

# S-CAR News

A PUBLICATION OF THE  
SCHOOL FOR  
CONFLICT ANALYSIS  
AND RESOLUTION  
George Mason University

## Community Justice and Policing: The Role of Conflict Analysis and Resolution Skills

By Lisa Schirch, Professor of Peacebuilding at Eastern Mennonite University and S-CAR PhD Alumna, [schirch@emu.edu](mailto:schirch@emu.edu)

Conflict analysis and resolution brings an important lens to the challenge of policing in the US and abroad. How do we begin to heal the fractured relationships between police and communities? Do we need more “law and order” or do we need to address root causes and prepare police with conflict resolution skills to engage communities in collaborative processes to improve security?

Security is a public good. In an ideal world, communities view police as protectors, not predators. One of the most critical indicators of legitimate state-society relations is that local residents

in communities view security forces as protecting all civilians equally and not targeting particular groups based on race, class, or ethnicity.

Peacebuilding skills and processes are essential for multi-stakeholder coordination to improve policing. Security forces, including police, can best provide security when they coordinate with and are fully accountable to communities, including religious groups, educational institutes, NGOs,



Police Officers using tear gas during Ferguson Protest in 2014.  
Photo: Wikipedia user Loavesofbread.

women’s groups, youth groups, and other representatives of community interests. Facilitated dialogue, negotiation, and mediation between community groups, police, and government can significantly improve public safety.

A traditional “law and order” approach to policing focuses on bad behaviors and broken laws. Individuals are assumed to make decisions to commit crimes based on personal flaws or individual corruption. In contrast, community-based approaches to justice and policing focus on pattern analysis. They put a single crime in context with similar crimes to understand the larger context in which the breeches are occurring.

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Commentary

# Citizen Diplomacy and Conflict Resolution: The Mandela Washington Fellowship

By Vandy Kanyako, Assistant Professor at Portland State University and PhD Alumnus, vkanyako@pdx.edu

Early this year I became the Director of the Mandela Washington fellowship at Portland State University in Portland, Oregon. This came about when I applied and won a State Department grant to host young professionals from sub-Saharan Africa. With my research interests in youth empowerment, civil society, human security, institutions of governance, and conflict management in sub-Saharan Africa, this undertaking was a natural fit as it involved working with innovative young people to tackle some of the most protracted issues in their communities.

The Mandela Washington fellowship, named after the iconic Nelson Mandela, started in 2014 as a citizen diplomacy program that aims to reset the proverbial diplomatic and cultural button between the U.S. and Africa by investing in the latter's young professionals. It is the flagship program of President Obama's Young African Leaders Initiative (YALI) that empowers young people aged between 25-35 through academic coursework, leadership training, and networking. In 2015, 50 percent of fellows were women representing all 49 countries in Sub-Saharan Africa. For 76 percent of the fellows, this was their first experience spending substantial time in the United States.

In 2016, the fellowship provided 1,000 outstanding young leaders with the opportunity to hone their skills at a U.S. higher education institution. Under the U.S.-based activities, each Mandela Washington Fellow took part in a six-week academic and leadership Institute at a U.S. university or college in one of three tracks: Business and Entrepreneurship, Civic Leadership, or Public Management. The second activity was the Presidential Summit where, following the academic component of the fellowship, the fellows visited Washington, D.C., for a Presidential Summit featuring a town hall with

President Obama. During the three-day event, fellows took part in networking and panel discussions with U.S. leaders from the public, private, and non-profit sectors. The African-based activities, on the other hand, will focus on individuals returning to their home countries, where they will continue to build the skills they have developed during their time in the United States through support from U.S. embassies, four Regional Leadership Centers, the YALI Network, and customized programming from USAID and affiliated partners.

As the Executive Director of the fellowship program at Portland State University, my role is multifaceted. I oversee the overall design of the summer institute, including its programmatic and logistical components. I ensure that the academic component is rigorous enough and broad enough to cater to the wide-ranging backgrounds and educational experiences of the fellows, some of whom have graduate degrees. Most importantly I make sure that all of the elements (academic, community service, leadership skills development, cultural exchange) gel to meet the citizen-diplomacy benchmarks set by the State Department. I also act as the chief liaison with various stakeholders, including at the governmental and community levels respectively. Daily emails and weekly phone calls, whether with State Department folks or other stakeholders were core features of the 2016 program with close collaboration and coordination between these various actors playing a key role to the success of this year's program. There is also a human resource element to my job. As the focal point for all new hires and training, I ensure that the program has the right number and calibre of staff to deliver an effective logistics-intensive program.

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Mandela Washington Fellows with Vandy Kanyako.  
Photo: Vandy Kanyako.

network



# OPEN International: Empowering Children and Strengthening Communities Through Education

By Khady Lusby, Founder of OPEN International and Undergraduate Alumna, [klusby@openinternational.org](mailto:klusby@openinternational.org)

While visiting my hometown of Niuro, Senegal, in the Summer of 2008, I could not help but notice there were still many problems with the public school system that I had grown up in. It was not simply the fact that the schools did not have enough supplies or even enough space for students. What really hurt was that most of the standards of these facilities did not match the overwhelming enthusiasm and joy that students had for learning.

During my visit, I was approached by a high school teacher and a group of his students who asked if I could help them build a library because there were no such spaces for them to study. Other issues like a lack of required textbooks for exams, access to computers, coupled with constant strikes by teachers, were also quite prevalent. I realized that I had to do something and in 2009, I started OPEN International, a non-profit organization whose mission is to provide the children of Niuro access to quality education and increase their success after school through a combina-



Teachers and students in Niuro, Senegal.  
Photo: Khady Lusby.



Khady Lusby interacting with students in Niuro, Senegal.  
Photo: Khady Lusby.

tion of academic and agricultural programs.

Students are required to take core classes such as English, Math, Science, and History, as well as courses in Agri-Business. The goal of this program is not to only increase the chances of students graduating and attending university after high school, but also to give them marketable skills they can use in their communities to financially support themselves

and potentially help support their families.

The same year OPEN International was formed, we successfully raised enough money through fundraisers and from multiple donors to begin building a school in Niuro called College Adja Penda Ba, named after my mother who owned the piece of land where the school is built. This marked the beginning of a journey that would help bring OPEN International closer to accomplishing its mission as well as attaining its vision of empowering and strengthening the Niuro community through education. In 2009, College Adja Penda Ba only had enrolled 50 students for 9th and 10th grade classes. Now seven years later, there are more than 200 students enrolled in grades K – 5th and 9th – 12th.

OPEN International, and Ecole Adja Penda Ba have come a long way since 2009, but there is still a long way to go. Every year, hundreds of students are kicked out of public schools for failing national exams because of family, financial, and a slew of other reasons that are completely out of the students' hands. With nowhere to turn in the current public school system, College Adja Penda Ba gives these children a second chance at something that one can never put a price tag on, a place to start or continue their education. More information about OPEN International can be found at: <http://openinternational.org/> ■

initiative

# Brown Bag: Exploring the Military Coup Attempt in Turkey

By Kwaw G. de Graft-Johnson, PhD Candidate, [kdegraff@masonlive.gmu.edu](mailto:kdegraff@masonlive.gmu.edu)

In July 2016, a faction within the Turkish military attempted a coup d'état against the government of Recep Tayyip Erdogan. The group, which cited the elimination of democratic rule, disregard for human rights, and an erosion of secularism as some of the reasons behind their coup attempt, was reported to have been led by Akin Öztürk, a former air forces commander and Turkish Supreme Military Council member.

During the coup, over 300 people were killed, 2000 more injured, and government buildings and the presidential palace damaged. Both domestic and international actors denounced the actions by some members of the military in staging this coup, but but also cautioned the President of Turkey not to use this event as an excuse to crackdown on his opponents. Currently, it is being reported that the failed coup has resulted in over 6000 people detained and over 60,000



Anti-coup protestors in Bağcılar, İstanbul, Turkey.  
Photo: Wikipedia user Maurice Flesier.

more fired from their posts.

On September 20, 2016 Ali Ersen Erol, a Professorial Lecturer in the School of International Service at American University and S-CAR MS alum, will host a brown bag presentation to explore the significance of this failed military coup attempt in Turkey and its significance in the region and the rest of world. The event will be held from 12:00-2:30 pm on the fifth floor of Metropolitan Building in room 5145.

Erol's research focuses on queer theory, politics of sexuality and gender, and critical linguistics. Their current book project

focuses on queer imaginations of time, space, and affect in the wake of Gezi Park Protests that took place in Turkey in the summer of 2013. They also take part in creative projects, which at the moment include a movie script and a short sci-fi story. Please bring your lunch and join the S-CAR community for this event. ■

EVENTS

## Upcoming S-CAR Community Events

**Tuesday, September 27, 2016**

Peacebuilding Fellows Information Session  
4:30pm-5:30pm

**Wednesday, September 28, 2016**

S-CAR Student Association First Meeting  
7:30pm - 8:30pm

**Thursday, September 29, 2016**

Caucasus Edition: Journal of Conflict Transformation Inaugural Issue: "The South Caucasus and Its Neighborhood. From Politics and Economics to Group Rights"  
12:00pm - 1:30pm

**Saturday, October 15, 2016**

S-CAR Alumni Brunch  
11:30pm - 1:30pm

**Wednesday, February 15, 2017**

SPGIA / S-CAR Career Fair  
2:00pm - 5:00pm

For more, visit [scar.gmu.edu/events-roster](http://scar.gmu.edu/events-roster)

## S-CAR Welcome Picnic 2016



Students, Faculty, and Staff at Point of View (POV) for the 2016 S-CAR Welcome Picnic.  
Photo: Sarah Kincaid.



# Opinion: Athletes Play More than Just Football this NFL Season

By Soolmaz Abooli, PhD Candidate, [sabooali@masonlive.gmu.edu](mailto:sabooali@masonlive.gmu.edu)

The recent movement sparked by San Francisco's 49ers quarterback, Colin Kaepernick, is another example of an athlete who used his platform to highlight a social issue – oppression of "black people and people of color" in the U.S. Since Kaepernick's sit-out and subsequent taking a knee during the U.S. national anthem, several other NFL players, teams, and other athletes have weighed in by also sitting out, kneeling, raising a fist in the air, or interlocking arms with teammates and coaches before the start of their games. These athletes seem to have won the attention of the public, including President Obama, through their expressions. So what is next? History has shown that garnering attention is only the first step in creating social change; the next step for this, dare I say, movement, should be to invest in top-down and bottom-up levels of society.

Kaepernick is among a growing list of athletes who have gained attention through their non-violent protests. Muhammad Ali was stripped of his boxing title and boxing license, and was suspended when he refused to be drafted into a war that he did not believe in and which conflicted with his religious beliefs. Olympic track medalists Tommie Smith and John Carlos were banned by the International Olympic Committee (IOC) for raising their fists in the air during the playing of the *Star Spangled Banner* at the 1968 Summer Olympics. As Carlos later confirmed in his autobiography *Silent Gesture*, the now iconic act was a salute to human rights.



Tommie Smith and John Carlos showing the raised fist on the podium at the 1968 Summer Olympics; both wear Olympic Project for Human Rights badges. Peter Norman from Australia also wears an OPHR badge in solidarity with Smith and Carlos. Photo: Angelo Cozzi, Wikipedia.

These individuals successfully captured the attention of the entire country. They initiated passionate debates, challenged the status quo, and invoked support and admiration as well as criticism. Once the shock waves of their protest died out and were deemed no longer newsworthy, the impetus for change dissipated. To create a lasting social change where patterns of behaviors and norms are altered, requires a sustained effort that addresses root causes. Change needs to happen at multiple levels of society, such as from grassroots (bottom-up) and from institutional (top-down) levels.

Kaepernick's then sit-out was discussed in a recent Washington Post article by Zack Linly in the context of racial tensions. Linly suggested that to ultimately fight systemic racism and oppression, the African American community must invest in self-care. Indeed, the notion of self-care is good advice. Every member of an ethnic group understands the intricacies and culture of its own group better than the "outsider." Therefore, implementing short-and-long term investments of time and money into one's own community to help fulfill unmet needs and to provide opportunities where there might have been none, will address some root causes. However, investments cannot be made in isolation because for (1) we do not live in an isolated world and (2) social change can only happen when issues are successfully addressed at multiple levels.

Kaepernick said he will donate all profits made from the increased sales of his jersey back to the communities, in addition to the first million dollars of his salary to charity. This is a worthy pledge if the time and money is invested with an understanding that social change requires changes of patterns, behaviors, and perceptions at multiple levels of society. He and the other inspired athletes can continue to exercise their constitutional right to freedom of expression, continue to capture public attention by moving the dialogue forward, and invest their resources in social circles, schools, businesses, and local and federal institutions.

Athletes can always make a difference; the effect lies in how they create a foundation to continue when all the flash of the light bulbs are gone. ■

## Recent S-CAR Media Appearances

### Why Obama Should Pardon Snowden: Column

Michael Shank PhD Alumni

CNN World 09/14/16

### A Camp for Young People Touched by Terror

Leslie Dwyer, S-CAR Faculty and Alex

Cromwell, S-CAR PhD Candidate

CNN World 09/09/16

### Entering College? Latino Professors Share Some Great Advice fro 2016

Tehama Lopez Bunyasi, S-CAR Faculty

NBC News 08/26/16

**Conflict analysts from S-CAR have appeared on 15 occasions since the last newsletter. These 3 represent a sample of those publications. For a complete list, visit <http://scar.gmu.edu/media>.**

NEWS

# Hanna Yamir, MS Alumna

By Florindo Chivucute, MS Alumnus, chivucute@gmail.com

When Hanna Yamir chose to design a peacebuilding intervention on the Ethiopian inter-ethnic conflict for a Spring 2015 class with Dennis Sandole, she never expected those same ethnic tensions to flare up again. "Using the private sector as a major actor in the peacebuilding process, my colleague and I produced an exhaustive two-part paper filled with politico-historical analysis underlining how complex and, most importantly, how combustible ethnic-federalism was in that part of the world." Fast-forward to 2016 and Ethiopia is witnessing an unprecedented level of ethnic mobilizing from the two largest ethnic groups against the Ethiopian government, a prediction Hanna made in her paper.

Hanna came to S-CAR exactly for this reason. "As a naive, and sometimes idealist University of Virginia international relations undergraduate major, I was convinced that global problems like ethnic division, inequality, poverty, unemployment, illiteracy, global warming didn't just happen in a vacuum but rather something had to trigger them," she said. For Hanna, issues such as unaddressed historical ills, greed, politicization of religion and ethnic identities, and intractable conflicts were some of the sources of so much suffering and global instability. "At S-CAR I felt at home and it was heartwarming to find a community of likeminded people coming from all walks of life, seeking ways to address the 'global problematique' as Professor Dennis Sandole called it."

While Hanna was pursuing her graduate degree, she worked for a non-profit that trained refugees, immigrant, and low-income women in the DC area on entrepreneur-

ship and workforce development. Currently Hanna works for *Friends of Angola*, an advocacy organization that seeks to strengthen the capacity of civil society and Angolan youth by using the power of social media to promote nonviolent civic engagement. In addition to this, she is also the co-founder of the *United Transition Network (UTN)*, a nonprofit that works with immigrants in the Washington Metropolitan Area to help them integrate and to live informed lives. "The ultimate goal of UTN is to close the gap between immigrants and existing as well as available resources," she said.

According to Hanna, "My experiences from all of these organizations, as well as the years I spent at S-CAR, became a sort of catalyst for my desire to use entrepreneurship as a tool to empower women and youth as a way to bring social change and mint a new generation of leaders but also transcend those stubborn racial, ethnic, and social divisions perpetuated by callous demagogues." Thus, for Hanna, entrepreneurship is the key to mend bridges and lead towards pattern-breaking social change in Africa, Asia, and in the U.S. ■



Hanna Yamir.

Photo: Hanna Yamir.

# Lindsey Lucente, MS Student

By Kwaw de Graft-Johnson, PhD Candidate, kdegraft@masonlive.gmu.edu

Like many students who choose to attend S-CAR, Lindsey Lucente wanted to study at an institution that would enable her acquire skills and experience to who work in the field of conflict resolution. "I first heard about S-CAR from the Program Directors at Project Harmony Israel and I was immediately drawn to the program," she said.

After graduating from the University of Virginia with a bachelor's degree in Anthropology, Religious Studies, and Middle Eastern Studies, Lindsey wanted to travel the world to experience different cultures before deciding on what career or educational path to pursue. "Traveling has always been important to me because it helps me to put things into perspective and better understand the world."

While she deliberated on what to do and where to go, an opportunity presented itself: she was invited to be part of a summer camp by the founders of the organization *Project*

*Harmony Israel* which worked in collaboration with the *Hand In Hand School*. "I was not sure what to expect but I was certainly very excited," she said.

*Hand In Hand School* is an organization with offices in Portland, Oregon, and Jerusalem, Israel, that aims to create a strong, inclusive, and shared society in Israel through a network of Jewish-Arab organized communities and integrated bilingual schools. Their hope is to have both Jews and Arabs learn and live together to inspire broad support for social inclusion and civic equality in Israel.

According to Lindsey, "I worked here for six weeks and met with many community leaders, lived with a Palestinian family, and taught children from both sides of the conflict during the summer of 2014." It was through such interactions that Lindsey realized that she wanted to be more involved in conflict resolution. She also felt that if more people were exposed to the work that *Hand In Hand School* were doing, they would love to be involved.

"I would like to work abroad again before and after I graduate, and eventually get my PhD in Conflict Resolution or Anthropology," she said. ■



Lindsey Lucente (second from left) with participants at *Hand in Hand School* summer camp.

Photo: Lindsey Lucente.



## Community Justice and Policing: The Role of Conflict Analysis and Resolution Skills

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Such an approach aims to identify the root causes that are motivating individuals or groups to commit crimes. Community justice asks why crime is happening and what can be done to prevent these root causes.

Community justice asserts that no one person or agency can analyse the deeper causes of crime alone. A multi-stakeholder assessment is necessary to develop a full understanding of the causes of crime. There are dozens of factors that contribute to crime, including racial segregation, home ownership, street design, educational quality and opportunities, unemployment rates, levels of economic inequality, and the size of the youth population between ages 16-24. A broad assessment and analysis of crime patterns will identify social, political, and economic factors that contribute to an environment where people commit crimes. Community justice is particularly well suited to address the problems of domestic violence, weapons-based violence, gang violence, and violent extremism since these often are related to broader public issues.

Harvard psychologist James Gilligan's research on crime prevention identifies three levels of inhibitive action: First, it is important to address the root causes of crime, particularly economic inequality and poverty or class structures that contribute to high crime rates. A second level of prevention addresses the individual needs of those who are at high-risk for committing crime such as treating drug abuse, or healing trauma, especially in children so that they are less likely to become violent or abusers of others. Tertiary prevention works with people who have already engaged in crime, by addressing the major individual factors that contributed to crime, including feelings of shame and humiliation, lack of skills in handling conflict without violence, or lack of education.

Traditional law enforcement defines crime as a violation of state laws, leaves out the victim and community in the justice process, and seeks to determine the guilt of an offender, not the reasons the crime occurred. The goal of traditional law enforcement is to deter crime by punishing the offender. While traditional law enforcement believes that state institutions are responsible for justice, community justice is based on the idea that civil society shares responsibility with the state for implementing justice. While law enforcement sometimes represses civil society in a misguided effort to exert control on a community, community justice believes that civil society needs to be empowered in order to fully contribute to the justice sector. While traditional law enforcement relies on punishment of crimes assuming that this deters future crimes from hap-



Lisa Schirch.  
Photo: Lisa Schirch.

pening, community justice takes a focus on prevention and a problem-solving approach to crime to identify patterns and address root causes to prevent crimes from happening.

Community justice grows out of the field of restorative justice (RJ), which defines crime as a violation or harm to people and prioritises the needs of the victim and community in the justice process. The "RJ" process focuses on understanding the context of the crime and why it happened. The goal of RJ is to determine what actions are needed to address the crime from the perspective of the victim, including offender accountability.

Community justice faces a variety of challenges. Levels of crime correlate with structural problems such as income inequality, corruption, and lack of opportunities. In some places, the justice sector does not work because law enforcement processes (police, courts, and corrections) cannot address the amount of crime happening. The structural problems create a level of crime that is too high for any law enforcement strategy to handle. In some places, there are too few financial and human resources supporting the justice sector. Plagued by corruption or incompetence, courts and corrections do not have enough capacity.

Community justice also does not work when it lacks public support and cooperation. Victims and communities affected by crime are left out of the justice process. Their frustration with law enforcement leads to apathy and a lack of involvement. Civil society plays important roles in achieving the goals of the justice sector. Civil society can reinforce common values, foster social cohesion, and support self-help, self-regulation, peer pressure for good behaviour, and personal responsibility to contribute to public safety, the rule of law, and public order. The public can contribute to the common good and governance, or they can focus on their own personal safety and invest in gated communities or private security guards.

Community policing is an approach that emphasises the relationship between the police and the communities where they serve. Instead of an "us versus them" approach where police and the communities view each other negatively, community policing brings the community and police together. Community policing is implemented in different ways, but has some common characteristics. Some community policing experts claim that police organisations that do take on community policing only include a new unit or an additional bicycle patrol rather than make any of the following organisational changes essential to community policing.

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## Citizen Diplomacy and Conflict Resolution

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My time at S-CAR could not have prepared me better for a position of this nature. Whether it was the courses I took on reflective practice, theories of conflict resolution, NGOs or human rights, they all helped me better understand human nature and the nuances of conflict and conflict analysis and resolution. When I got into this position, I quickly realised that any program that brings together people from different cultures, traditions, and backgrounds also brings with it opportunities for learning, personal growth, and thus understanding of 'the other'. Conversely it also carries with it the potential for misunderstanding and conflict. The first cohort that I managed had 25 fellows from 21 countries, almost equally split along gender lines. There were Muslims and Christians, environmental activists, urban planners, human rights advocates, and local government officials. Despite such wide-ranging background and interests, they were all held together by their desire to contribute to the common good and by their enthusiasm to promote the quality of life in their communities. Not surprisingly, the atmosphere was generally one of mutual respect. My in-depth conflict resolution skills also came in handy as I was ideally placed to help resolve any issues. We successfully did this by addressing not just the causal factors but also the underlying issues over which people disagreed. Through the use of effective inter-cultural communication skills as well as adopting a sensitive approach to gender and cultural differences, we were able to help the fellows navigate their differences before it escalated into conflict. By re-emphasizing tolerance and mutual respect fellows were able to work out issues between themselves. One of the most



President Obama meeting with Mandela Washington Fellowship Team.

Photo: Vandy Kanyako.

important tools that I have been able to put to use in this job is that of reflective practice. A complex program of this nature has many moving parts. Getting all of these parts to sync required 'thinking in action,' addressing issues, modifying approaches while the program unfolded. The single loop, double loop, and triple loop learning techniques taught by the late Wallace Warfield has helped me become a proactive administrator in delivering a high intensive program of this nature, one that empowers while promoting peace and cultural understanding. ■

## Community Justice and Policing

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Comparative research on police identifies similar patterns that can improve community safety. The public legitimacy of the police rests on how the police interact with the community. Police who receive minimal training in communication skills to listen, respect, and deescalate tense situations cannot be expected to perform community policing. Training in communication skills to defuse conflict and mediation skills to manage conflict improves police performance and increase community safety. Police officers that are mature and well educated police better than those who are young and inexperienced. Police vetting that excludes police candidates with criminal records police better than those with a record of misdemeanours. Police officers who reflect the gender, ethnic, religion, race or identity diversity of the communities that they serve perform better and improve public safety more than those who attempt to police a community of a different cultural, ethnic, religious, or racial group. Police training that emphasises protection of the Constitution and the protection of all civilians – including both males and females – improves community safety. Increasing the numbers of female police officers can improve reporting of gender-based violence and improves public safety.

Community justice and community policing offer hope in a time of increasing attention to the tensions between police and communities across the US. The quality of the police force in terms of the factors above is more important than the number of police. A small, highly trained, and credible police force can serve a much larger population than a large group of young officers who have received little training. Conflict analysis and resolutions skills should be part of the central curriculum in all police training programs. ■



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