Peace Studies and Conflict Analysis and Resolution (CAR) Programs

An American Example Against a Global Backdrop[1]

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1   Introduction

A perception has been developing for more than a decade, reinforced by the publication of Steven Pinker's *The Better Angels of Our Nature: Why Violence Has Declined* (2011),[2] that both the frequency and intensity of violent conflict worldwide have been on the decline. More specifically, according to *The Human Security Report* (2005):

> By 2003, there were 40 percent fewer conflicts than in 1992. The deadliest conflicts – those with 1,000 or more battle-deaths – fell by some 80 percent. The number of genocides and other mass slaughters of civilians also dropped by 80 percent, while core human rights abuses have declined in five out of six regions of the developing world since the mid-1990s. International terrorism is the only type of political violence that has increased. Although the death toll has jumped sharply over the past three years, terrorists kill only a fraction of the number who die in wars.

The global decline in armed conflict has been attributed "to the ascendance of democratic regimes and the rising success of international efforts at containing and negotiating settlements to many serious armed conflicts, most of them civil wars" (Hewitt et al., 2010, p. 1). However, by 2008, "both the subsidence of armed conflict and the surge in democracy had stalled and begun to reverse" (ibid.). The reversal was due, in many cases, to *conflict recurrence*: In 2010, "of the 39 different conflicts that became active in the last 10 years, 31 were conflict recurrences – instances of

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1   The author acknowledges with gratitude comments made on this paper by Dr. Ingrid Sandole-Staroste and Dr. Mathias Bös and other members of his editorial team.

2   Also see Joshua Goldstein's *Winning the War on War: The Decline of Armed Conflict Worldwide* (2011) and Ian Morris's *War! What Is It Good For? Conflict and the Progress of Civilization from Primates to Robots* (2014).

resurgent, armed violence in societies where conflict had largely been dormant for at least a year" (ibid.). Conflicts recur, in part, because "the internationally brokered settlement or containment of many armed conflicts since the early 1990s did not deal effectively with root causes" (ibid., pp. 3-4).

During the past half-century, a number of university peace studies and conflict analysis and resolution (CAR) programs have come into existence throughout the world. Their objective has been to better understand the origins of violent conflicts *at all levels* but, during the Cold War, especially between states and, in the post-Cold War period – as the "new wars" began to trump interstate warfare as the dominant mode – within states as well (see Kaldor, 2006). Such academic programs are also committed to identifying, discovering or inventing innovative approaches for preventing violent conflict and war, and, failing that, dealing in the best possible manner with disruptive expressions of failed human relationships by, among other things, optimally addressing their *root causes* and preventing their violent recurrence.

This chapter discusses the undergraduate, graduate, and certificate offerings in conflict analysis and resolution offered by one of those programs, The School for Conflict Analysis and Resolution (S-CAR) at George Mason University,[3] against the background of similar academic programs at American and other universities worldwide.

The discussion begins with an examination of the differences and similarities between peace studies and conflict analysis and resolution, followed by commentary on university-based programs in the U.S. and worldwide. The discussion then progresses to the academic, research, practice, and outreach programs offered by the School for Conflict Analysis and Resolution (S-CAR) at George Mason University.

2   Conflict Analysis and Resolution (CAR) and Peace Studies

So, what are the differences and similarities between *peace studies* and *conflict analysis and resolution* (CAR)? While the differences tend to be analytical, the similarities are operational, with conceptual overlap between the two multidisicplines. "In theory," conflict analysis and resolution deals primarily with the *micro level* where third parties endeavor to bring together, in "safe" settings, conflicting parties or their representatives at either the interpersonal, intergroup, interorganizational,

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3   See http://scar.gmu.edu/.

or international levels, to deal with the sources of their conflicts and ways in which they might deal with them in a manner that satisfies all concerned. By contrast, peace studies, especially in the United States, has dealt with traditional international relations-oriented *macro level* **processes**, such as the causes of war and arms races, and/or, especially in Europe, sociologically-oriented *macro level* **structures**, such as class or caste systems, institutionalized racism, and imperialism that give rise to conflicts within and between states (see Wiberg, 1988; Dugan 1996; Lederach, 1997, Ch. 4; Alger, 2007).

It is one of the supreme ironies that the most violent country among industrialized societies, the United States, is also the primary mover in the development of the field of conflict analysis and resolution, including its academic component.[4] One could make the argument, of course, that it was precisely because of the disproportionate violence in the U.S. that conflict analysis and resolution developed there. That is, indeed, one factor underlying the development of the field in the U.S., especially among those concerned with crime, family conflict, labor-management relations, environmental conflict, and other examples of societal conflict, violent and otherwise. For many CAR theorists, researchers, and practitioners, however, a major source of motivation for developing the field – and this certainly applies to peace studies as well – was the Cold War between the U.S./NATO and the Soviet Union/Warsaw Pact, accompanied by the very real possibility of a catastrophic nuclear war engulfing human civilization.[5]

Despite these analytical differences between CAR and peace studies, the two multidisciplinary fields overlap a great deal "in practice," leading some to refer to the composite field *of "peace and conflict studies"* (PACS) or *"conflict and peace studies"* (CAPS). So, while CAR theorists, researchers, and practitioners might focus more on the micro processes of bringing together conflicting parties or their representatives to explore their beliefs, values, perceptions, communications, and other factors impacting their conflict at any level (see Burton, 1969; Kelman, 2008; Fisher, 2008; Mitchell and Banks, 1996), peace researchers might focus more on the identification and elimination of macro phenomena such as *structural* and *cultural violence* within and between nations (Galtung, 1969, 1996a). Combined, however, as CAR and peace studies are in *peacebuilding* (see Galtung, 1975; Boutros-Ghali, 1992; Lederach, 1997; Reychler and Paffenholz, 2001; Alger, 2007; Sandole, 2010),

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4   Peace studies, on the other hand, has developed more in a European than an American setting, driven primarily by the work of Norwegian peace researcher Johan Galtung (see Wiberg, 1988; Ramsbotham, Woodhouse and Miall, 2011, Ch. 2; Alger, 2007).

5   Perhaps inadvertently, "MAD" (the doctrine of *Mutually Assured Destruction*) captured appropriately the essence of U.S.-Soviet relations during the Cold War.

theorists, researchers and practitioners explore the use of micro problem-solving workshops as potentially effective means for addressing macro structural inequities and disparities that drive violent conflicts at all levels.

Of course, the question arises, how can theorists, researchers, and practitioners schooled in one discipline – which is still the norm (see Sandole, 2007, Ch. 2; Alger, 2007; Galtung, 2009) – become proficient in multiple disciplines in order to capture the wide array of perspectives inherent in CAR, peace studies, and peacebuilding. Indeed, how can they survive professionally in academic and other settings that continue to privilege unidisciplinary hegemony? A related question is: Are CAR, peace studies, or peacebuilding *disciplines*?[6]

As challenging as it is to deal effectively with these questions, programs exist around the world that teach, research, and practice conflict analysis and resolution, peace studies*, and* peacebuilding. American peace studies pioneer Chadwick Alger (2007, pp. 299-300), for instance, tells us that:

> … peace studies has made great progress in the 40 years since I became aware of its emergence. In 2006, the Peace and Justice Studies Association (PJSA) and the International Peace Research Association (IPRA) Foundation compiled a *Global Directory of Peace Studies and Conflict Resolution Programs* [which] profiles over 450 undergraduate, Master's and Doctoral programs and concentrations in over 40 countries and 38 US states.[7]

Most of these programs, for reasons already implied, are located at universities in the United States. Quite a few, 31 according to one count, are associated with some form of Christian religious denomination, e.g., Mennonites, Church of the Brethren, Society of Friends (Quakers), Methodists, Catholics, Disciples of Christ, Lutherans (see Westmoreland-White, 2009).

Both in the U.S. and abroad, there has been burgeoning growth in the numbers of students enrolling in existing programs as well as the development of new programs. For example, Paul Rogers, professor at the Department of Peace Studies – originally

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6   British-American peace studies/CAR pioneer Kenneth Boulding (1978, p. 343) has argued that "conflict and peace studies can certainly claim to be a discipline," because the field has a subject matter for teaching and examinations, a bibliography, and specialized journals (also see Wiberg, 1988; Alger, 2007).

7   *Global Directory of Peace Studies and Conflict Resolution Programs,* 7th Edition (2006). For an online accessible listing of university-based conflict and peace research and educational programs in Africa, Asia, the Middle East, Australia, New Zealand, Europe, Canada, South and Central America, and the U.S. (see Peacemakers Trust [n.d.]).

the world's first School of Peace Studies[8] – at the University of Bradford in England, has remarked, "Our master's program [has] doubled in size over the past ten years, and our doctoral program has grown considerably" (cited in Micucci, 2008). Ian Harris, founder of the Peace Studies Program at the University of Wisconsin in Milwaukee, reports that, "Since 2000, there has been a sharp increase, particularly in the number of doctoral peace studies programs" (cited in Micucci, 2008).

This increased interest in university-based peace and conflict studies programs has even encouraged faculty at one of the American programs, the Kroc International Institute for Peace Studies at the University of Notre Dame, to launch a summer institute. "Teaching Peace in the 21st Century," which began in June 2009, "is designed to help small groups of faculty in any discipline or institution launch a new program, strengthen a fledging program, or take an established peace studies program to a new level of design and rigor" (Kroc Summer Institute, 2009). According to Professor George A. Lopez, coordinator of the summer institute, "Part of the Kroc Institute's mission is to 'seed the field'… by providing leadership so that new programs in peace studies can flourish" (ibid.).

Paul Rogers and Ian Harris explain this surge in interest in university-based peace and conflict studies programs around the world, as follows:

> International circumstances such as the end of the Cold War, the tense political climate since Sept. 11, the growing number of conflicts worldwide and the security threat imposed by climate change have spurred interest in the field (Paul Rogers, cited in Micucci, 2008).

> With escalating violence around the world, [the field] is becoming more acceptable as an area of scholarly research. New topics of investigation within peace studies, such as forgiveness, terrorism and environmental security, are expanding opportunities for study. And because non-governmental organizations, which tend to attract many peace studies graduates, are playing an increasing role in international peace-building efforts, they tend to be staffed with educated leaders (Ian Harris, cited in Micucci, 2008).[9]

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8   The School of Peace Studies at the University of Bradford was established in 1973 by Adam Curle, the School's (and subsequently the Department's) first Professor of Peace Studies. Prof. Curle was a celebrated practitioner as well as theorist of conflict resolution with roots in the Society of Friends' (Quaker) tradition of Christianity.

9   Despite trends demonstrating reductions in both the frequency and intensity of violent conflict worldwide documented by, among others, Steven Pinker (2011), Joshua Goldstein (2011), and Ian Morris (2014), in these quotations Professors Paul Rogers and Ian Harris refer to an *increase* in the frequency and escalation of violent conflicts globally. For a discussion of the grounds for possible disagreement with the "declinist" position, see *Human Security Report 2013: The Decline in Global Violence: Evidence, Explanation, and Contestation* (2014), Overview and Chapter 1.

Clearly, university-based peace and conflict studies programs reflect broadened conceptions of *security*, including humanitarian and human rights, environmental and economic as well as political and military dimensions.[10] They are also characterized by a nontraditional view of *peace*. "Like many others, Bradford's program defines peace not just as an absence of conflict and violence – known as negative peace – but also as cooperation that fosters justice and freedom: positive peace, based on human rights, equal access to education, and just social and political structures" (Micucci, 2008).

These programs also put an emphasis on employment opportunities for their graduates. This and the other features mentioned are built in to the program with which I have been affiliated for more than 30 years, which has also, since its inception, experienced an increase in the number of students, faculty, and programmatic elements: The School for Conflict Analysis and Resolution (S-CAR) at George Mason University, in Arlington and Fairfax, Virginia. S-CAR offers academic programs in conflict analysis and resolution at the BA/BSc., MSc., Ph.D., and Graduate Certificate levels.

3   The School for Conflict Analysis and Resolution (S-CAR) at George Mason University

S-CAR has interesting, if not fascinating origins. During the presidency of Jimmy Carter, elements of the peace movement in the United States developed the *National Peace Academy Campaign,* eventually becoming the *National Peace Foundation* (NPF). The objective was to establish a U.S. National Peace Academy to be on par with the U.S. Military Academy at West Point (New York), the U.S. Naval Academy at Annapolis (Maryland), and the U.S. Air Force Academy at Colorado Springs (Colorado) (see NPF, 2006). The prime architects of this movement included Dr. Bryant Wedge, a physician-psychiatrist, and Mr. Henry Barringer, a retired U.S. foreign service officer. George Mason University, then the most recent embodiment of the Commonwealth of Virginia's university system, was developing its identity as a new university, distinct from the University of Virginia, whose Northern Virgina Campus provided the start-up infrastructure for the new university. Dr. Wedge

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10   The reframing of security from a narrow military/political concept to one inclusive of economic and environmental, and humanitarian and human rights, as well as military/ political dimensions was pioneered, in the post-Cold War period, by the Organization for Security and Cooperation in Europe (OSCE) (see Sandole, 2007, pp. 65-66).

and Mr. Barringer approached Dr. George Johnson, GMU's president at the time, and offered to establish a *Center for Conflict Resolution* (CCR), which could provide an initial home for the National Peace Academy, should it come into existence:

> … the proposal to establish a *National Academy of Peace and Conflict Resolution* [is] an idea that goes back to the time of [President] George Washington. After years of attempts to establish a peace academy, department or institute – including over 140 bills introduced into the Congress between 1935 and the late 1960s alone – the Congress passed legislation in 1978 creating the *U.S. Commission on Proposals for the National Academy of Peace and Conflict Resolution*. After more than a year of investigating theories and techniques of conflict resolution, hearing testimony at 12 public hearings across the country, participating in other meetings and writing up their findings, the Commission presented its Final Report on 20 October 1981 to President Reagan and both houses of Congress. In its Report, the Commission recommended that legislation be enacted to create a *United States Academy of Peace and Conflict Resolution* which would conduct research, provide education and training and provide public information with regard to peacemaking and conflict resolution at all levels of society – international, national and community [see U.S. Congress, 1981]. Shortly after, legislation to establish such an Academy was introduced into the House of Representatives (HR 5088) on 21 November 1981 and into the Senate (S. 1889) on 24 November 1981 (emphasis added) (Wedge and Sandole, 1982, p. 130).

Regrettably, the *National Academy of Peace and Conflict Resolution* did not come into being. Instead, in 1984, the *United States Institute of Peace* (USIP) was established as a partial manifestation of what the Academy would have done; i.e., award research grants and fellowships; hold hearings; conduct research, third party interventions, seminars and training; and convene conferences, but not offer degree-level academic programs in the arts and sciences of conflict analysis and resolution (CAR) (see USIP, 2012).

3.1   Academic Programs at S-CAR

Accordingly, the Center for Conflict Resolution (CCR) at George Mason University went its own way. Two years prior to the establishment of the United States Institute of Peace, CCR started its first academic program, at the MSc. level. This was followed by the establishment of a Ph.D. program in 1988, plus changes in name and status – first from CCR to CCAR (*Center for Conflict Analysis and Resolution*), then, to ICAR (*Institute for Conflict Analysis and Resolution*) and finally to S-CAR (*School for Conflict Analysis and Resolution*). The establishment of a BA/BSc. program occurred a few years after the catastrophic terrorist attacks of 11 September

2001.[11] Subsequently, Graduate Certificate Programs were launched to provide busy Washingtonian governmental and other mid-career professionals with courses focusing on specific issues (e.g., conflicts in the health-care sector; advanced skills in conflict analysis and resolution; violent conflict prevention and stabilization; world religions, diplomacy, and conflict resolution) (see http://scar.gmu.edu/).

The three degree programs feature lectures, seminars, and practicums focusing on *theory, research, practice*, and their *integration*; e.g., the impact of theory and research on practice and, through feedback, the impact of practice on theory and research (as well as on teaching and training). The objectives of the three programs, which include students from around the world, are to produce graduates who are knowledgeable about:

a. what factors lead to the development, maintenance, and escalation of violent conflict systems *at all levels* and
b. what can be done about those factors – conflict "drivers" – in order to either:

1. prevent, metaphorically, a house from catching on fire (*violent conflict prevention* or **preventive diplomacy**);
2. prevent an existing fire from spreading (*conflict management* or **peacekeeping**);
3. suppress an existing fire, through coercive means, including force if necessary (*conflict settlement* or **coercive peacemaking**);
4. deal with the underlying combustible causes of the extinguished fire so that it does not reignite (*conflict resolution* or **noncoercive peacemaking**) and/or
5. deal with the long-term relationships of the survivors of the fire so that *next time* they have a problem, they do not have to burn down the house, the neighborhood or the commons (*conflict transformation* or **peacebuilding**) (see Sandole, 2010, Ch. 1; Sandole, 2007, Ch. 2; Galtung, 1975; Boutros-Ghali, 1992; Lederach, 1997; Reychler and Paffenholz, 2001; Alger, 2007).[12]

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11 The BA requires a foreign language and other social science courses in addition to the core curriculum. The BSc., by contrast, requires a course in statistics, an additional research methods course, and two other concentration courses in addition to the core curriculum (see http://scar.gmu.edu/).

12 These five options comprise "3rd Party Objectives" under Pillar 3 of the 3 Pillar Framework (3PF), a comprehensive conflict mapping tool, discussed below.

It is primarily through conflict resolution (noncoercive peacemaking) and conflict transformation (peacebuilding) that the possibility of conflict recurrence is nipped in the bud.

Differences of kind as well as degree characterize objectives among the teaching programs. BA/BSc. graduates, for example, are expected to be sufficiently knowledgeable in conflict analysis and resolution to be able to enter the teaching, military, diplomatic, or business professions at entry levels to work effectively with others in appropriate settings or operations. MSc. graduates are expected to be proficient in various third party practices that they can employ in conflict situations involving individuals, groups, and/or organizations. Ph.D. graduates are expected to become either professors in university-level teaching programs in peace studies or conflict analysis and resolution (CAR), or middle- and upper-level management in military, diplomatic, business, or civil society settings where they can both design and implement approaches to conflict intervention appropriate to specific settings. Finally, Certificate graduates are expected to be able either to perform their existing CAR-relevant duties in a more proficient manner and/or to upgrade their capabilities and relevance to other professional levels.

3.2   Pedagogy at S-CAR

The similarities among S-CAR's academic programs include elements of pedagogy such as the use of role-play exercises, especially in analytical problem-solving workshops developed by CAR pioneer John Burton and others (see Burton, 1969; Mitchell and Banks, 1996; Fisher, 2009; Avruch and Mitchell, 2013). S-CAR courses also make use of small discussion groups, class presentations, take-home and in-class exams, plus group research projects.

There are two areas, however, in which the MSc. program stands out among the other offerings, at least for now. First of all, a "hybrid" online version of the MSc. exists, where 75 percent of the courses are taken online and one course, "Reflective Practice in Interpersonal and Multiparty Conflicts" (CONF 620), is taken during a two-week residency period at the S-CAR campus. According to feedback from students, this "hybrid" seems to be the ideal MSc. program for busy professionals involved in diplomatic, development, or peace-building work.[13]

Secondly, S-CAR participates in a Dual Degree Program with the University of Malta in Valetta. When students complete the requirements for both programs, they

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13   For further information on S-CAR's online "hybrid" MSc. option, see: http://masononline.gmu.edu/programs/conflictanalysisandresolutionms/

receive the MSc. in Conflict Analysis and Resolution from S-CAR *and*, from the University of Malta, a Master of Arts in Conflict Resolution and Mediterranean Security.[14]

In my own courses, I have employed *A Comprehensive Mapping of Conflict and Conflict Resolution: A Three Pillar Approach* or, simply, the 3 pillar framework (3PF), as a comprehensive conceptual tool to map and monitor complex conflict systems and evaluate and upgrade multi-party/multi-sectorial interventions into conflicts based on the initial mappings. Graphically, the 3PF can be depicted as follows:

**A Comprehensive Mapping of Conflict and Conflict Resolution:
A Three Pillar Approach (3PF)**

Pillar 2: Conflict Causes and Conditions	Pillar 1: Conflict Elements	Pillar 3: Conflict Intervention

Individual
Societal
International
Global/Ecological
	Parties
	Issues
	Objectives
	Means
	Preferred Conflict-handling
	  Orientations
	  Conflict Environment
		3rd Party Objectives
		[Violent] Conflict Prevention
		  Conflict Management
		  Conflict Settlement
		  Conflict Resolution
		  Conflict Transformation

		3rd Party Means for Achieving Goals
		Confrontational and/or
		  Collaborative Means
		Negative Peace and/or
		  Positive Peace Orientations
		Track 1 or Multi-Track
		  Actors and Processes

The underlying assumption of the 3PF is that we – members of the concerned international community – must first understand any given conflict situation before we can do anything about it. We need to identity its distinguishing characteristics (Pillar 1), such as the parties involved; the issues over which they are in conflict; the objectives they hope to achieve; the means they are employing and, despite those, their *preferred* conflict-handling orientations; and finally, the overall environment within which their conflict is occurring. We must then identify, through rigorous

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14   For further information on S-CAR's Dual Degree Program with the University of Malta, see: http://scar.gmu.edu/academics/maltaprogram

research, the underlying causes and conditions of the conflict (Pillar 2). These could include "conflict drivers" operative at, among others, the individual, societal, international, and global/ecological levels. Once we have mapped Pillars 1 and 2, we are then ready to design an appropriate intervention into the conflict (Pillar 3).

Pillar 3 is subdivided into two related dimensions: "3rd party objectives" and "3rd party means for achieving goals." Among "3rd party objectives," which were mentioned earlier, potential interveners can – using the metaphor often used in diplomatic parlance of a burning house – choose either to prevent a house from catching on fire (*violent conflict prevention* or *preventive diplomacy*); prevent an existing fire from spreading (*conflict management* or *peacekeeping*); suppress an existing fire (*conflict settlement* or *coercive peacemaking*); deal with the underlying causes and conditions of the fire (*conflict resolution* or *noncoercive peacemaking*); and/or work with the survivors of the fire to build new mechanisms that, had they existed earlier, might have prevented the fire in the first place (*conflict transformation* or *peacebuilding*).

Under "3rd party means for achieving goals," interveners can choose between confrontational and/or collaborative means; "negative peace" (no hostilities) and/or "positive peace" orientations (elimination of underlying causes and conditions) (see Galtung, 1969); and "track- 1," governmental actors or "multi-track" actors from NGO, business, educational/research, philanthropic, religious, media, and other sectors as well as from government (see Diamond and McDonald, 1996).

In some courses I employ the 3PF, together with "*scenarios development exercises,*" comprising the following steps in brainstorming sessions with the students:

1. Identity a *conflict* (current, developing or potential) that could worsen or improve during the next 5-10 years (***Pillar 1***).
2. Explore conflict trajectories:
   a. Identify the factors – "*drivers*" – that could make the conflict worse or better (***Pillar 2a***).
   b. Construct a *scenario* indicating how these factors could combine sequentially to make the conflict worse (**worst-case scenario**=*negative trajectory*) or better (**best-case scenario**=p*ositive trajectory*) (***Pillar 2b***). And then:
3. Design a *strategy* for responding to these factors ("drivers") to either *undermine* their potential negative impact or *enhance* their positive impact on the conflict over time (***Pillar 3***).

The essential difference between conflict research and "scenarios development exercises" in this context is that traditional conflict analysis seeks to understand a given conflict (Pillar 1) by revealing, through rigorous research, the drivers of the

conflict (Pillar 2), *up to that point in time*. The objective is to determine, what, if anything, can be done about the conflict (Pillar 3). By contrast, "scenarios development exercises" involve a small problem-solving group tasked with identifying a conflict (Pillar 1) in need of some form of intervention, then brainstorming the factors that might, in certain sequences and combinations, drive the conflict *some 5 to 10 years into the future*, in either a positive or negative trajectory (Pillar 2). On the basis of their Pillar 1 and 2 analyses, group members would then design a strategy to intervene into the conflict during that 5 to 10 year period, to either enhance the positive nature of the future or undermine the negative view (Pillar 3). Students have found both the 3PF as a conceptual/research device and the combined 3PF/ scenarios development exercise to contribute positively to their overall integrative theory-research-practice experience.

3.3   Research, Practice and Outreach at S-CAR

Clearly, to facilitate the integration of theory, research, and practice *"in practice"* as well as *"in theory,"* an effective teaching program also requires research and practice components. This is indeed the case at S-CAR. Regarding *published* research (*on* theory and practice), some notable works in the field have been produced by faculty *and* students just in terms of *book-length works* alone.[15] Not to be outdone

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15 See Avruch (1998, 2012); Avruch and Zenner (1997); Avruch and Mitchell (2013); Avruch, Black, and Scimecca (1998); Avruch, Narel and Combelles-Siegel (2000); Brosché and Rothbart (2012); Burton (1984, 1987, 1990ab); Burton and Dukes (1990ab); Burton, Groom, Light, Mitchell and Sandole (1984); Cheldelin and Lucas (2004); Cheldelin, Druckman and Fast (2003/2008); Cheldelin and Eliatamby (2011); Cheldelin and Mutisi (2015); Clarke and Goodale (2009); Cobb (2013); Dukes, Firehock, and Birkhoff, (2011); Goodale (2007, 2008, 2009ab, 2012); Goodale and Merry (2007); Goodale and Postero (2013); Goodale, Brems, and Corradi (2015); Goodale, Thompson, et al. (2015); Gopin (2000, 2002, 2004, 2009, 2012); Hancock and Mitchell (2007); Hamrin (2009, 2010, 2011); Hirsch (2006); Hirsch and Dukes (2014); Hirsch and Paczynska (2015); Jeong (1999ab, 2000, 2002, 2005, 2008, 2009, 2012); Jeong and Shinoda (2004); Korostelina (2007, 2012, 2013ab, 2014);Korostelina and Sandole (2007); Korostelina, Lässig, with Ihrig, 2013); Lyons (1999, 2005; 2015); Lyons and Khadiagala (2008); Lyons and Mandaville (2012); Mitchell (2000); Mitchell and Webb (1988); Mitchell and Banks (1996); Mitchell and Hancock (2012); Nan, Mampilly, and Bartoli (2011); Paczynska (2009); Price and Melchin (2015); Pruitt and Kim (2004); Rothbart and Brosche (2013); Rothbart and Korostelina (2006, 2011); Rothbart, Korostelina, and Cherkaoui (2012); Rubenstein (1987, 1994, 1999, 2003, 2005, 2010); Sandole (1999, 2007, 2010); Sandole and Sandole-Staroste (1987); Sandole and van der Merwe (1993); and Sandole, Byrne, Sandole-Staroste, and Senehi (2008); Simmons (2013); Thomson, Qayum, Goodale, Barragan, and Albó (2013); The *curricula*

by their former faculty, S-CAR graduates have also contributed to the rich, growing corpus of knowledge, in some cases as collaborators with S-CAR faculty listed in endnote 15 (i.e., Birkhoff, Cherkaoui, Dukes, Eliatamby, Fast, Mutisi, and van der Merwe). In other cases, S-CAR graduates have been carving out for themselves unique niches in, for example, deconstructing the worldview-based crisis negotiations between the FBI and Branch Davidians during the Waco (Texas) siege of February-April 1993 (Docherty, 2001); the multiple components of integrated peace-building planning, execution, and evaluation (Schirch, 2013; Zelizer, 2013); the role of the private sector (business) in conflict resolution and peacebuilding (Sweetman, 2009); the impact of the European Union in conflict resolution and peacebuilding in post-genocidal Bosnia-Herzegovina (Eralp, 2012); the implications of "chosen trauma" (Volkan, 1997) – historical memory – for China's territorial claims in the East and South China Seas (Wang, 2012); dealing with traumatized societies during postconflict peacebuilding (Hart, 2008); the efficacy of "track-2" (unofficial) problem-solving workshops in facilitating constructive, collaborative management of the Japanese-Chinese conflict over the two-and-a-half miles of uninhabited rocks known as the Senkaku/Diaoyu Islands in the East China Sea (Arai, Goto, and Wang, 2013); the construction of the largest dataset ever created on terrorist activity for 1992-2004, and then examining, during the U.S. war on terrorism, the often counterproductive impact of U.S. counterterrorist policy on the level, lethality, and incidence of global acts of terrorism (Sheehan, 2007); and, finally, the role of creativity in dealing with complex conflict situations (Arai, 2012; Ghais, 2005).

Apropos practice, S-CAR faculty and students have been involved as multi-track consultants or facilitators (see Diamond and McDonald, 1996) for conflicting parties involved in "new wars" and other violent conflicts within, among other areas, Azerbaijan (Nagorno-Karabakh); Georgia (Abkhazia and South Ossetia); Spain's Basque Country; Bosnia-Herzegovina; Northern Ireland; Columbia; Israel/Palestine; Lebanon; South Africa; Sri Lanka; and the Falklands (*Las Malvinas*).

As an extension of practice, S-CAR faculty and students have also been involved in helping to design and implement university-level CAR programs at, among others, Bilkent University in Ankara and Sabanci University in Istanbul, Turkey; Khazar University in Baku, Azerbaijan; Taurida National V.I. Vernadsky University in Simferopol (Crimea), Ukraine; Tbilisi State University in Tbilisi, Georgia; University of Bethlehem in Palestine; Yerevan State University in Yerevan, Armenia (see San-

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vitae of these and other S-CAR faculty, rich in journal articles and book chapters as well as the above listed books, can be found at http://scar.gmu.edu/.

dole, 1997); and the Ph.D. Program in Peace and Conflict Studies, Arthur V. Mauro Centre for Peace and Justice, St. Paul's College, University of Manitoba, Canada.[16]

Probably one of the more exciting efforts at S-CAR to apply theory to practice via research, and the results of practice back to theory, is the *Applied Practice and Theory* (APT) practicum. The typical APT group involves a faculty coordinator and a small number of students creating a project associated with a "real-world" conflict situation and then, together with stakeholders in the conflict, conducting research on its characteristics, underlying causes, and conditions, and approaches for dealing with the conflict. APT groups have dealt with, among other issues, violence in local schools; tensions in racially divided neighborhoods; the International Criminal Court (ICC) at The Hague (Netherlands); the role of the private sector in peacebuilding in fragile, violent conflict-affected states in Africa; and lingering ethnic tensions in post-war Bosnia-Herzegovina (see Susnjic, Hoehl, Brown, Nathaniel and Rivera, 2008).[17]

Still another S-CAR option for faculty and students to apply theory to practice via research, and the results of practice back to theory, is the *working group.* Membership in working groups is entirely voluntary with no course credit offered to students. These groups are, therefore, the domain of very committed students, faculty, graduates, and others. Working groups have focused on such areas and issues as Africa, the Balkans, South and Southeast Asia, the Middle East, Latin America, Central Eurasia (see Korostelina and Sandole, 2007), terrorism and counter-terrorism (see Moore, 2002, 2004) and "zones of peace" (see Hancock and Mitchell, 2007). Sometimes, the issues explored in working groups develop into APT projects (e.g., the role of the private sector in peacebuilding in fragile, postconflict African states).

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16 S-CAR students have also initiated practice programs on their own. For example, the *Northern Virginia Mediation Service* (NVMS) conducts training and third party interventions for conflicting parties in the Northern Virginia region (see www.nvms. us). In addition, the *University Dispute Resolution Project* (UDRP) does the same for the George Mason University community (see http://masonwiki.wetpaint.com/page/ University+Dispute+Resolution+Project).

17 While the APT was developed originally as a required experience for Ph.D. students, it has since become an elective for MSc. as well as Ph.D. students. The APT option exists in addition to S-CAR's internship program, another elective where students locate appropriate organizations (e.g., the State Department, UN, local government, schools) with which they can work to assist those personnel (diplomats, political leaders/staff, teachers) to do their jobs more effectively through evidence-based techniques of conflict handling. In the process, the interns become candidates for eventual employment with those or similar organizations.

Other aspects of S-CAR that have facilitated the cross-fertilization of theory, research methods, practice, and their integration, are the Affiliates, Visiting Fellows and Guest Lecturer programs. In addition to the *Northern Virginia Mediation Service* (NVMS) and *University Dispute Resolution Project* (UDRP), S-CAR affiliates have included the *Consortium on Peace Research, Education, and Development* (COPRED)[18] and *National Conference on Peacemaking and Conflict Resolution* (NCPCR). Among the visiting fellows and guest lecturers that S-CAR has been privileged to host are CAR and peace studies pioneers and developers such as Jim Laue (1993),[19] Elise and Kenneth Boulding (1990), Deborah Kolb (1994), Johan Galtung (1996b), Anatol Rapoport (1997), and Ronald Fisher (1999).[20]

All in all, we can claim that S-CAR is unique in comparison to other CAR and peace studies programs. Not only is it one of a small number of "*schools",* not just in the U.S., but worldwide, but, unlike other programs, it does not focus on only one level (e.g., interpersonal or international), one discipline (e.g., psychology or international relations), or only one function (e.g., theory or practice). As indicated above, S-CAR includes BA/BSc., MSc., Ph.D., and Graduate Certificate programs. Its core mission is the integration of theory and practice with research providing the means by which theory is applied to practice, and the subsequent evaluation of the results of that application, fed back to theory for either reinforcement, revision, and refinement, or rejection in part or whole. S-CAR's academic programs apply this focus to conflicts *at all levels*, the underlying assumption being that, despite the often profound differences in scale or appearance between, for example, discord in any family and ethnic conflict in the Balkans, there may be significant similarities of structure and process. In addition to suggesting the possibility of generic theory in aid of enhanced analysis-based understanding of, and intervention into complex conflict processes, generic theory, by definition, could facilitate access to empirically hard-to-get-to conflict situations (e.g., potential negotiations between the Assad regime and opposition in Syria) (see Sandole, 1999, Chapter 6).

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18 In 2001, COPRED merged with the Peace Studies Association (PSA) to become the Peace and Justice Studies Association (PJSA).

19 Jim Laue, who was vice chair of the *U.S. Commission on Proposals for the National Academy of Peace and Conflict Resolution* that was instrumental in establishing the United States Institute of Peace, became an S-CAR faculty member in 1987. He remained at S-CAR as *Lynch Professor of Conflict Resolution,* the nation's first endowed professorial chair in CAR, until his untimely death in September 1993.

20 One Visiting Fellow, Father William (Bill) Headley, subsequently became Founding Dean of the Joan B. Kroc School of Peace Studies at the University of San Diego in California (see http://www.sandiego.edu/peacestudies/).

4 Conclusion

The academic programs offered by the School for Conflict Analysis and Resolution (S-CAR) at George Mason University, are content- *and* process-rich. Although only one example of the total universe of such programs in the United States, Canada, Europe, Australia, New Zealand, Japan, Malaysia, and elsewhere, S-CAR has helped to drive developments in conflict analysis and resolution, and peace studies. This is as it should be for a comprehensive program that is in its thirty-third year that has shifted organizationally from an underfunded and understaffed, part-time center in 1981 to a world-class school by 2015.

Continuing challenges at S-CAR include faculty and "management" striving to remain relevant to their students, which, as of Spring 2014, included 203 BA/BSc., 192 MSc., 80 Ph.D. and 10 Graduate Certificate enrollees. S-CAR students usually have high expectations with regard to what their educational experience *should* prepare them for in an increasingly interconnected, interdependent world.[21] Not surprisingly, they want to change the world, for the better, as they should. That world, however, has become more dangerous for them to operate in as members of development, conflict resolution, and peace-building teams. As faculty, therefore, we should encourage students to persevere in their hopeful trajectory, but to expect some upsets along the way. One increasingly significant issue is knowing how to help students take care of themselves, especially in the field, so that they can take care of others.

Other challenges include continuing to be of assistance in developing university-based programs in conflict analysis and resolution and peace studies elsewhere in the world (e.g., Africa, Latin America, the Middle East, South Asia, Southeast Asia) and for S-CAR faculty, students, and graduates to continue their involvement as multi-track third party facilitators in some of the most intractable, violent conflicts of the twenty-first century, including in Israel-Palestine, Syria, Iraq, Afghanistan, Democratic Republic of the Congo, Nigeria, Somalia, and Pakistan, which continue to drive local, regional, and global terrorism.

This brings to mind perhaps the most daunting challenge of all: Ensuring that our conflict resolution and peace-building practice actually "works"! In other words, are we teaching "wishful thinking" for already committed middle-to-up-

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21 A related challenge is for S-CAR to be able to accept more of those who apply for admission each year: For the academic year beginning with fall semester 2008, for example, 192 applied for entry to the MSc., while 137 applied for entry to the Ph.D. program. For the fall 2011 class, 237 applied for the MSc., 184 for the Ph.D., and 31 for the Graduate Certificate. And for the Fall 2014 class, 202 applied for the MSc., 144 for the Ph.D., and 13 for the Graduate Certificate Program.

per class liberals or evidence-based theories of conflict initiation/escalation and conflict handling that will stand the test of time, no matter what the ideological or religious persuasion of the peacebuilder in the field? For instance, some CAR/ peace studies concepts and theories make great intuitive sense – e.g., structural and cultural violence (Galtung, 1969, 1996a), relative deprivation (Gurr, 1970), basic human needs (Burton, 1979, 1990ab, 1997; Burton and Dukes, 1990ab), and frustration-aggression (Dollard, et al., 1939) – but to what extent have we systematically examined their validity? Indeed, to what extent can we even get "close" – ontologically and epistemologically – to the empirical referents of these and other concepts to explore their validity? What we do seem to know for sure is that peacebuilding – especially of the "postconflict" variety – has tended to be a failure! One major reason is that the architects of international conflict resolution and peace-building interventions have tended to design and implement *minimalist* interventions whose goal is to achieve and maintain "negative peace" – the absence of hostilities. In many of our courses, however, we highlight "positive peace" as the desired outcome of *maximalist* international peace-building interventions, where parties agree to address the deep-rooted causes and conditions of their conflicts. "In theory", therefore, we emphasize that in terms of the 3 Pillar Framework (3PF), Pillar 2 must be addressed for outcomes to be sustainable. "In practice", however, Pillar 2 is ignored or avoided, which results in fragile outcomes, one of which is likely the spike in *conflict recurrence* observed during the past fifteen or so years.[22]

These and related concerns appear to have influenced Professor George Lopez – mentioned earlier as coordinator of the Kroc Summer Institute – who is currently Vice President of the Academy for International Conflict Management and Peacebuilding at the U.S. Institute of Peace. In his keynote speech on "Conflict Resolution at the Crossroads – Where Else to Be?" at the 2014 Symposium on the State of Graduate Education in Peace and Conflict Resolution, at S-CAR on 20 May 2014, Professor Lopez addressed the kinds of curricular changes that should be made in CAR and peace studies programs that would converge with the major themes of the times. For example, the impact of globalization; the "abject failure" of the Westphalian state system to protect human security; the growing awareness that crime and corruption are trumping ideology as major drivers of violent conflict; and the proliferation of small arms around the world, especially in Africa, making the "new wars" more and more likely. Such curricular changes would also have to take into account catalytic factors such as climate change and

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22 On "minimalist" vs. "maximalist" peacebuilding, peacebuilding's failures, Pillar 2 avoidance, and conflict recurrence, see Call and Cousens (2008); Hewitt, Wilkenfeld, and Gurr (2010, 2012); Backer, Wilkenfeld, and Huth (2014); and Sandole (2010).

the explosion of knowledge in the traditional disciplines, "from anthropology to zoology". Accordingly, his recommended changes included a focus on complexity thinking, especially as employed by Robert Ricigliano (2012) in *Making Peace Last: A Toolbox for Sustainable Peacebuilding*; more systematic empirical research, inclusive of network and gender analysis; monitoring and evaluation of peace-building interventions, especially as articulated by Lisa Schirch (2013) in *Conflict Assessment and Peacebuilding Planning: Toward a Participatory Approach to Human Security*; and maximal use of social media as represented by the "smartphone." Prof. Lopez's recommendations also included traditional topics such as negotiation and mediation, problem-solving workshops, the control of hate speech, and nonviolent action.[23]

Prof. Lopez's speech is well within the bounds of the discussion presented in this chapter and relevant to making CAR and peace studies "work" in theory, research, practice, teaching, and – ultimately – policy! As a helpful assist, perhaps the White House and U.S. Congress might eventually see fit to establish something along the lines of former Congressman Dennis Kucinich's (2001) proposal for a cabinet-level *Department of Peace and Nonviolence*. Together with graduates of S-CAR[24] and similar programs worldwide, such a radical "track-1" development could further the development of synergy and critical mass among members of the concerned international community to facilitate the ongoing *paradigm-shifting* from a culture of violence and *"civilizational clash"* to a culture of collaborative problem solving and *"civilizational dialogue"* (see Burton and Sandole, 1986, 1987; Sandole, 1984, 1988, 2010) – still clearly needed, as of this writing, in Gaza, Iraq, Libya, Syria, Eastern Ukraine, and elsewhere. Now, that *is* wishful thinking, but it is certainly compatible with Prof. Lopez's reference to, "Thinking our way into new action and acting our way into new thinking!"

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23 For a video of Dr. Lopez's presentation, see: https://www.youtube.com/watch?v=AQdt-TYv-yuo

24 For academic year 2007-2008, 19 students graduated with the BA/BSc., 37 with the MSc., 13 with the Ph.D., and 15 with the Graduate Certificate. For 2010-2011, 33 students graduated with the BA/BSc., 50 with the MSc., 8 with the Ph.D., and 13 with the Graduate Certificate. For 2013-2014, 68 graduated with the BA/BSc., 57 with the MSc., 15 with the Ph.D., and 4 with the Graduate Certificate. (Thanks are due to Dr. Julie Shedd, Deputy Dean of S-CAR and Ms. Crystal Harris, Director of Graduate Admissions, for providing these and other figures.)

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