



S-CAR News

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S-CAR's Multitude of Initiatives: The School's evolution has positioned its thinkers and learners at a prime juncture of knowledge and policy

By Dr. Andrea Bartoli, S-CAR Dean, abartoli@gmu.edu
and Borislava Manojlovic, S-CAR PhD Candidate and Drucie French Cumbie Director of Research, bmanojlo@gmu.edu

During the fall semester of 2012, the S-CAR Faculty Board encountered the invitation to consider the learning and network revolution as a way to frame many of the changes that have been occurring in the School in recent years. The move from the trailer to the world has positioned the School at a very interesting juncture of knowledge and policy. From the studies of narrative, peacemaking, genocide prevention and memory to the study of gender, the School is discovering its riches not in uniformity and consensus but rather in the vitality of many explorations opening new areas of inquiry and engaging new actors and new processes. We have seen the establishment of the Center for the Study of Narrative and Conflict Resolution, the Center for Peacemaking Practice, the

Center for the Study of Gender and Conflict, but also the launching of the Program on Memory, History and Conflict and the Genocide Prevention Program. Recently the Insight Conflict Resolution Program has engaged the School's faculty, students, and staff in examining every day challenges of law enforcement officers in Lowell, MA and Memphis, TN and in trying to reduce the severity and lethality of retaliatory violence through insight.

The dynamism within the School has moved in the direction of new initiatives making CRDC courses essentially a realizable paradigm of practice. How would then this diverse, rich, and lively community maintain its internal coherence, its synergy and integration? One of the future challenges of the School lies in finding a way to maintain

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ICAR graduates and faculty, 1997. Photo: S-CAR.

Viewing Conflict with Different Lenses: LTC Klemens 'Van' Schmidt's Transition from Active Military Status to the CAR Program at George Mason University

By Jean-Renold Altidor, S-CAR MS Student, jaltidor@masonlive.gmu.edu

Lieutenant Colonel Schmidt (retired), or 'Van' as he prefers to be called these days, is new neither to conflict nor to diversity. His childhood and subsequent military duty exposed him to a series of environments that made him feel at home at the School for Conflict Analysis and Resolution. As he put it, "I was so pleased with the Certificate Program, I didn't want the educational and interpersonal journey to end, [hence] the Master's program."

Van grew up in a very ethnically diverse neighborhood of the San Francisco Bay Area of California that is famous for a rebellious and unorthodox culture—depending on who is making the determination of "orthodoxy." While growing up, he lived on the fringe of the 'Berkeley Movement' but with a better appreciation for the 'environmental' aspects of it.

His high school years in Richmond, California were marked by a tumultuous period as school systems nationwide grappled with integration. Racial tensions were very high as four ethnic groups—African-American, Asian, white, and 'other'—tried to coexist in that part of California. Gang violence in the late 1970s and early 1980s reached a feverish peak nationwide. Van's neighborhood was no stranger to the same ills. Those days, Richmond was constantly listed as a Top-10 'Murder City' in the United States, and still is today. His high school was one of the first to use metal detectors.

At 17, Van left high school early and enlisted in the United States Army Reserve to escape the growing street violence and sheer boredom. After six months of basic and skill training he returned home and enrolled in community college in a medical assistant program. Through working in local clinics and hospitals, he saw more than his fair share of gunshot wounds and overdoses. Van eventually found his way to University of California, Berkeley where he received a U.S. Army commission at the age of 20. That was very early considering that the average age for a new officer is normally 23.

The US Army tends to make officers 'jacks of most trades.' During their careers, officers are usually exposed to a variety of jobs where they learn different skills. Van's assignments took him from the Corps of Engineers, Civil Affairs, the military space program, and ultimately to assisting in the setup of the United States Africa Command (AFRICOM). Additionally, his work as a Civil Affairs Officer exposed him to a variety of cultures



LTC Klemens 'Van' Schmidt. Photo: S-CAR.

in the Pacific region and Africa. Van developed training plans to train soldiers that were deploying to Bosnia, Haiti, Guam (supporting the Kurdish refugee operations), and Somalia. Later, he worked as a strategist (US Government Interagency Policy Analysis) for the Pentagon Army Staff's War Plans Division, where he participated in the design and 'raising the flag' of AFRICOM. As one of the first soldiers of AFRICOM, he was assigned as the chief of an operation responsible for combatting terrorism in Africa.

A highlight of Van's military career came as the Deputy for Humanitarian and Health Assistance for AFRICOM (in support of USAID and the State Department) when in 2009, Secretary of State Hilary Clinton made the pledge at 'Heal Africa' (Goma) to address Sex and Gender Based Violence in the Eastern DRC (Goma/Bukavu). AFRICOM was 'asked' to execute the pledge and Van had the opportunity to use some old engineering skills. He traveled to the region to conduct engineering planning to construct and renovate hospitals, schools, and faith-based centers in the DRC. This job afforded him trips to other African countries, especially to the Democratic Republic of the Congo (DRC), Rwanda, Tanzania, and Djibouti.

As Van puts it, "I have never thought about a 'role model' in conflict resolution, but I have met what I

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Moving Forward on Burma: A Guide to US Aid and Peacebuilding Efforts

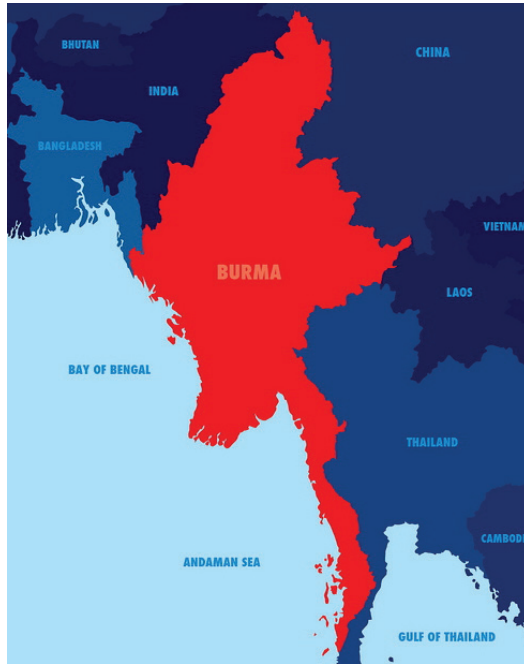
By Kyaw Lin Htut, MA (Economics), MS Student (Conflict Analysis and Resolution), klhtut@gmail.com

In the wake of President Obama's recent visit to Myanmar (also known as Burma), it is important for policy analysts and conflict resolution practitioners alike to reassess the United States' role in facilitating and encouraging peacebuilding in Burma. This article examines the ways in which the United States and multilateral organizations such as the UN and ASEAN can help resolve many of Burma's pressing challenges.

Burma currently faces three distinct but interconnected dimensions to conflict: an armed conflict between the government and various ethnic organizations (in pursuit of ethnic federalism); communal violence, particularly amongst Muslim minorities such as the Rohingya (viewed by many Burmese as illegal migrant Bengalis); and a civil-military political conflict between the government and the pro-democracy movement (led by Aung San Suu Kyi as a figurehead). Any peacebuilding intervention must simultaneously address these three dimensions, and create sustainable, self-reinforcing structures that promote collaborative problem solving. In order for any peacebuilding interventions to be successful, interveners should keep in mind the following considerations.

Assessment: Conflict in Burma is not singular in nature, but is instead characterized by a series of interwoven relationships involving multiple parties, divergent and convergent interests, and the influence and intervention of external actors. In order to have a full understanding of the conflict, any intervention should start first and foremost with a comprehensive mapping and analysis that takes into account the causal linkages and the complexity of interconnected relationships between actors.

Coordination: Coordination amongst external interveners, as well as coordination with local stakeholders will be a top priority before any peacebuilding intervention efforts take place. In



Burma/Myanmar. Photo: thebestfriend.org.

order to do so, the establishment of an independent, all-inclusive body that can be used as a forum to coordinate peacebuilding efforts is necessary. The body should be comprised of representatives from both the international community/donor organizations, as well as representatives from the Burmese government, the NLD, ethnic parties, and civil society. This body should serve to identify funding priorities, capabilities and weaknesses; to disseminate information to all members; and to jointly delegate roles and responsibilities. Due to the time-sensitive nature of peacebuilding, this body may at first be

formed ad hoc, but should eventually be incorporated into the formal structure of the Burmese state (while maintaining its independence) in order to promote local ownership and sustainability.

Phased Intervention Programs: Conflict in Burma exists on three "levels," namely, its Symptoms, Relationships, and Underlying Causes. It is difficult to address each level without addressing the prior; yet at the same time, interventions that only address one level of conflict will become

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The Rohingya in Burma. Photo: EU Humanitarian Aid and Civil Protection.

analysis

Looking Back: 2012 Holiday Party

Another Side to the School for Conflict Analysis and Resolution

By Sixte Vigny Nimuraba, S-CAR MS Student, vnimurab@masonlive.gmu.edu

EVENTS

The School for Conflict Analysis and Resolution is mainly known for advancing theory, practice, and research in the field of conflict analysis and resolution. However, those who attended the S-CAR Holiday Party in December 2012 witnessed that S-CAR is not only distinguished in its academic excellence but also in promoting an inclusive community through activities that help to create social cohesion.

The S-CAR Dean, Andrea Bartoli, has a tradition of organizing holiday parties at the end of every fall semester for faculty, students, friends and families. However, The Student Association and the Africa Working Group (AWG) were asked to co-sponsor the event this year, which signified the emerging cooperation among the various bodies in the School. The event was organized under the theme “From Conflict Analysis to the Celebration of African culture” and it featured authentic delicacies, cultural displays, and dances from the different students at S-CAR representing the African nations of Sudan, Rwanda, Ghana, Liberia, Somalia, Cameroon, Nigeria, South Africa, Cote d’Ivoire, Burundi, Congo DR, Ethiopia, and Mali.

During the cultural displays, an individual noted, “This is the first time I have seen a lady carrying a basket on her head and walking and dancing with it at the same time. I was largely surprised to see that the basket was not empty but filled with bananas.”



Students participating in a cultural display. Photo: S-CAR.



S-CAR Holiday Party Activities. Photo: S-CAR.

Another participant, after having a taste of the African delicacies, asked if there were any African restaurants in Arlington where she could get similar food, or even if someone present would volunteer to teach her how to make it herself.

The night showed that the S-CAR community could do fun and exciting events while at the same time keeping the traditions of the School. It was a night of fun, relaxation and enlightenment as a staff member stated, “The culture difference within the S-CAR community has a chance to show how it could build strong ties and collaboration in such a way that everyone will have a chance to observe and appreciate one another.” For me in particular, the event was a memorable one. It made me reflect on a discussion we had in a class, about the different ways that people can promote peace by engaging in conflict resolution. I also reflected on an adage that I was told when I attended the Shinnyo Foundation retreat in San Francisco last summer about the “six billion paths to peace.” This implies that every one among the roughly six billion people on earth today has a unique way of contributing to peace. I am looking forward to another Holiday Party for a repeat of the celebration of S-CAR diversity. ■

Upcoming S-CAR Community Events

Wednesday, April 17, 2013

Stories and the People Who Tell Them
Truland Building, Room 555, 3:00pm-5:00pm

Thursday, April 18, 2013

US, China Engaging Myanmar / ASEAN: Implications for Global Peace and Prosperity
Truland Building, 7th Floor West Wing, 11:00am-12:30pm
<http://scar.gmu.edu/events-roster>

30 Years at S-CAR

Learning from the Past, Imagining the Future

Saturday, April 20, 2013

Founders Hall, Room 126, 11:30am-7:00pm

On April 20th 2013 S-CAR will come together in Founders Hall on the Arlington Campus to celebrate our thirtieth anniversary. And we do mean celebrate: In addition to lunch and a swing band (that means dancing!) and a cash bar in the later afternoon, the event will feature panels and exhibits. Our theme is “Thirty Years at S-CAR: Learning from the Past, Imagining the Future.” Details and a formal invitation (if you haven’t already received one via email) can be found on the S-CAR website. Please RSVP before April 10.

Moving Forward on Burma

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flawed and unsustainable. For example, heavy fighting amongst armed groups and internal displacement of civilians are symptoms that can be addressed through negotiating a cease-fire and providing humanitarian aid. However, interventions must go beyond this level in order to address the asymmetric relationships (e.g., centralization of power), and eventually address the underlying causes (e.g., lack of self-determination and basic needs) to create more equitable structures (e.g., compromise for local governance and resource sharing).

Simultaneous, Multi-Faceted Intervention Programs: Interventions at each level of conflict should simultaneously incorporate the following four elements, namely, dialogue, security, development, and reconciliation (consistent with the Obama Doctrine of Defense, Diplomacy, and Development). Dialogue encompasses both political and social dialogue, the overall goal of which would be to bring conflicting parties towards a collaborative problem-solving and consensus-building framework in which issues can be openly addressed without resorting to violence. Security refers to the ability of the state to provide rule of law through consent, as well as the broader aspects of human security. In Burma, this would involve both a “state building” and “nation building” effort that includes the cessation of hostilities and the reform/restructuring of the state apparatus. Development is the ability to substantively and sustainably fulfill the primary needs of a society. This includes aspects such as food (food security), income (economic security), health (health security) and the environment (environmental security). In this regard, the state, the business sector and civil society all play a role in ensuring and furthering the development of a society. Reconciliation can be defined as “restoring broken relationships and learning to live with radical differences.” It can be further argued that reconciliation is the process of narrative building across all three levels of conflict reality, in which parties perceive and define themselves and their relations with others. Each of these elements combined are mutually reinforcing, and therefore coordination efforts should be inclusive of all four elements, delegating roles and responsibilities to interveners and stakeholders.

Burma now stands at a crossroads where

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

Awakening the Demons: There is no Arab Spring coming to Iraq

David Alpher, S-CAR PhD Alumnus
Foreign Policy, 3/18/13

Does China Have a Foreign Policy?

Zheng Wong, S-CAR PhD Alumnus
The New York Times, 3/18/13

Ancient blueprint for Middle East peace touring U.S.

Marc Gopin, S-CAR Professor
CNN World, 3/10/13

Missing the Mark on Martin Luther King Jr.'s Legacy at MLK Avenue

Michael Shank, S-CAR Doctoral Candidate
The Washington Post, 2/4/13

An Interview with Saira Yamin

Saira Yamin, S-CAR PhD Alumna
The Saturday Post, 1/26/13

'Everyone Is Entitled to a Chance': Panetta Lifts Ban on Women in Combat

Ellen Haring, S-CAR Ph.D. Student and U.S. Army Colonel
PBS Newshour, 1/24/2013

The Coming Rise of Afghan Militias

David H. Young, S-CAR MS Alumnus
The Atlantic, 1/24/13

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

recent reforms have created a window of opportunity for a true and substantive peacebuilding effort to take place (i.e., the ripeness for intervention). However, conflict is still ongoing and many threats to peaceful transformation and democratic consolidation remain. A successful peacebuilding effort must be able to identify and address these threats. It should additionally be maximalist and holistic, as well as inclusive of both local and international actors. In the end, it is the people of Burma who will shape its future, and any attempts at creating a peacebuilding strategy should be fully inclusive of their ideas and responsive to their needs. ■

press

Catherine Walsh, S-CAR Masters Student

By Kwaw de Graft-Johnson, Ph.D. Student and Knowledge Management Associate, kdegraft@gmu.edu



From left: Catherine Walsh, Ernest Ogbozor, Cat Meurn. Photo: S-CAR.

Catherine Walsh is part of the exciting class of MS students that enrolled at the School for Conflict Analysis and Resolution in Fall 2012. As she noted, “I was drawn to the program because of the prospects of learning about intervention techniques to use in times of conflict.”

Catherine became interested in the field of conflict analysis and resolution when she spent a year traveling around Western Europe and was given a crash course on the devastating effects of the World Wars. More importantly, she realized that it was exactly because of these devastating effects that, henceforth, European conflicts

ought to be resolved peacefully. “For me, this realization of a nonviolent approach to resolving conflict is what other nations should try to emulate,” Catherine says. “Currently we can see that the EU states are the most accomplished evolving modern republics of all time with their emphasis on promoting good governance and development over war making.”

Catherine is currently working with the Gender Center at S-CAR, where she ultimately hopes to be able to develop a comprehensive peacebuilding framework that would include many more sections of a society that may sustain such processes in the long term.

Catherine also hosts “S-CAR Speaks,” a video podcast program that highlights projects, publications, and research areas that students are currently exploring. “I find this task very rewarding as I learn so much from my colleagues and this knowledge is oftentimes priceless,” she said. After she graduates from S-CAR, she plans to take this knowledge to an organization that is fully committed to promoting peace “everywhere and anywhere” and also to seeing the whole process through to the end. ■

Ernest Ogbozor, S-CAR PhD Student

By Kwaw de Graft-Johnson, Ph.D. Student and Knowledge Management Associate, kdegraft@gmu.edu

Ernest Ogbozor is a Nigerian national with more than a decade of experience working for humanitarian organizations such as the International Committee of the Red Cross (ICRC) in Nigeria. Ernest was drawn to the humanitarian sector because he wanted to help ease the burden on individuals who were fleeing conflict zones just as some humanitarian aid workers had done for his parents during the Biafra war that essentially ensured their survival. Through his dedication to his work, the Ford Foundation recognized his efforts and he gained a scholarship to attend Brandeis University to enhance his managerial skills in the humanitarian field.

Unfortunately for Ernest after he left Nigeria, the conflicts that were taking place in the country escalated to that of terrorist acts and this put many of his colleagues working in the humanitarian sector in Nigeria in jeopardy. This development bothered him because on one hand, it was not safe for aid workers to go about their activities; on the other hand, the service they provided was essential and beneficial to many individuals who were dependant on their work. This quandary eventually led him to discover the School for Conflict Analysis and Resolution. “I was especially drawn to



Ernest Ogbozor, S-CAR PhD Student. Photo: Ernest Ogbozor.

the programs that were being offered because they approached the field from a comprehensive perspective that first looked to analyze the issues from all sides before identifying multiple solutions to address them,” Ernest noted. This multiplicity was what he was looking for, as he could now link his professional experience to the new developments that were taking place on the ground in Nigeria and to seek a solution to his dilemma.

Ernest is pursuing his PhD at S-CAR and he is planning to write his dissertation on humanitarian aid workers within the context of terrorism. He has already convened a number of conferences to explore this topic. ■

Viewing Conflict with Different Lenses

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would consider a few 'heroes' in my teachers and classmates I've worked with since attending S-CAR. The diversity and wealth of knowledge is amazing. I always feel privileged to gain even the slightest of insight into everyone's experiences and ideas." He is very thankful to Dr. Diana Putman (his former boss while she was assigned as the USAID Interagency representative to AFRICOM; now USAID Chief, US Embassy - Kinshasa, DRC) who has shaped how he looks at conflict. She did the most to open his eyes to the events of Goma/Bukavu and provided much to what he focuses on in his S-CAR studies. Moreover, meeting Dr. Denis Mukwege at the Panzi Hospital in Bukavu was also very inspiring to him.

The sunset of Van's Army career returned him to the Pentagon, for the Chief of the Army Reserves where he created and led the Security Cooperation and Stability Operations Division. Again, he was able to focus and routinely brief Army leadership on African Security Sector Reform issues.

Having seen conflict from the military and government perspectives, upon retirement, Van decided to learn the intricacies of how to truly address the tribulations that create such despair in humanity. Van wanted to look at conflict through an additional lens. He entered S-CAR at George Mason University in the Graduate Certificate program (Stability Operations Track). He likes the program and thinks it serves as a very good introduction to S-CAR and a good preparation for the Master of Science (MS) program, which he started shortly thereafter. He enjoys the course-

6th Annual CRE Summit

Bridging Cultures: Education for Global Citizenship and Civic Engagement

Global Issues Resource Center and Library at Cuyahoga Community College is partnering with colleges and universities, local, national, and international non-governmental and governmental organizations to host the 6th International Conference on Conflict Resolution Education (CRE), Bridging Cultures: Education for Global Citizenship and Civic Engagement in Cleveland, Ohio, USA. Earlier conferences and working group meetings brought together government representatives from among the 50 states, around the globe, and their non-governmental organization partners who have legislation or policies in place to deliver CRE/SEL/PE and Civics Education at the K-12 level and in universities. Conference and meeting publications are available at: http://www.creeducation.org/cre/global_cre

work because it takes him out of his comfort zone and exposes him to new ideas. It helps him transition from a military mindset to one that is more amenable to resolving conflict, peacekeeping and peace making. Since then he has become a 'Dean's Research Fellow' as part of Dean Bartoli's Applied Practice and Theory (APT) team monitoring early warning indicators to formulate suggestions toward the prevention of genocide in Kenya. The best part of it all is the Conflict Resolution community, which provides him an opportunity to network with the best in the field.

After obtaining his degree from S-CAR, he hopes to be able to offer his Civil/Military perspective of conflict analysis and resolution once again as a US government employee, but this time 'out of uniform.' ■

S-CAR's Multitude of Initiatives

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its diversity while retaining the capacity to bring the explorations towards a clearer focus, shared learning, and common purpose. In hierarchical organizations, focus on shared learning and common purpose are dictated by those in authority and imposed through top down strategies. S-CAR's flat organizational structure has encouraged an ethos of open exploration that allows students and faculty, staff and partners to innovate, explore, and experiment. From teaching to research, from practice to writing, the last few years have seen a multiplication of areas of engagement in which all members of the community (faculty, students, staff, and partners) are taking the lead to consider new ideas, explore new strategies, and engage in new ways. Leadership has been remarkably distributed not through top down processes, but rather through

generative engagement and interactivity that has led to many innovations.

One of these areas is well expressed by the new wave of Applied Practice and Theory (APT) offerings. Many colleagues have engaged in APTs in the last few years and many are preparing to do so in the upcoming academic years. The tradition of faculty-student collaboration around an inquiry that focuses on the application of practice and theory is capturing well one of the integration trajectories that the school may consider as it ventures into its next 30 years of existence. APTs have been initiated both by students and faculty in recent years and thanks to Lisa Shaw's dedication to expand experiential learning, APTs have been led by staff as well. This openness is an important element of the revitalizing success stories of APTs. In many cases,

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S-CAR's Multitude of Initiatives

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APTs are offering a sustained dedicated relational space of learning where fundamental inquiries could be addressed over time by a team of partners. Different from a traditional course in which the syllabus has to assume an already established body of knowledge that is shared from instructor to learners, the APT assumes the unknown as a primary horizon of the learning experience. Successful faculty share with students their Socratic awareness of not knowing, choosing the unsettling platform of a shared inquiry as the method to address that unknown. APTs can fail miserably. At times they can become a dysfunctional entity where meaningful work is difficult and learning is problematic. This happens when the relational engagement of all participants is not open to the discipline of open inquiry. However, more often than not APTs have been remarkably creative, rich, and constructive.

The Reflective Practice APT team led by Susan Allen Nan engages with the challenges, methods, and opportunities of reflective practice in large inter-group conflict. This team focuses on developing methodologies for debriefing practitioners and fostering a community of practice within the S-CAR community. Particularly, APT members engage in reflective practice of research on societal renewal practices after violent conflict.

The Genocide Prevention Integration: Kenya APT applies knowledge being developed around integrated early warning

systems to prevent and mitigate genocide and atrocities to the current situation in Kenya. Students will track and analyze ongoing, multi-level early warning and prevention efforts through Kenya's national elections in March/April, drawing on S-CAR's relationships with actors involved in these efforts, including community-based peacebuilders in Kenya, national players in Kenya and the US, and the International Conference on the Great Lakes Region.

The APT focused on Designing, Delivering, and Assessing Experiential Learning Activities offers students an opportunity to support the development of experiential learning in the CAR field, to apply theoretical knowledge gained through CAR courses, to engage in team-based self-reflexive practice and teaching, to co-produce knowledge about experiential learning for the CAR field, and to network with faculty and student colleagues in the region.

The Education and Conflict APT is focused on empowering its participants to engage in a deeper understanding of conflict resolution education models while also exploring new ways to push the field forward. One of the aims of this course is to encourage students to become scholars through collaborative learning, creativity, imagination, and critical thought. The emphasis falls on how we learn at S-CAR and how we learn through conflict resolution education. ■



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