

ICAR News

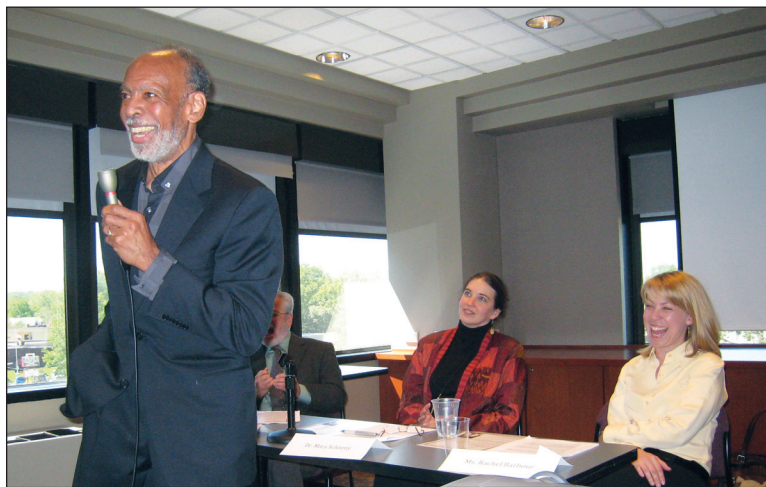
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GEORGE MASON UNIVERSITY

Wallace Warfield: a Celebration of Contribution and Influence

By Sandra I. Cheldelin, Ph.D., ICAR Vernon and Minnie Lynch Professor, scheldel@gmu.edu

Though only his closest friends and family know about the first two decades of his life, the ICAR extended community was recently treated to a review of Wallace Warfield's professional career, which officially began as a street-gang worker in New York. Our mini-Festschrift was not the traditional tribute as there was no memorial volume filled with essays about Dr. Warfield's



Wallace Warfield sharing his thoughts at celebration held in his honor.
Photo: P. Snodgrass.

huge contribution to the Institute, the field, and to his students and colleagues. Rather, we launched an extended celebration that reflects the way we want to honor his work. While this brief article highlights the retirement event, ICAR has also organized a site offering video testimonials as evidence of how special this guy really is.

On the afternoon of April 30, five colleagues

within and outside of ICAR—Kevin Avruch, Mara Schoeny, Rachael Barber, Howard Gadlin and Chris Honeyman—spoke on aspects of Warfield's many achievements and their stories reflected many of our own experiences working with and knowing him. Avruch provided a vision of a fascinating and complicated journey that began with New York City's Youth Board (I've been privileged to hear a few of his street-gang episodes and they are as colorful as one might imagine). When he left his position as the Deputy Director of the Lower West Side Community Corporation he joined the US Department of Justice's Community Relations Service. He

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ICAR Undergraduate Program: Building a Network of Influence at Mason and in the Community

By Kristin Moriarty, ICAR M.S. Student, moriart@gmu.edu

The ICAR Undergraduate Program has had a busy year with activities and events that showcase its success as it approaching its sixth year. The main events during the spring semester were the undergraduate career panel and the First Annual Spring Conference.

On March 30th ICAR held a unique career panel, which featured primarily ICAR undergraduate alumni as panelists. The event provided students with insight into career paths relevant to a B.A. or B.S. in Conflict Analysis and Resolution. Lisa Shaw, moderated the discussion with each panelist sharing the challenges faced and lessons learned during their job search. Panelists included Christine Bancroft, a financial management analyst for the Office of the Chief of Public Affairs; Shukria Dellawar, President of TruBride consulting LLC; Dolores Gomez-Moran, University Ombudsman at George Mason University; Kristen Hunt, Analyst for Group W, INC; Hassen Khraibani, Manager of International Sales for Barros International, Ltd.; Danny Kaysi, Junior Fellow of Middle East Program for the Carnegie Endowment for International Peace; and Rebecca Newman, Conflict Response Coordinator for District of Columbia Public Schools.

Alumni panelists reflected on their experiences at ICAR and discussed how their education and skills relate to their careers. They agreed that the skills learned at ICAR are unique and applicable to both their personal lives and careers. Dolores Gomez-Moran also discussed the art of conflict resolution and the challenges she faces as Mason's Ombudsman.

On Friday, April 16th ICAR hosted its First Annual Undergraduate Spring Conference, "Confronting Major Challenges in the 21st Century." The conference was paired with the Conf 490 poster session. The morning session featured two panels with presenters: Blazenska Barisic from University of North Florida; Ruth Canagarajah from Penn State University; Mackenzie Drutowski from George Washington University; Garik Himebaugh from George Mason University; and Shannon Reiger from University of California, Berkley; highlighting the key points of their research. Formal presentations were followed by a question and answer period. Mark Schenider, Senior Vice President and Special Adviser on Latin America from the International Crisis Group, was the afternoon's keynote speaker.

The top paper awards went to Mackenzie



Lisa Shaw presenting undergraduate programs. Photo: D. Light.

Drutowski from George Washington University and Garik Himebaugh from George Mason University. The best poster award went to Jennifer Scolese.

The undergraduate program also has two ongoing programs, Peer Mediation Partners and the Dialogue and Difference Project, which are student run and focus on actively engaging the community.

This year the Dialogue & Difference Project held three campus dialogue events – *Beyond Fort Hood: Reflections and Implications*, *Terrorism: A Panel Discussion and Dialogue*, and *Health Care: Constitutional Danger or Human Right?* Dialogue topics emerged from current events and survey responses. Dialogue & Difference interns, Crystal Simon and Cameron Isaac, provided leadership and energy in organizing the events and training dialogue facilitators.

Peer Mediation Partners (PMP) has also been active on campus and in the local community. PMP is a GMU student organization that partners with middle and high school students in Northern Virginia to build strong and sustainable peer mediation and collaborative conflict resolution programs. This year, PMP worked to increase their presence on-campus and within Fairfax County Public Schools and as an integral part of the steering committee for the Pathways to Peace Conference. PMP worked with students and faculty from West Springfield H.S., Annandale H.S., and Fairfax H.S., to build and evaluate conflict resolution programs through the development of lesson plans and role-plays. ■

network

Conf 714 Puts Theory Into Practice: As ICAR Graduate Students Host D.C. Youth at Fairfax Campus

By Jeanine Neal, ICAR M.S. Student, jneal2@gmu.edu

I remember the faces of my former ninth graders when they crossed the stage to receive their high school diplomas, with the promise of college, jobs, and future dreams ahead of them. Today I imagine being a teacher in a District of Columbia Ward Seven school where 67% of the freshman class will drop out sometime during ninth or tenth grade. This tragic reality moved this Spring's Conf 714 class to study conflict intervention in urban communities and to engage with community members east of the Anacostia River. We partnered with College and Career Connections (CCC). CCC is an NGO that helps sixth to ninth graders in D.C. to develop their career goals and college aspirations, offering skill-building programs to increase their chances for success. Drawing on capacity building theory, which acknowledges that building relational networks is critical to overall development success, our class designed two programs; one in which D.C. students visited Mason's Fairfax campus, and the other in which our class visited the SEED Charter school in D.C.

With tremendous support and assistance from the ICAR undergraduate staff and a host of volunteers across the Fairfax campus, we implemented a day-long field trip to Mason for 17 female students from Caesar Chavez Public Charter School to learn about college life. Undergraduate facilitators for the day included Mike Parks of ICAR, as well as Karima Scott, Garret Claybrooks, Johnetta Saygbe and Adriana Bonilla, all alumni from George Mason's Early Identification Program, a program that helps first generation Virginia high school students enroll in and successfully complete college. The student leaders' creativity, insight, and willingness to reach out and help others to succeed was inspiring.

Cory Jackson, Assistant to Dr. Merten, welcomed



Conf 714 student and participants engage in World Cafe. Photo: J. Neal.



ICAR/CCC participants spend a day at Fairfax. Photo: J. Neal.

the students on behalf of Mason. Then Dr. Peter Pober delivered a riveting keynote address on Desire, Drive, and Passion, and then the students toured the campus. After lunch, Ph.D. student RJ Nickels hosted a World Café with the assistance of undergraduate facilitators, who shared personal experiences and stories, answering questions as participants shared their hopes and fears. Martha Cooper, an ICAR Masters student, led a reflective practice exercise for the closing session. When asked to rate their visit on a scale of one to five, almost all of the participants put up a high five! Mason facilitator Adriana Bonilla remarked that, "I didn't know that I could make a difference in such a short time," Adriana thought that we should run the program again, feeling that "it's particularly important for girls to see that they can do the same thing we are doing, if they have the desire."

Another project took place at the SEED Boarding School, home to middle school students Sunday through Thursdays, with ICAR students meeting with College & Career Connections weekly program participants. In two one-hour sessions, students Amanda Wilkins, Mohammed Albasha, and Martha Cooper designed interactive exercises that introduced how our field intertwines theory, research, and practice to better inform our conflict interventions. We practiced facilitating dialogues that address difficult problems, like what courage means in the context of community dialogue. ■

initiatives

Interfaith Peacemaking: CRDC Hosts Activists Sharing Narratives of Peace

By Agatha Glowacki, ICAR Ph.D. Student, aglowack@gmu.edu

EVENTS

As part of its ongoing efforts to sponsor citizen diplomacy and interfaith dialog, the Center for World Religions, Diplomacy, and Conflict Resolution (CRDC) at ICAR hosted an event on Monday, April 26, 2010 on the topic of "Interfaith Peacemaking: Creating a Narrative of Peace." The two guest speakers for the event were, Kia Scherr and Reverend Charles Gibbs. Scherr and Gibbs each shared powerful stories of working to build cultures of peace, justice, and healing through interfaith cooperation. They talked about how their respective organizations engage these issues and shared some of their best practices for local, regional, and global organizing.

Kia Scherr opened the event with a particularly poignant, moving, and personal story. Speaking from her heart, Kia shared how her husband and daughter were killed in the 2008 Mumbai terrorist attacks. Instead of perpetuating the cycle of violence, Kia determined to respond with love and forgiveness towards the terrorists, eventually starting the organization, One Life Alliance, to inspire and encourage conversations that honor the sacredness of life.

After Scherr's presentation, Reverend Charles Gibbs introduced his work with the United Religions Initiative (URI). Gibbs started with the story of its founding in 1993. After being invited by the UN to host an interfaith service, Episcopal Bishop William Swing asked himself, "If the nations of the world are working together for peace through the UN, then where are the religions of the world?" URI emerged

as an answer to this question—as an organization where people of diverse faiths and from all sectors of society cooperate for peace and justice. Today URI has thousands of members in over 65 countries representing more than 100



Kia Scherr and Reverend Charles Gibb at CRDC Interfaith Event. Photo: CRDC.

religions, spiritual expressions, and indigenous traditions.

After the presentations a rich discussion ensued, which inspired and engaged the audience. Topics that were explored included the power of inner spiritual work in promoting peace, the concept of grassroots organizing being uniquely suited to meet local needs, the power of forgiveness, the frustration at the lack of media interest in peace work, and the need to come together collectively in our efforts to build a more peaceful world. The evening ending with participants and presenters mingling and exchanging contact information and expressing their interest in staying connected.

It can sometimes be overwhelming to think of the conflicts and challenges facing humanity today. In his book, *To Make the Earth Whole*, CRDC Director, Marc Gopin proposes that "the most clear networkers for peace... are not necessarily those in positions of religious authority, but it is rather those people who are passionately committed to expanding their networks and reaching out through gestures." Scherr and Gibbs are examples of just such a commitment to activism, modeling the power of incremental positive change through the dedications and sincere actions of peacemakers. ■

Upcoming ICAR Community Events

Saturday, May 15, 2010

43rd Annual GMU Commencement

10:00 am, Fairfax Campus, Patriot Center

Saturday, May 15, 2010

ICAR Graduation Convocation

2:00 pm, Fairfax Campus, Dewberry Hall

Graduates please arrive by 1:00 pm

Doors open to families at 1:30 pm

Monday, May 17, 2010

Summer Semester Begins

ISA 2010 Graduation Picnic

Point of View, Mason Neck, VA

TBA

<http://icar.gmu.edu/events.htm>

Book Preview: Reasons to Kill

By Richard E. Rubenstein, Ph.D., ICAR University Professor of Conflict Resolution and Public Affairs, rrubens@gmu.edu

In *Reasons to Kill*, I study the arguments and images used by U.S. public officials and other pro-war advocates to persuade ordinary citizens to support America's foreign wars. These methods of persuasion need to be powerful, since they ask people to pay the human costs as well as the financial costs of war. The basic question I ask is: What convinces ordinarily skeptical Americans to send their sons, daughters, sweethearts, neighbors, and countrymen to kill other people and risk their own bodies and minds in battle?

The overall answer, I found, is that Americans are persuaded to fight by appeals to widely shared and deeply held moral and spiritual values – values associated with what some call our civil religion. The most common themes are these:

- **Self-defense.** We have a moral right and duty to defend our nation against unjustified attacks. (The problem is that the “self” we are now defending is not just America's soil and people but U.S. troops, civilians, allies, and imperial interests around the globe.)

- **Evil enemies.** We have a moral duty to destroy diabolical leaders who commit atrocities against their own people, threaten their neighbors, and seek world domination. (The problem is that we often label adversaries absolutely evil when they are not really satanic and can be dealt with in ways short of total war.)

- **Humanitarian interventions and moral crusades.** We have a special mission to secure the values of democracy, human rights, civil order, and moral decency around the world, by military means if necessary. (The problem is that the U.S. is a superpower with its own interests and cultural biases, not a disinterested liberator of the oppressed. More often than not, we end up acting like the tyrants and aggressors we oppose.)

- **Patriotic duty.** We earned our freedom by fighting for it. When Uncle Sam asks us to fight, even die, for our nation, we should be prepared to do so. (The problem is that love of one's country has never meant killing and dying on command. Generations of American patriots have demanded that the government justify war making by showing that there is a real threat to the nation and that violence is needed to counter it.)

- **National honor.** If we don't demonstrate that we are willing to fight, we will lose face and credibility and become a humiliated, second-rate nation. (The problem is that this is not a moral doctrine; it is an insecure cowboy machismo posing as morality. Most American wars since the end of World War have ended in something short of victory, and most should

Recent ICAR Articles, Op-Eds, Letters to the Editor, and Blog Roll

Our Understanding of Terrorism is Being Undermined

By Dennis Sandole, ICAR Professor
Financial Times, 5/12/10

Living the Cascade: Why Johan Galtung Remains an Indispensable Man

By Solon Simmons, ICAR Professor
Confrontations, Forays into Political Life as it Happens, 5/12/10

A More Important Story Than the Head Scarf Debate

By Marc Gopin, ICAR Professor
MarcGopin.com, 4/29/10

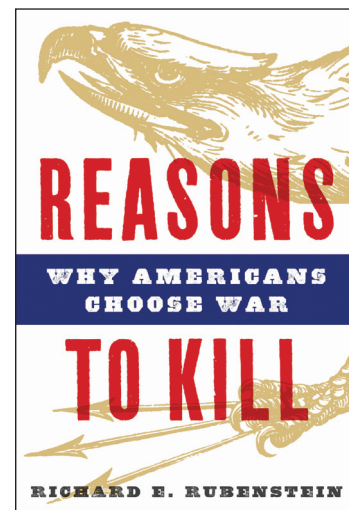
Correctness is in the Eye of the Beholder: What we Really Can and Can't Say

By Solon Simmons, ICAR Professor
Confrontations, Forays into Political Life as it Happens, 4/29/10

not have been fought at all.)

- **No peaceful alternative.** Either negotiations to avert war have failed or they would be fruitless, since the enemy cannot be trusted to keep its word. (The problems are that Americans refuse to negotiate in good faith as much as any other nation, and that, in any case, negotiation usually falls far short of conflict resolution. Without serious attempts at conflict resolution – that is, ending violence by eliminating its underlying causes – war is never a last resort.)

The book reviews these themes as they appear over the course of American history from colonial times up to the current “war on terrorism.” It takes issue with both neo-conservative bellicosity and the liberal acceptance of allegedly just wars represented by President Obama's Nobel Prize acceptance speech. It concludes with a chapter outlining “Five Ways to Think More Clearly About War.” ■



PRESS

Ph.D. Candidate Gina Cerasani

By Fareeha Khan, ICAR Undergraduate Student and Alumni Outreach Intern, fkhamo@gmu.edu

icar spotlight

Gina Cerasani's deep interest in community dynamics led her to become involved in one of the Northern Virginia's most pressing issues—immigration in Prince William county. As an ICAR Ph.D. candidate focusing on community conflicts, her involvement began when she joined the Latin American and Caribbean working group in 2006, which was being led by Lisa Shaw. By 2007, the depth of the conflicts between PWC residents and the large influx of immigrants in the area looking for jobs was becoming apparent. The ICAR working group partnered with organizations, such as Unity in the Community, to start a series of facilitated dialogues involving various members of the community. Not only was the process one that had not been seen before in the county, opening the eyes of the parties involved as well as the facilitators, the dialogues gave Gina and her peers a chance to practice the theories they studied at ICAR.

With her colleagues, Cerasani led a series of interviews in order to gain an understanding of how the conflict had escalated. Her approach was humanistic and the information gathered was most valuable—it told the story of the deeply rooted

fears that the residents had. Gina uses the lessons learned from this experience as she teaches her students in her Conf 330, Community Conflict class. Her first hand experience analyzing these conflicts and organizing interventions for reconciliation brings a real life view of how to approach such issues into the classroom providing a connection between theory and practice. Most importantly, Cerasani understands that one must have a realistic objective in working through the deeply rooted tensions that arise between parties.

"Before I came to ICAR I was much more of an activist, and a strong supporter of empowering the underdog," Cerasani said. Although that passion remains, she now understands that as part of her role as a third party intervener, she must not only seek to mediate the conflict, but to learn from it herself as well. ■



Gina Cerasani, Ph.D. Candidate. Photo: ICAR.

Annual Spring Spotlight on Student Achievements

By Lori-Ann Stephensen, ICAR M.S. Student and ICAR News Editor, lstephea@gmu.edu

Each Spring the ICAR community gathers for the Student Celebration of Achievement to review the projects and research produced by its student community. This year's event reflected the integration of ICAR's four programs as Undergraduate, Master's, Certificate, and Ph.D. students submitted and presented projects, theses, and videos. The research and outcomes of APT teams and working groups were also represented.

New this year was a formal presentation schedule that offered students the opportunity to talk about their research and

receive feedback from their colleagues. Masters students, Jeanine Neal and Amanda Wilkins presented an intervention designed in their Conf 714 class, which partnered with College and Career Connections, an organization that helps sixth to ninth graders develop educational and career goals, to bring a group of young students to Mason's Fairfax campus for the day (see the article on page 3). Rabih Zahnan, presented findings from the Consultancy Working Group, and Jay Filipi presented on his thesis: "This Machine Kills Fascists: An Exploration into the Machinery of Music and Conflict"

Video presentations including this semester's CRDC Syrian Citizen Diplomacy class, and the Turkey APT trip as well as Theses and Dissertation topics from the graduation cohorts played throughout the event. Melissa Merana also presented photos of her recent trip to Africa.

The Undergraduate program featured displays of their Peer Mediation and Dialogue and Difference Programs with undergrads Cameron Issac and Crystal Simon on hand to discuss their experience. Undergrad capstone research projects from Dr. Rothbart's Conf 490 Integration Course were also featured as part of the exhibit.

Congratulations to all of the participants for their excellent academic offerings—and to the graduating cohorts from the Undergraduate, Masters, and Doctoral programs. Best of luck. Here's to your success! ■



Rabih Zahnan presents working group findings. Photo: D. Light.

A Celebration of Wallace Warfield

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Sandra Cheldelin, ICAR Professor. Photo: GMU Creative Services.

directed the field coordination in New York as well as the national offices. Unfortunately, when Ed Meese took over it seems Warfield was not quite of the right political persuasion and had to move on. As always, he landed on his feet continuing to make a difference as a Distinguished Visiting Fellow at the Administrative Conference of the United States (ACUS) where he was responsible for helping federal agencies build ADR processes, and conducted trainings for government contracting offices and judges.

In 1986, Warfield was invited as a guest lecturer to Dennis Sandole's class and the rest was history. Jim Laue, the first Lynch Professor and the Institute Director founded the Conflict Clinic in 1990 and invited Warfield (with Frank Blechman) to join ICAR; the fit was perfect. Warfield's dedication to building ICAR as a center of excellence in the field was unstoppable. He loved academic life and over the next few decades became an accomplished reflective practitioner, trained in the area of public administration (MPA from USC) and public policy (PhD from GMU), making use of a full range of theories and a life-time of knowledge of various approaches to manage, mitigate, and resolve conflicts. In addition to his excellence in teaching, his field work involved interventions and trainings in complex, multi-party conflicts involving communities and organizations in the US, Africa, and South America.

Though the resume is extraordi-

nary, what is just as important is what it does not say—what is in the margins. We were treated to a number of testimonials that are worthy of mention. Avruch spoke of Warfield's extraordinary humanity, humility, and perseverance, and of how he believes people can be turned around sometimes they just need help finding their way. People can change—as evidenced by his work in divided communities over the years with police, gangs and warring factions—helping rebuild relationships, communities, and creating and sustaining “zones of peace.”

Howard Gadlin, NIH Ombudsman, provided a clever pictorial history of their long friendship and collegiality that included Warfield's intelligence, appearance and style (of course), thoughtfulness, kindness (even as a New Yorker), competitiveness (especially on the tennis court) and capacity for mischief. Then, humor aside, he underscored Warfield's excellent work, especially with racial and identity conflicts and his abilities to understand the complexity of situations—where there is seldom a stance that is unambiguously good or bad.

Mara Schoeny's relationship with Warfield reflected many in the room: he was her professor, mentor, dissertation chair, sponsor, and coach, among other roles. She learned from him that “community matters”—approaching conflict in communities must be done both geographically and as a reflective practitioner. She acknowledged his bedrock foundation in community—from the streets of New York, to the political machinery of Chicago, to NGO work in Rwanda as it recovered from its genocide. Warfield

lives at the intersections and considers conflict's nested qualities, acknowledging that its interpersonal struggles do not arise in isolation but within broader social and ethical contexts. The community is where and how people live and it informs the texture of their relationships.

Rachael Barber, also a former student, took a different tactic by conducting survey research of Warfield's colleagues, friends, and other recipients of his wisdom. Three themes emerged: the consistently high quality of teaching, the substantial influence he had on their careers and lives, and the role model he offered as a scholar practitioner. She reported that he “walked the talk,” and had “humility and patience,” treating them as “legitimate” colleagues. Warfield stressed the importance of “power, culture, structure, inequality, and being aware of who was and was not at the table.” His students learned their “3R's: roles, rules and responsibilities” and how to use language people can hear. Many spoke of their APT experiences as their best, most profound and lasting, work at ICAR. As one student stated, “He's a real pioneer of the field.”

Chris Honeyman considers Warfield chief of the “pracademics:” there are academics who do some practice on the side, and practitioners who do some teaching on the side, but Warfield is a third and rarer type. With twenty-five years as an activist prior to become an academic he

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Rachael Barbour and Mara Schoeny present Wallace Warfield with an award of appreciation from ICAR. Photo: P. Snodgrass.

A Celebration of Wallace Warfield

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has become a kind of “think tank” of his own. That is, the very length, variety, and depth of his practice experiences affords him unusual insight as to the kinds of questions to ask and becomes the basis of the qualities that Avruch enumerated—humanity, humility, and especially modesty.

Following the presentations, Warfield treated us to reflections of his own learning over the decades. I was moved by his story of issues of identity with gang members on street corners: that only “white people are Americans.” He learned that if you can lay your hands on people’s minds you can transform them. He learned the importance of advocacy. At CRS he learned the complexity of “social justice”—if one can create interdependency between groups then things might change. He noted that when Sandole invited him to his class it gave him permission to leave the federal government and become an academic; he then took the skills he developed from his work domestically to the international arena.

Warfield has steadfastly embraced his own plea to

ICAR—to do away with the “totem” where practice is at the bottom and theory is at the top of the pole. Neither can live alone—they must inform each other.

Thank you, Wallace, for the enormous impact you have had on so many people’s lives over decades of wonderful work. The good news is that you are not leaving entirely. We welcome and await the projects you intend to continue or take on over the next few years (after your second cup of coffee in the mornings).

A recording of the mini-Festschrift is available at icar.gmu.edu. Anyone wishing to view the W2 Appreciation Project on YouTube can do so by visiting <http://youtube.com/w2appreciation>. Anyone wishing to contribute their voice to the project can find information on how to share stories and photos, as well as instructions for adding their own video, on the ICAR Network at: <http://is.gd/c6oJs> Assistance with recording and uploading videos is also available by emailing icarweb@gmu.edu or visiting ICAR. ■



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