and strategies for the road ahead, envisioning elements of a positive future in the political, economic, and social-cultural spheres of society, a future that will reverse the pattern of extreme deprivations of the essential needs of most Darfurians. In exploring mechanisms for realizing such elements on the ground, participants agreed to engage their colleagues at home in peacebuilding activities, restore the fractured relations among the resistance movements, and work towards giving due recognition to Darfur’s diversity, with respect to tribal, ethnic, and religious groups. The facilitators introduced plans for promoting continued communications among participants to advance the work of peacebuilding in Darfur and Sudan.

Running for Presidency in Tanzania

January Makamba, an S-CAR M.S. alumnus, is a pertinent example of S-CAR alumni having a direct impact on politics and high level policymaking in their home countries. In 2014 Makamba was listed as being among the top ten most powerful men in Africa. He had previously served as Tanzanian President Jakaya Kikwete’s former personal assistant and speech writer, and then as deputy minister of communication, science and technology. Later, he announced his candidacy for president.

Makamba recalls his younger years. During the rainy season, the furniture and beds in the home needed to be moved out. He and his siblings used to walk twelve kilometers to get to and from school. Outside of school, he herded goats and helped his grandmother serve traditional beer at her village bar. In his youth
Makamba aspired to be a doctor or businessman. However, in 1994, before attending university, he spent time in Kigoma, in the northwest of Tanzania. As a result of the Rwandan genocide a huge influx of refugees was forced into Tanzania. While in Kigoma, Makamba got a job in the refugee camps, first as a registration clerk and later as an assistant camp manager for the second biggest camp in Kigoma, known to its residents as Mtibila II. Witnessing the extraordinary daily suffering of human beings in the camps left an indelible mark on him. Following that experience, he promised himself that he would dedicate his life to public service, to prevent such suffering from recurring.

With that in mind, Makamba attended St. John’s University, Minnesota, where he majored in Peace and Conflict Studies. After graduating in 2000, he became a Fellow at the Carter Center in Atlanta, Georgia. As part of the fellowship, he spent time in Sierra Leone, an experience that deepened his desire to understand the nature of war and the pursuit of peace. In 2004 he enrolled for a Master of Science degree in Conflict Analysis and Resolution at George Mason University. January graduated from S-CAR (then ICAR), and returned to Tanzania. He joined the Ministry of Foreign Affairs, where he became an aide to then-Foreign Minister Jakaya Kikwete and worked closely with him in the regional peace negotiations that Tanzania was involved in at the time. After Foreign Minister Jakaya Kikwete ran for president in 2005, January joined him on the campaign trail, traveling with the candidate to every district in the country. The experience made him realize that perhaps public service was his calling and when candidate Jakaya Kikwete was elected President, Makamba joined him at State House as one of his senior aides and chief speechwriter.

Makamba’s work and prestigious positions are impressive, especially given the unique challenges and opportunities that Tanzania has faced as a country. It has East Africa’s biggest economy after Kenya, and is the world’s 10th largest youth population, with 54 percent of the unemployed workforce under the age of 25, according to Restless Development, a London-based non-governmental organization. Makamba said he would focus on creating employment with plans including restarting eleven idled textile factories and making greater use of the country’s cotton crop, which ranks as Africa’s fourth-biggest by output.

Coming to study at S-CAR was an important decision for Makamba. The skills and experience gained there were important for his academic and personal journey, and were undoubtedly contributing factors towards his future political endeavors.
Testifying before the United States Senate on “The Political and Security Crisis in Burundi”

On December 9, 2015, Sixte Vigny Nimuraba, S-CAR M.A. alumni and Ph.D. candidate, testified on “The Political and Security Crisis in Burundi” before the Subcommittee on Africa and Global Health Committee on Foreign Relations, at the United States Senate. He had been invited to present his testimony by the Committee’s Chairman, in order to address questions concerning the perspectives of citizens in Burundi toward the current political situation and prospects of violence that may disrupt their lives. He also commented on perceptions of members of the government and opposition parties about how Burundi could prevent further political violence and move toward a clearer path of reconciliation, and on the potential role of third parties—including regional neighbors, the United States, and other international partners—in facilitating the peace process, diffusing tensions, and getting the country “back on track.”

Nimuraba, a Ph.D. student at S-CAR and Director of Violence Prevention for its Genocide Prevention Program, received a grant from the Anonymous foundation to conduct field research and nonviolence activities in Burundi. He travelled to Burundi three times in 2015 when tensions were high, and was able to meet with different stakeholders there, including the diplomatic missions in Burundi, Burundian top leaders, and members of the opposition, to interview them and discuss difficult topics at the heart of the conflict.

Nimuraba came to S-CAR with extensive experience working with Burundian civil society and nongovernmental organizations to promote peace, conflict prevention, social cohesion, and integration of returnees in local communities. Prior to his arrival at S-CAR, he held a four-year tenure with Ligue Iteka, the oldest and largest civil society organization in Burundi, and collaborated closely with UNHCR and other national and international human rights organizations to foster peaceful coexistence. As regional coordinator within Ligue Iteka’s Monitoring of Returnees Project, he first coordinated resettlement and social cohesion activities in five northern provinces (Ngozi, Kirundo, Kayanza, Muyinga and Karusi) and was then promoted to the position of southern regional coordinator, covering the provinces of Makamba, Bururi, and Rutana, which together had a significantly larger population of returnees and a remarkably larger number of land conflicts to mitigate.

Before joining Ligue Iteka, Nimuraba had held different positions in local and international organizations such as Volontari Italiani Solidarietà Paesi
Emergenti (VISPE), Care International, and other volunteer organizations. This work inspired him to dedicate his life to the quest for peaceful coexistence and social cohesion in Burundi and the African Great Lakes region. His S-CAR experience provided him with additional credentials and ideas needed to pursue this important work.

**Work in Asia**

In 2013, an Interactive Conflict Resolution (ICR) workshop was designed and facilitated at Point of View by Tatsushi Arai and Zhang Wang, from Japan and China respectively, two of the S-CAR Ph.D. program’s alumni and former classmates. This closed-door dialogue session among scholars and opinion leaders from both sides of the East China Sea territorial dispute was followed by a public seminar at the Woodrow Wilson Center, which a range of the English, Chinese, and Japanese media publicized widely. The workshop and seminar culminated in a joint publication (by Arai, Wang, and Shishoko Goto) titled *Clash of National Identities: China, Japan, and the East China Sea Territorial Dispute* (Washington, D.C. Woodrow Wilson International Center for Scholars) which was disseminated among academic and research institutions, diplomats, lawmakers, and other policy-oriented stakeholders in the United States, Japan, China, Taiwan, and elsewhere.

A series of preparatory dialogues preceding the Point of View workshop, as well as the subsequent Wilson Center seminar and publication, sought to analyze the roots and dynamics of the rising tension over the disputed islands—known as Diaoyu in China and Senkaku in Japan—in the East China Sea. The book illustrates a deeply collaborative binational effort in the application of multi-angled systems thinking to the security crisis that the two sides share. While the book sheds light on the causes and consequences of the crisis for the two countries’ economic relations, domestic politics, and international relations, it also demonstrates how the collective memories of the two nations’ wartime experiences and their cumulative historical grievances define the underlying conflict. The analysis contained in the volume also considers the regional and global context of the bilateral tension, which simultaneously interacts with the complex interplay between the renewed U.S. commitment to the Asia Pacific and China’s rise. Finally, it offers a broad range of concrete policy
recommendations such as a de-militarized zone in the East China Sea and sustained citizens’ exchange for historical reconciliation.

Asian affairs have attracted the attention of other S-CAR alumni as well. Qing Gao, an S-CAR M.S. graduate, currently supervises the operations of the Chinese government’s Confucius Institute in Washington, D.C. Maneshka Eliatamby, ICAR Ph.D., formerly co-director of the Community Building Institute, is currently working in Katmandu, Nepal, as senior asia program manager for Search for Common Ground. Pushpa Iyer, ICAR Ph.D. 2007, regularly visits, leads field courses to, and conducts research and projects in parts of Asia and South Each Asia as well as directing Middlebury Institute for International Studies in Monterey, California. And Min Zaw Oo, ICAR Ph.D. 2010, has done extensive field work in Myanmar as Director of Ceasefire Negotiation and Implementation at the Myanmar Peace Center.

Before returning to Myanmar, Oo supervised research projects at Wise Strategic Communication, especially in field data collection and analysis in conflict zones, and managed a network of 600-plus field staff that collect qualitative and quantitative data across 34 provinces in Afghanistan, including districts considered insurgent hotbeds. Before joining WSC, he had participated in major research initiatives, including those funded by the U.S. government, and had been an independent consultant to the Genocide Early Warning Project which monitored high-risk countries around the world.

**Initiatives in Europe and Eurasia**

Although not very many S-CAR graduate students come from Europe, the School has a long history of involvement in conflict resolution activities in the area. In the early days of CCAR and ICAR, opportunities for practical interventions existed in the long running conflicts in Northern Ireland, Cyprus and the Basque Country, as well as in the Balkans and Eurasia following the disintegration of Yugoslavia and the Soviet Union. Faculty, students, and alumni have been involved in all of these conflict systems in a variety of roles.

**The Basque Country**

Throughout the 1990s ICAR had an on-going project to work with local peace-building organizations in the Basque country to try to develop an informal, Track Two peace process involving the Spanish Government in Madrid, the
“legitimate” Basque political parties and the “extremist” Basque nationalist movement seeking independence or—at least—a major revision of the agreement reached in 1979 for Basque autonomy. The project had its origins in a meeting arranged in late 1989 by Dr. Robert Clark of GMU’s Political Science and International Relations Department between one of the Basque political leader and Drs. Jim Laue and Rich Rubenstein. Eventually the project was taken up by Christopher Mitchell, then the director of ICAR, and by Dr. John Paul Lederach of Eastern Mennonite College [later University]. In 1990 they travelled together to San Sebastian and Gernika and began to work in partnerships with the Director of the Gernika Peace Center [GGG], Dr. Juan Gutierrez.

Initially, the focus of this Basque initiative was to begin to help to unify the Basque nationalist factions and organizations, seriously divided about appropriate aims and tactics following the collapse of preliminary peace talks held in Algiers. One result of this focus was a week-long workshop held at Airlie House, attended by representatives of a full spectrum of organizations making up the Basque nationalist movement, including some representatives close to the clandestine guerrilla organization, ETA. After this, the project took on a different emphasis and the team took on the role of intermediaries, making regular trips to Spain and practicing “shuttle diplomacy” among the various Basque political parties, civil society organizations, and the Ministry of the Interior in Madrid. Once a certain level of trust had been established on all sides, the team was able to convey ideas, aspirations, and suggestions between the various parties, especially regarding possible truces and ceasefires but also about changes in long term visions for the future. The process continued over a ten-year period which saw changes of government in both Madrid and Vittoria/Gasteiz including: the arrest and incarceration of two sets of Basque political leaders accused of being spokespersons for ETA, revelations about a secret government murder squad [GAL], a period of euphoria following the achievement of the Belfast Peace Agreement in Northern Ireland, and three failed ceasefires.

This process of maintaining regular, low key contacts came to an end during a penultimate cease fire in 2006 and the previous decision of the new GGG directorate to switch the organization’s focus from being a neutral intermediary onto other local issues. Eventually, the violent stage of the conflict came to an end in 2012 with ETA first declaring a unilateral ceasefire [2010] and then announcing its abandonment of violence as a strategy in favor of political activism to pursue Basque interests.
Continuing Work; Building Bridges on Cyprus

A number of faculty and students at the School have maintained a continuing interest in the conflict between the Greek and Turkish communities on the island of Cyprus, and have undertaken initiatives at various stages of that long, protracted and apparently insoluble conflict. In the early 1990s, Dennis Sandole was involved in work in Cyprus early on. Christopher Mitchell worked with Professor Ronald Fisher and the Canadian Institute for International Peace and Security in a series of problem-solving workshops (in Canada and England as well as on the island) involving local participants, helping to prepare the ground for formal negotiations between the leaders of the rival communities. (In 2012, Eleftherios Michael completed his GMU doctoral dissertation about these and other formal negotiations, entitled Peacemaking in Cyprus, 1955-2011.) ICAR alumni and faculty were also involved in a series of training workshops sponsored by Ambassador John McDonald’s Institute for Multi-Track Diplomacy, which trained many local participants from both sides of the Island’s “Green Line” in conflict resolution and local peace-building skills.

Unfortunately, in 2004 the official talks about the island’s future broke down, just when they were on the verge of success. In response, S-CAR hosted a series of workshops and follow up meetings, mainly held at Point of View. These workshops were intended to help re-start the stalled peace process on the island and initially involved members of both communities who had previously been involved in the Track Two meetings of previous decades. The workshops were organized by a consortium of facilitators from Portland State University, and American, Tufts and Arizona State Universities, with S-CAR participation from Susan Allen, Ned Lazarus and Christopher Mitchell and support from the Jubitz Family Foundation of Portland, Oregon.

The first workshop was held at Point of View in 2009 and involved participants from the two communities. The second, in January 2011, was organized in two stages, the first attended solely by participants from Cyprus itself, but the second involving additional representatives from the two “parent” countries, Greece and Turkey. During the interval between the second and third workshops major exploitable hydrocarbon deposits were discovered in the eastern Mediterranean region and these became a focus of potential rivalry among the riparian states, including Greece, Turkey, Israel, and Lebanon, as well as within Cyprus.
Because of the changes caused by this new set of issues, the next workshop series which was originally planned to be hosted by the Mediterranean Academy of Diplomatic Studies of Malta was instead hosted at Point of View in April of 2013.

As usual with such Track Two work, it is difficult to say what impact these informal meetings had upon the official, inter-governmental negotiations currently taking place over the future of the Island. However, it seems likely that at least some of the ideas that were discussed at Point of View and on the Fairfax campus fed into official discussions, especially into talks around the new problem of the division of recently discovered gas fields in the Eastern Mediterranean. Whether these talks will eventually lead to a durable solution to the Cyprus conflict currently remains to be seen but, if they do, it is not too much to claim that all the initiatives discussed above will have played a long-term role in preparing official viewpoints, elite attitudes, and overall public opinion on both sides of the Green Line in favor of a sustainable resolution.

**Initiatives in the Caucasus**

The School’s involvement in conflict resolution in the Caucasus dates back to the very early 1990’s, immediately following the breakup of the Soviet Union. ICAR’s activities there took on a variety of forms and many continue today, including Dr. Susan Allen’s Georgia-South Ossetia Project and with the linkages established through a number of ICAR alums throughout the region (but especially in Turkey) and through many colleagues and partners there and in the three TransCaucasian republics.

The Institute’s first direct contacts in the region took place in June 1992, when at the suggestion of **Colonel Moorad Mooradian** (U.S. Army, ret.), then completing a doctoral dissertation at GMU, Dr. Dennis Sandole and the then-ICAR Director, Christopher Mitchell, were invited speakers at Yerevan State University in Armenia. Part of the purpose of this initial visit was to explore how ICAR might help establish a conflict resolution teaching program in the Psychology Department of YSU, which had benefited from a grant for a Center for this purpose from an American-Armenian donor in the USA. During the one week visit, Mitchell, Sandole and Mooradian paid a field visit to the town of Echevan near the newly internationalized border with Azerbaijan, along which dangerous skirmishes had been occurring. While there, the local Armenian mayor asked what might be done to stabilize the situation and avoid
further violence—an objective she knew was shared by the local Azeri administrators, her erstwhile colleagues, on the other side of what had until recently been simply an administrative boundary within the Soviet Union. The ICAR group made two suggestions, one of which was the establishment of a jointly administered “peace zone” along the border, an idea which later became the basis for ICAR’s on-going interest in the “Local Zones of Peace” concept.

The other was Sandole’s offer to assist in establishing contact with the Helsinki Citizens Assembly [HCA], a network of local citizens’ organizations set up in 1990 to maintain citizens’ rights throughout the CSCE region and to facilitate collaborative resolution of conflicts within CSCE countries. The HCA had already established National Committees in Armenia and Azerbaijan and these collaborated in arranging meetings in August 1992 between local groups from Echevan and Kazakh on the Azeri side of the new border. The joint work of national HCAs and local Armenian and Azeri committees produced, at least for a time, a relatively peaceful and open local border, with farming activities taking place unmolested and families able to interact across the formal boundary line. The local project became merged in the general Azeri-Armenian ceasefire agreed in May 1994.

**Establishing a University-Based Conflict Resolution Network**

From the initial visit to Armenia in summer of 1992, and previous conversations with Dr. Ludmilla Harutunian of YSU, there emerged a project designed to establish a set of linked teaching and practice programs in conflict analysis and resolution—locally known as “conflictology”—throughout the Caucasus region. Planning for this “Transcaucasian Project” necessitated a series of visits to the region between 1993 and 1995 which resulted in informal partnership arrangements being established between GMU, Yerevan State University, Bilkent University in Turkey and Khazar University in Baku. At a later stage Tbilisi State University in Georgia became involved in the overall project.

A two-year grant from USIP enabled a start to be made on an exchange program whereby interested faculty members from the partner universities in the region would attend ICAR for at least a semester. During this period, they could attend lectures and classes on the respective M.S. and Ph.D. programs, but would mainly be working directly with ICAR faculty on curriculum development, innovative pedagogical methods, joint research and writing projects, and opportunities for practical resolution interventions within the region.
The project began formally in the Fall semester of 1995, with two Visiting Fellows from YSU (Ms. Anna Ohanian and Ms. Anahit Aghouminian), one from Khazar State University (Mr. Nurlan Aliyev) and one from Bilkent University (Dr. Serdar Guner). All four attended relevant courses then offered at ICAR. They also had the opportunity to visit ongoing dispute resolution workshops, focused on the Georgian/Abkhazian and Armenian/Azeri conflicts, being held at the University of Maryland’s Center for International Development and Conflict Management (CIDCM).

Both of the young Armenian Visiting Fellows were able to remain at ICAR for the full year, as did the Visiting Fellow from Khazar University. This enabled them to put further efforts into planning courses that they would be asked to teach on their return home to their respective universities. Visiting Fellows in the following academic year, 1996–1997, involved one each from the three partner universities (Dr. Kemal Mamadzade, Ms. Zeynep Selcuk, and Mr. Armen Yedigarian), and they were joined by Dr. Harutunian herself, who arrived in November 1996 and remained until April 1997. She, Dr. Sandole and Dr. Mooradian worked on the overall program design for YSU’s new “Center for Conflictology” (a gift from an Armenian-American benefactor) and collected basic readings in the field for translation into Russian and the publication of a reader.

By this time, the Azeri and Turkish Visiting Fellows from AY 1995-96 were teaching conflict related courses back in their respective programs. They were joined in the Spring of 1997 by the fellows who had been at ICAR during the Fall of 1996, adding new courses—"Conflict Termination" and "The Sociology of Conflict"—to the range being offered in their various universities. Dr. Mooradian became the Acting Director of YSU’s Center for Conflictology, a position he held for several years thereafter, with Ms. (later Dr.) Mara Schoeny also making several visits to the Center to teach there.

The Project was formally wound up in August 1997 with a review conference involving all the participating universities, planned to be held at the Austrian Study Center for Peace and Conflict Resolution at Stadtschlaining in Austria. The Project had fulfilled its main goal of creating a cohort of university faculty potentially interested in and able to teach about analyzing conflicts and helping to end them. It had resulted in the establishment of an actual research and teaching Center in one of the member universities. However, the linkage established were obviously fragile and it remained to be seen how durable they
would be in the face of the major cleavages and conflicts existing throughout the region.

**Work In and On the Middle East and North Africa**

The MENA region is always an interesting place to work, and one of strategic importance to the US. During the last few years in particular, during and following recent revolutions and protests in the region, it has required additional conflict resolution and peacebuilding efforts, many of which have been performed by S-CAR alumni (many of whom are themselves from the region).

**Samuel Rizk** (S-CAR Ph.D. 2012) serves as program advisor with the Regional Bureau for Arab States at the United Nations Development Program (UNDP) in New York. Previously he served as peace and development advisor with UNDP in Sudan and prior to that as conflict prevention advisor with UNDP Yemen.

Living in Lebanon from 2002 to 2006, Rizk was a founding member and executive director of the Forum for Development, Culture and Dialogue, a regional NGO based in Beirut, working on issues of conflict resolution, community empowerment, and interfaith relations in the Arab world. During that time, he helped establish and lead the Arab Partnership for Conflict Prevention and Human Security and coordinated its work in relation to the Global Partnership for the Prevention of Armed Conflict (GPPAC). He has also worked with Middle East Council of Churches in Egypt and Lebanon on issues of justice, peace, and human rights, and with the Ibn Khaldoun Center for Development Studies in Cairo as editor-in-chief of the center’s English-language newsletter *Civil Society and Democratization in the Arab World*.

**Alma Abdul-Hadi Jadallah** (S-CAR Ph.D., 2006), founder and owner of her one-women firm called Kommon Denominator, has also been working tirelessly in the Middle East. A Palestinian born in Saudi Arabia, she spent her childhood in Cairo and later attended high school and college in Jordan. In 1989, she moved to the United States with her Arab-American husband to raise their children and continue her studies. After the terrorist attacks of September 11, 2001, she decided to focus on peace building and received a doctorate from S-CAR (May 2006). In January, 2014, Jadallah helped conduct a meeting of Syrian women for the United Nations in Geneva. During the previous year, she had taken four or five trips to Yemen, to assist in talks to create the country's
new political system. Before that, she had developed processes to ease religious tensions in Iraq.

Adina Friedman (S-CAR Ph.D., 2006) has been running intercommunal and interfaith programs in Morocco since 2006. In that capacity, she has brought groups of internationals, including Israelis and Palestinians, to Morocco for programs dealing with development, gender, conflict resolution, and peacebuilding.

Working with Senior Government Officials in Yemen

In June 2013 a one-day workshop was held in Sana’a, Yemen, on the Role of Strategic Communications and Conflict Resolution in Transitional Processes. The workshop was sponsored by Yemen’s Prime Minister Office, in cooperation with United Nations Development Program (UNDP) and its Emergency Capacity Development Facility (ECDF) project, and led by Dr. Rawhi Afaghani, of UNDP/ECDF Strategic Communication, conflict analysis and resolution specialist, who obtained his Ph.D. from S-CAR in 2011.

The first in a series of events that the Prime Minister Office convened, the workshop was attended by senior government officials, in charge of political analysis, good governance, and media outreach at the Presidential and the Prime Minister offices and the Ministry of Planning and International Cooperation. Its aim was to train participants on the use of practical tools of communication and crisis management to support decision-making processes and foster the participants’ sense of government’s need for improving accountability, transparency, and credibility.

Mr. Ali Al-Sarari, media advisor to the Prime Minister and member of the National Dialogue Conference, who attended the event, praised the workshop as a first step toward effective cooperation and communication between media and political departments at the presidential and the prime minister offices. He spearheaded an initiative during the workshop by inviting senior staff members from the two offices to meet on a bimonthly basis to coordinate strategies of communication with the Yemeni people.

Afaghani, for his part, underlined that the ultimate goal of effective strategic communication is achieving a paradigm shift in the government communication processes from information dissemination and public relations to active conversation between the citizens and the government. He added that strategic communication would help the Government of Yemen open channels
by which people's expectations, which tend to be great in a post-conflict and transitional context, could be managed adequately to reduce the possibility of grievances and frustrations among citizens, which often result in violence.

**Working with Syrian Refugees in Jordan and Turkey**

Between 2013-2016, S-CAR M.S. alumna Nousha Kabawat and Prof. Marc Gopin and the Center for World Religions, Conflict and Diplomacy successfully reached hundreds of Syrian children, displaced due to recent violence, through Camp Amal ou-Salam, founded and directed by Kabawat. The camp for children included sports, arts and crafts, recreational activities, and peace and trust building activities. CRDC continues to expand its project to reach hundreds of more children.

Project Amal ou-Salam seeks to actively contribute to a nonviolent transition in Syria through transformative educational and social programming for refugee and internally displaced Syrian children. The programming is tailored for children ages 6 through 15 who have experienced trauma from the war in Syria.

**Engaging Afghanistan’s Religious Leaders**

In June 2012, in Kabul, CRDC held its second international conference for Islamic cooperation for a peaceful future of Afghanistan. The three-day conference was attended by religious scholars and civil society representatives from all over Afghanistan as well as renowned Islamic scholars from around the world, including India, Egypt, Pakistan, and Tajikistan. Addresses were given by Afghan, American, and other international scholars and figures.

Conference participants discussed the current insecurities and violence plaguing Afghanistan and emphasized the need to use religious practices and the teachings of the Quran and Sunnah to help eliminate violence and build peace in this country. They also proposed constructive and appropriate solutions to put an end to the crisis in the country. The national and international participants discussed practical steps on peacemaking based on Islamic instructions, as well as teachings of Islam on human rights, non-violence, tolerance, peacemaking and pluralism. They also discussed the role of Afghanistan’s High Peace Council, religious leaders and Imams in restoring peace in Afghanistan and how to establish a society based on moral and religious principles in particular during the transition period from war to peace in this country.
Representing Saudi Arabia in the United Nations

Manal Radwan (ICAR Ph.D. candidate), is the first secretary at Saudi Arabia’s mission at the UN, and is also the first female Saudi diplomat to address the Security Council. Previously, Radwan worked as the assistant director for political and congressional affairs at the Royal Embassy of Saudi Arabia. She served as a member of the Saudi Interministerial Committee dealing with child custody cases. From 1998-2002, she was the research director and senior congressional liaison in the Information and Congressional Affairs office at the Royal Embassy of Saudi Arabia.

Ms. Radwan is a strong advocate of human rights and has extensive experience in foreign policy and cross-cultural research and analysis, designing cross-cultural conflict-preventing as well as conflict-resolving processes and systems, and training in cross-cultural issues relevant to policy makers, public and private officials and citizen leaders. She is a member of the Global Core Team of Human Dignity and Humiliation Studies (Human DHS) at Columbia University and has been addressing a wide number of topics including Islamic civilization and modernization, social change, reform and resistance, religious and cultural diversity, public diplomacy, gender, and international child custody. In these capacities, she has worked with international and national organizations in both the public and private sectors. Radwan represented the Government of Saudi Arabia in her testimony to Congress in regard to international child custody in 2003, and led a number of congressional briefings with members of Congress and their professional staff.
Back to the Future

Looking to the future, S-CAR will continue to shape and lead the field of conflict analysis and resolution through its retreat and conference center Point of View. Point of View embodies the synergy between theory, research, and practice; between local and global communities; and between physical space and abstract ideas.

Point of View

Point of View serves as S-CAR’s clinical lab site, serving as a hub for conflict practice, teaching, and research. Its location in the serene Mason Neck embodies S-CAR’s mission to promote peace. A beautiful, environmentally sensitive and sustainable estate just outside of the Nation’s Capital, the center will become an international hub for peace making and conflict resolution activities. POV will be an important resource, not only for S-CAR, GMU and their partners, but the expanding field of conflict analysis and resolution.

The Gift

In 2000, Helen and Edwin Lynch, who had been long-time supporters of ICAR and S-CAR, and who had provided funding for the first named Chair at the Institute, donated their estate on Belmont Bay, in Mason Neck Virginia, to ICAR. This generous gift was a testament to the Lynch’s unwavering commitment to peace, and their unconditional support for and trust in ICAR’s work. The site--originally the family home of the Lynches--constituted a peaceful, 120 acre estate, just a half an hour’s drive from the nation’s Capital. It offered an ideal
place for reflective meetings, transformative conversations, dialogue, and reconciliation, where groups in conflict could come to address differences, engage in dialogue, and learn together.

The First Years

After taking over Point of View in 2006, the Institute was able to adapt the Lynch’s family house as a temporary site for conferences, meetings and workshops. Between 2007 and 2011 a series of events was held in this quiet backwater. The events covered a diverse range of topics including the first intra faculty conference on the aftermath of the 2002 invasion of Iraq; how to strengthen arms control agencies in Washington; re-examination of Basic Human Needs theory; and how to improve global initiatives to prevent genocide. During this period, parties from many corners of the globe came to Point of View to explore new ways of addressing their differences, such activities including meetings between Georgians and Ossetians, Greek and Turkish Cypriots, and academic experts from China and Japan. Local, national and international stakeholders—such as religious, academic, media, and government leaders—conducted conferences and workshops with conflict analysis and resolution experts.

During this period, Point of View also sponsored advanced graduate student seminars and conferences addressing developments in theory, examining case studies, and offering opportunities for dialogue with experts from other disciplines. Scholars and graduate students have also stayed at POV’s tranquil cottage to work on writing projects, such as dissertations and manuscripts.

Continued Development and Future Projects

At the end of the 2010-2011 academic year the School for Conflict Analysis and Resolution embarked on the next stage of development of the Point of View estate. Planning for the construction of a new complex to replace the Lynch House proceeded slowly, as both the School and the University were determined to preserve the existing ambiance and not spoil the tranquil beauty of the site. The new facility was planned to adhere to an environmentally sensitive design, coupled with the latest in communications systems. The new central conference complex would provide meeting, training, and research space for up to 100 participants. It would host group meetings; provide ancillary services for
researchers, and host other special events. In addition, the new “John Burton Research Library at Point of View” would house a comprehensive electronic collection of materials on conflict resolution and peacebuilding, including archival material focused on Track Two peacemaking and other forms of peace-building activities. This design was meant to attract visiting scholars interested in using this unique resource. Some of the School’s research projects and centers will also relocate to the new facility, which will thus become a prime research site for the field.

Point of View Dedication

POV’s official dedication ceremony took place on April 6, 2016. S-CAR Dean, Kevin Avruch, described the three pillars of the center: learning and teaching; research on the causes of and solutions to conflicts; and practice—direct resolutions of conflicts with the parties involved. Fakhira Halloun, a doctoral student at S-CAR and a Palestinian citizen of Israel, represented the student perspective and spoke of her goal to contribute to peace negotiations that could help resolve the conflicts that beset her homeland. And Congressman Don Beyer (D-Va.) described Point of View as “an asset not just for Virginia or America, but for all humanity,” eloquently describing the center as “part of the new geography of hope.”

The next step in the evolution of Point of View includes securing the private funds to build two sets of residential buildings so that the center can host visitors for extended overnight stays during conflict resolution sessions. “When that is completed,” concluded Avruch, “this will truly be a civilian Camp David—which is our vision.”

The potential of Point of View is captured in words that Edwin Lynch offered in his acceptance of the Mason Medal in 1995. His words are now engraved in a plaque on the property that honors the Lynches:

“We often hear that there are no frontiers left for our young people to explore. I must take exception to that comment . . . [for] scientists say we have not learned to use our minds beyond a fraction of their capabilities. We must seek to develop and use our minds, not to conquer one another, but to peacefully and
constructively solve the conflicts that cause so much of the world’s grief. It is this frontier of the human mind that I challenge each of you here today to explore.”
—Edwin Lynch

What next?

As it reaches the middle of its fourth decade in existence, S-CAR has numerous achievements to be proud of. “Our main legacy is the students themselves,” says Dean Avruch. “We have over 1,400 alumni out in the world, doing amazing things.”

Despite the important work being done by alumni and faculty and the many milestones reached, the work of conflict resolution is by no means done. Challenges continue to exist in many corners of the world, including in S-CAR’s own backyard. However, with the growing number of skilled academics and professionals versed in the language and skills of conflict resolution, and with expanding programs, opportunities, and facilities to serve a broad population, S-CAR is positioned to meet the challenges of the future.
George Mason University’s School for Conflict Analysis and Resolution (S-CAR) has been a pioneer and global leader in its field, since its founding more than thirty years ago. As the first educational institution in North America to offer post-graduate education in conflict analysis and resolution, its unique environment fosters innovative scholarship and practice, conducted by a diverse, multidisciplinary group of faculty, students, staff, alumni, and strategic partners. S-CAR’s mission is to improve our understanding of deep-rooted social, political, and cultural conflicts so that more effective methods of resolving them can be developed and implemented. Individually and collectively, community members are committed to generating theory, research, and practice that assist parties in conflict in resolving their disagreements peacefully and sustainably.

The photograph above is of the retreat and research center at Point of View. In 2000, Edwin and Helen Lynch donated to the School for Conflict Analysis and Resolution their home, which they called Point of View, and 120 acres of land on Belmont Bay and the Potomac River. They also made a substantial contribution to the School to plan for the building and other needs to make Point of View a center for contemplation, research, consultation and discussion. Mr. and Mrs. Lynch also created the Vernon and Minnie Lynch Chair for Conflict Resolution and the John Burton Scholarship Endowment. Edwin and Helen Lynch are no longer with us, but their family remains invested in the success of the School for Conflict Analysis and Resolution and their legacy lives on at Point of View.