

October 25, 1999

Alm

Ms. Joan W. Drake
Administrative Manager
Institute for Conflict
Analysis and Resolution
George Mason University
4400 University Drive
Fairfax, Virginia 22030-4444

Dear Joan:

Thank you for your note and the information on George Mason University's Institute for Conflict Analysis and Resolution. I appreciate your sharing these materials with me, and I'm sorry I was unable to respond sooner.

In response to the crisis at Columbine, my Administration launched a national grassroots campaign to address the problem of youth violence. To end this painful epidemic, parents, students, teachers, public officials, and entertainment leaders must work together to counter the culture of violence and build in its place a culture of values. I'm grateful for your involvement in this issue, and I have shared your correspondence with Jeffrey Bleich, Executive Director of the National Campaign Against Youth Violence.

As we strive to prevent youth violence and to promote a peaceful and stable learning environment for our children, I'm glad to know I can count on your help.

Sincerely,

BC/TFS/SH/DC/ws-efr-ws (Corres. #4430834)
(8.drake.jw)

cc: w/incmg to Karin Kullman, 216 OEOB

WHcc:
Mr. Jeffrey Bleich
National Campaign
Against Youth Violence
19th Floor
33 New Montgomery Street
San Francisco, California 94105

George Mason University

Institute for Conflict Analysis and Resolution
4400 University Drive
Fairfax, Virginia 22030-4444

Office: (703) 993-1300
Fax: (703) 993-1302
Website: <http://www.gmu.edu/departments/ICAR>

1999 APR 27 AM 8:30

April 22, 1999

4-27-99

Ms. Nancy Hornreich
The White House
First floor / west wing
1600 Pennsylvania Avenue
Washington, DC 20502

Should we send
to Bruce Reed?

Yes ✓

AND to no
BURKHARDT
AP FOR REPLY C
EB

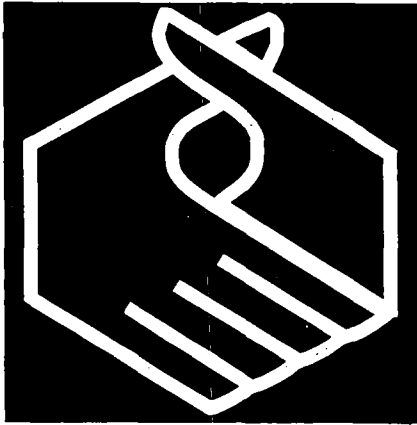
Dear Ms. Hornreich:

In regard to the Columbine High School
tragedy, I thought you might like to know
what our university is doing about schools
and violence.

Sincerely,
John W. Drake
Administrative Manager

Enclosure

800 Sec
21 June feed?



Institute
for
Conflict
Analysis
and
Resolution

PHOTOCOPY
PRESERVATION

George Mason University

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Plenary Discussion

Saturday ended with a large group discussion of the issues raised throughout the day. Participants reflected on the moral dimensions of violence, discussed the effects of the media on shaping perceptions of youth and violence, and offered critical feedback about the day's dialogue. They felt that the biggest challenge to dialogue is the courage it takes to speak out and be honest. They stressed the need to move forward to shape change through action, stating that although violence exists on the societal level, countering violence begins on the individual level.

Third Day: Collaboration

To energize the participants returning for the final day of the conference, Sunday began with a dance lesson. To demonstrate collaboration, youth leaders led the group of forty participants through their interpretation of the merengue and the Latin. Following the dance lesson, ICAR Professor Sandra Cheldelin led a training on collaboration skills, which was designed to help participants think about better ways to work together on the action proposals developed from the conference.

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that can contribute to youth and violence—lack of things for youth to do in their free time and the difficulty of obtaining transportation to recreational activities. This group and members of other groups met again on October 4 to begin to design and schedule upcoming initiatives.

Democracy in D.C., convened by Wimberly L. Higgs and Bette Hoover, explored the lack of democratic representation for the citizens of the District of Columbia. The focus of the discussion was the challenge of helping youth in the D.C. area to understand the fundamentals of a democratic process because of the non-state status of the District of Columbia.

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Closing

After a closing group photo, conference participants were treated to a performance by youth from the New Community After School and Advocacy Program. Roundtable participant Stan Hall organized a musical performance that was a medley of songs from a number of shows. Although the conference has ended, its spirit continues to grow as new groups join this effort and work collaboratively to implement their ideas for addressing youth and violence. In hosting this conference, ICAR has developed new supportive relationships among youth and adults committed to working toward a nonviolent future.

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Bette Hoover
Melvy Jensen
Minerva Lazo
Andrea Ley
Ebert Obando
Cleve Parmer
Heather Prichard
Luis Reyes
Lindsay Robinson
Carmen Rodriguez
Alex Salazar
Al Santiago
Jeremy Sylvester
Kesa Williams
Judy Zimmer



ICAR's 1997 Annual Conference

Special Report by the Institute for Conflict Analysis and Resolution

Youth and Violence: INTEGRATING COMMUNITY RESPONSES

By Laura Marshall, ICAR master's student



The Institute for Conflict Analysis and Resolution annual conference, *Youth and Violence: Integrating Community Responses*, was held at George Mason University on September 19, 20, and 21, 1997. Supported by generous funding from the Surdna Foundation, the Washington Metropolitan Area Consortium of Universities, and Giant Foods, the conference was the culmination of a seven-month-long series of roundtable discussions on the topic of youth and violence with youth and adult community leaders from Washington, D.C., and the Northern Virginia metropolitan area. The conference was facilitated by a team of graduate students from ICAR's Applied Practice and Theory seminar. In the words of one youth member of the

conference advisory committee, the conference was designed to "provide an opportunity for adults to take a stand and help youth rise up from violence."

The conference focused on the question of how diverse communities, sharing similar problems and strengths, can integrate their responses to a concern that touches American communities today: youth and the escalation of violence. Theories of what causes it, who is at risk, and definitions of the problem are as varied as the people working toward solutions. Participants included youth, parents, teachers, community workers, representatives of local government agencies, and academic institutions.

Youth participants were present for all six monthly roundtable discussions

that led up to the conference and were an articulate voice in defining the conference vision and agenda. They introduced the plenary speaker, hosted a poetry "slam," designed action plans, facilitated and engaged in honest and meaningful dialogue, and conducted dance lessons during conference breaks.

Basic Premises of the Conference

- People who live and work in communities are the experts on the problems they face each day and are best equipped to create viable solutions;
- Youth and violence is a complex topic that touches all aspects of young people's lives;
- Holistic intervention through collaborative strategies is an appropriate way to resolve conflict.

Goals of the Conference

- To create intergenerational dialogue about the levels of violence affecting today's youth;
- To assess the initiatives designed to address youth violence in our communities, foster an understanding of the links among these efforts, and identify means of ongoing collaboration among participants;
- To promote the value of team-building in resolving interpersonal and group conflict;

POETRY from THE HEART

One Minute

BY ALESA LOPEZ

*A child crying out in hunger;
a man getting robbed at gunpoint;
a drive-by shooting disrupts
everything; a teenage girl getting
raped by her boyfriend; a junkie
getting high; a student dropping
out of school; a teenage mother
with her child; a kid playing
in the dirt with rocks, and me
alone sitting on the curb with the
weight of the world
on my shoulders.*

The Tutor

BY KENNIA ALVAREZ

*A tutor is someone of invaluable
means, helping a child see things
more clearly. Giving praise when
the work is done, correcting not
harshly when it needs to be done.*

*The potential is there; how could
it not be—for every child is
special, as well as you and me.
So if you are a tutor, three cheers
for you. You're doing something
important. SALUTE TO YOU!*

- To create awareness of local resources to help build conflict resolution skills;
- To produce an interdisciplinary Violence Prevention and Intervention Action Plan, and to create and sustain the network of individuals and groups who would work toward its implementation.

Each day of the conference was structured to build on the work of the previous day. It began with an evening of inspirational speakers, followed by a day of intergenerational dialogue, culminating in a final day of designing the action plan and providing training for ongoing collaboration and follow-up.

The First Evening

ICAR Director Kevin Clements opened the conference, welcoming the participants and speaking about ICAR's commitment to the challenge of building life-affirming communities in the face of violence. The guest speaker was Tyrone Parker, representing the Alliance of Concerned Men (ACM), a non-profit organization that mediated an end to the gang fighting in Anacostia, a southeast Washington, D.C., community that had fifty homicides recorded in a three-month period. Since ACM's mediation nine months ago, there have been no shootings in that neighborhood. Parker attributed the success of ACM's intervention to these basic principles: 1) Using positive touch in the mediation experience can be a powerful transformative tool among people who have been conditioned to violence; 2) Gaining mediators' commitment to remaining an active presence in the community; and 3) Supporting mediators' facilitation of community-building through mentor programs and economic opportunity. Parker described projects the ACM has developed to address the issues of youth and violence: mentor and economic access programs; cooperative community clean-up by former gang rivals; and bringing the sons of incarcerated men to visit their fathers on a regular basis, which affirms that a father's responsibility does not end even while he is in jail. ACM credits these

programs with helping to maintain and build the peace in the Anacostia community. He ended his presentation by stating that the distinction between living a good life and living a great life is determination.

Poetry Slam

The Poetry Slam, moderated by Lupi Quinteros, director of the Washington, D.C., Latin American Youth Center, focused on issues such as the struggle for teens to make a success of their lives when they feel they are viewed as worthless. The power and clarity of the poetry served as a starting point for the dialogue that followed.

The Second Day

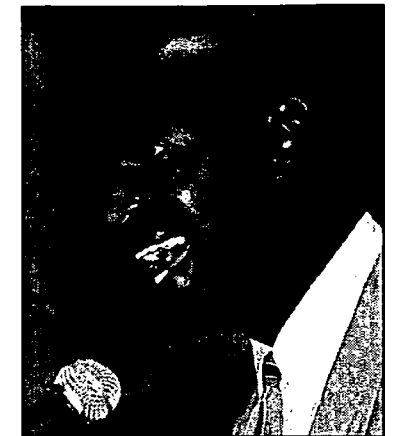
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The Samoan Circle

ICAR Professor Wallace Warfield and graduate student Kris Butler Mejia facilitated the Samoan Circle, which is a small group dialogue set within a larger circle, with participants moving in and out of the inner circle to speak. The dialogue began with the question, "What causes the violence affecting today's youth?" Participants raised the following issues: violence confronting today's youth starts in their communities, their homes, and in the media; youth need long-term commitment from adults to support them in moving away from violence. While there are no prescriptive solutions to avoiding violence, if one has developed a repertoire of nonviolent options and skills to access them, one's chances of avoiding violence are better.

Small Group Dialogues

Participants chose from a variety of dialogues that were designed to increase understanding of the factors contributing to youth violence and to generate ideas about what can be done to address the problem.



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Let's Talk: Adults and Youth. Facilitator Kesa Williams, Gunston Community Center, Arlington, Va. The dialogue focused on the barriers to effective communication between adults and youth. Fear, avoidance and distrust were identified as the primary barriers, while respect and active listening were viewed as facilitating communication. Participants discussed the impact that powerlessness has on individual decision-making; adults feeling powerless in their jobs may exert power in their homes, youth feeling powerless in their schools and homes may act out violently in their communities. Youth participating in the dialogue asked that they be understood as individuals and not compared to the images of violent youth that the media focuses on.

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Diversity and Discrimination.

Facilitators Karina Chicas and Carmen Rodriguez, Barrios Unidos. This group discussed the impact of discrimination on cultural and ethnic diversity. Youth participants identified several areas in which they felt discriminated against: the way they dress, whom they date or hang out with, and their race. Racism became the focus of the discussion, with some participants sharing their personal experiences with racism and others talking about the societal systems that create stereotypes. Participants expressed the need for all individuals to confess to themselves their biases and try to understand the specifics of discrimination. One participant captured this sentiment, stating, "You have to know who you are first...I can't judge other people if I don't know myself."

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The Training Marketplace provided an opportunity for participants to get information about the types of skills needed in order to build peaceful and just communities. Presentation on three levels of skills-building: interpersonal, intergroup, and societal, were offered to participants.

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ICAR Newsletter

A Publication of the Institute for Conflict Analysis and Resolution ♦ George Mason University, Fairfax, Virginia 22030-4444 (703) 993-1300

Spring 1999 ♦ Volume 10 ♦ Number 1

When Jesus Became God: A Case Study of Religious Conflict

by Richard E. Rubenstein

In 324 C.E., Constantine the Great defeated his last rival for power and became Rome's first Christian emperor. Suddenly, the formerly persecuted Church found itself on the verge of becoming the Roman Empire's dominant religious organization. But at the very moment of this unparalleled triumph, the Christian community was riven by unprecedented conflict.

Because a firebrand Alexandrian priest named Arius was one of its initiators, this conflict has since become known as the Arian controversy. The principal issue in contention was the relationship of Jesus Christ to God. Arius preached that Jesus was a uniquely holy man but that he was not the Creator in the flesh. God adopted Jesus as His Son, Arius maintained, sacrificed him to redeem humanity, and promoted him to divine rank...but only the Father is Eternal God. The priest's greatest opponent, Bishop Athanasius of Alexandria, replied that this "subordinationism" was a pernicious error. Jesus must be God incarnate, he maintained, because only God could conquer sin and death. Without accepting this doctrine, he insisted, one could not be a Christian.

The Emperor Constantine had hoped to use Christianity to restore cultural and spiritual unity to a sorely divided empire. Instead, he found that this disagreement was splitting the Church, with the struggle increasing in intensity as both clergy and people in the streets took sides. ("If you ask a baker the price of bread," wrote Gregory of Nyssa, "he will tell you that the Father is greater and the Son less.") In an effort to restore Christian unity, Constantine convened the

continued on page 5

Kosovo: The Straw that (Finally!) Broke the Paradigm's Back?

by Dennis J.D. Sandole

"The problem with the international community's reaction to Kosovo, as with Bosnia, is that its actions are governed by a 'reactive paradigm,' where it waits for the 'house' to catch on fire instead of dealing with the combustible causes beforehand as would be called for by a 'pro-active' paradigm." —D.J.D. Sandole

Nearly forty years ago, Thomas Kuhn published his classic work on the history of the natural sciences, *The Structure of Scientific Revolutions*, which took by storm the social sciences and humanities, probably more so than the natural sciences, and laid further groundwork for what eventually came to be known as "postmodernism." What did all this was Kuhn's take on an existing word, *paradigm*, which he defined in a new way: as *Weltanschauung*, or worldview, the fundamental basis for what *and* how we perceive the world around us. Paradigms could characterize religious, cultural, generational, social, or in Kuhn's case, scientific communities, providing each with a basis for *intersubjective* consensus.

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George Mason University



The Student Body

Many of ICAR's graduate students are from areas of conflict around the world. They are teachers, social workers, lawyers, mediators, military officers, and diplomats, and from diverse age groups, ethnicities, and countries of origin.

Promoting Understanding
and Cooperation among
Groups Involved in Ethnic
and Regional Conflict



Faculty and Associates



ICAR's renowned faculty and associates are scholars and practitioners with expertise across the disciplines of law, sociology, anthropology, communication, international relations, public administration, political science, psychology, religious studies, and the humanities.

Developing Processes for
Cooperation and Peace
among Competing Social
Groups and Nations

ICAR

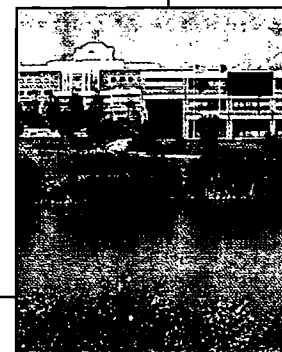
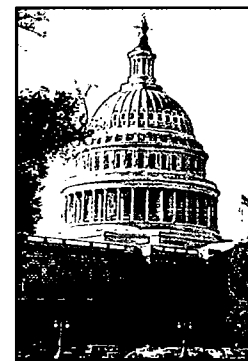
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Institute for

Conflict Analysis and Resolution



George Mason University

**Facilitating Organizational and Community
Conflicts to Foster Understanding,
Communication, Interaction, and Productivity**

The Institute

The Institute for Conflict Analysis and Resolution (ICAR), an innovative academic resource for people and institutions worldwide, is located at George Mason University in Fairfax, Virginia, just 16 miles from Washington, D.C. The institute presents unique access opportunities to federal, private, and public institutions, and to major NGOs and international organizations active in world affairs such as the following:

American Arbitration Association • Carnegie Endowment for International Peace • Center for Strategic Initiatives for Women • U.S. Congress • Consortium of Universities of the Washington Metropolitan Area • Department of State • Earth Share • Federal Mediation and Conciliation Service • Fund for Peace • Library of Congress • National Archives • National Urban League • Organization of American States • Smithsonian Institution • U.S. Supreme Court • United States Institute of Peace • Woodrow Wilson International Center for Scholars • World Bank

ICAR's Mission

- Advancing the understanding and resolution of protracted and deep-rooted conflicts between individuals, groups, organizations, and communities in the United States and other nations through research, teaching, practice, and outreach
- Conducting systematic and ongoing analysis of the nature, origins, and types of social conflicts
- Developing processes and conditions for productive resolution of conflicts

Academic Programs

ICAR's degree programs—the Doctor of Philosophy and the Master of Science in Conflict Analysis and Resolution—are the first in this new field. They offer scholars, researchers, and practitioners a variety of challenging career opportunities.

Major Research Interests

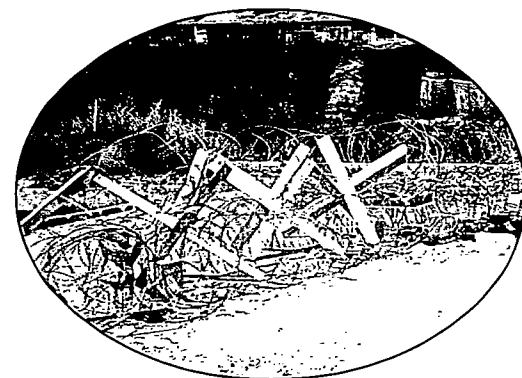
ICAR students engage in research, practice, field work, exchange programs, and internships in the United States and abroad in such places as Bosnia, Georgia, Northern Ireland, Bolivia, Kyrgyzstan, Rwanda, Spain, South Africa, and the Middle East.

Public Outreach and Practice

ICAR maintains worldwide outreach through the publication of books, articles, public lectures, conferences, seminars, and special briefings on conflict resolution theory and practice. The institute collaborates with other academic programs and serves as a third party in mediating and resolving conflicts in the United States and abroad.

AFFILIATE ORGANIZATIONS:

- Consortium on Peace Research, Education, and Development
- National Conference on Peacemaking and Conflict Resolution
- Northern Virginia Mediation Service
- University Dispute Resolution Project



**Working Worldwide to Resolve
Protracted Civil and Political
Unrest**

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Institute for Conflict Analysis and Resolution

Commonwealth Center of Excellence

George Mason
University

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ICAR Newsletter

A Publication of the Institute for Conflict Analysis and Resolution ♦ George Mason University, Fairfax, Virginia 22030-4444, (703) 993-1300

Fall 1998 ♦ Volume 9 ♦ Number 4

ICAR Master's Student Mirsad Jacevic Invited to Participate in State of the World Forum

ICAR Master's student, Mirsad "Miki" Jacevic, was invited to participate in the State of the World Forum held in San Francisco October 27 to November 1, 1998. He served on a panel "Youth and Strategic Social Change," as a representative of Academic Lifeline for Bosnia-Herzegovina, an international organization linking Bosnian students worldwide, of which he is the founder and current Coordinator. Others on the panel included Hafsat Abiola, Founder, Kuridat Institute for Nigerian Democracy; Angela Glover Blackwell, Senior Vice President, Rockefeller Foundation; Jonah Edelman, President, Stand for Children; Rick Little, President and CEO, International Youth Foundation.

Since 1995, the year of its inception, The State of the World Forum been working to "establish a global network of leaders and change agents who come together for both discussion and action...in the conviction that it is networks of committed individuals and institutions which are emerging as principal sources of innovation and effectiveness, thereby reframing and invigorating civil society. Its network of leaders and activists in business, science, academia, politics, religion, and the arts gives priority to "gender parity and the full inclusion of youth." This year's forum was hosted by Marian Wright Edelman, Jane Goodall, Mikhail Gorbachev, Jose Ramos-Horta, and Muhammad Yunis. ♦



STATE OF THE WORLD FORUM: Nanda Shewmangel, Arn Chorn Pond, Eva Morales, Jose Ramos-Horta, Judith Thompson, Miki Jacevic. [Courtesy State of the World Forum]

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GEORGE MASON UNIVERSITY

Institute for Conflict Analysis and Resolution

Programs of Study	The Institute for Conflict Analysis (ICAR) is the first graduate degree program in the United States to offer the Ph.D. (since 1988) and the M.S. (since 1981) in conflict studies; it introduced courses at the undergraduate level in 1997. Both graduate degree programs reflect the mission of the Institute: to advance the understanding and resolution of significant and persistent social conflicts. An interdisciplinary and international program, ICAR draws its faculty from a wide range of professional and academic disciplines; they hold degrees in sociology, law, literature, religion, anthropology, international relations, statistics, political science, psychology, and communications. The ICAR program, encompassing a number of disciplines, specializes in the study of serious, deep-rooted social conflicts and the development of processes leading to their peaceful resolution or transformation. ICAR conducts research, third party facilitation, and conflict resolution practices locally, nationally, and internationally. The program integrates theory and methodology and prepares students for practice through ICAR's Applied Practice and Theory Program and internships in the Washington metropolitan area, in other U.S. localities, and overseas. ICAR's master's degree requires the completion of courses in conflict theory, methods of conflict resolution, research, practice, and analytical problem solving along with laboratory-simulation courses. The Ph.D. degree requires completion of courses in the theory and methods of conflict resolution, qualitative and quantitative research methodology, processes, and practice, with focus on a substantive area of specialization. Degree requirements include comprehensive exams, demonstrated competence in a foreign language, and the completion and defense of a doctoral dissertation reflecting the candidate's ability to conduct original interdisciplinary research.	
Research Facilities	George Mason's Fenwick Library houses more than 600,000 volumes and electronic global access to research materials. ICAR is linked to the University's fiber-optic network; students have use of multimedia, state-of-the-art computer labs, and facilities, including a virtual reality lab. ICAR students, as members of the Washington Area Consortium of Colleges and Universities, have access to 4 million volumes and all consortium services, as well as the more than 11 million volumes and other services available at the Library of Congress.	
Financial Aid	Fellowship aid and research assistantships are available on a limited basis to qualified applicants. Most ICAR courses are offered in the afternoon and evening to allow students to coordinate work and study schedules.	
Cost of Study	Tuition is \$181 per credit hour for in-state students and \$521 per hour for out-of-state students. The normal full-time load is 9 credit hours per semester.	
Living and Housing Costs	Room and board costs for students living on campus are approximately \$4700 per year. Most graduate students live off campus and the cost of living is comparable to other large metropolitan areas.	
Student Group	Thirty-five students from diverse multicultural, multi-ethnic, and multilingual backgrounds with diverse career plans comprise ICAR's entering cohort; emphasis is placed upon academic excellence, early career achievement, and research and writing skills. ICAR's total graduate enrollment, including students at varying stages of degree completion, is about 105. Total University enrollment is 24,368.	
Student Outcomes	ICAR graduates are employed in academic, governmental, and nongovernmental careers. ICAR alumni are on staff at the U.S. Institute of Peace, the U.S. Department of State, the Federal Conciliation and Mediation Service, and Voice of America; they serve in the U.S. Peace Corps, the U.N., and international relief agencies; many are in private practice or in local agencies, providing dispute resolution and mediation services; they hold faculty or administrative positions at institutions here and abroad, including the University of Virginia, American University, Guilford College, McMaster University, Bilkent University in Turkey, and Yerevan State University in Armenia.	
Location	The Institute is located two blocks from the University's main campus at 4260 Chain Bridge Road, Fairfax, Virginia, sixteen miles (by car or metro) from Washington, D.C.	
The University and the Institute	George Mason University was established in 1957 as an extension center of the University of Virginia; in 1972 it was separated from the University and renamed George Mason University. The 583-acre campus, 35 minutes from metropolitan Washington, D.C., has a 10,000-seat sports arena and 2,000-seat concert hall theater.	
Applying	Application deadlines are February 1 for overseas applicants and March 1 for U.S. applicants for fall entry. Applicants must meet all University requirements for admission and must submit all undergraduate and graduate level transcripts and GRE verbal, quantitative, and analytic test scores (taken within the last five years). In lieu of the GRE, scores from the MAT are accepted. M.B.A. applicants may substitute scores from the GMAT, and J.D. applicants may substitute scores from the LSAT.	
Correspondence and Information	Institute for Conflict Analysis and Resolution George Mason University Fairfax, Virginia 22030-4444 Telephone: 703-993-1300 Fax: 703-993-1302 E-mail: icar@gmu.edu World Wide Web: http://www.gmu.edu/departments/ICAR	Admissions Office George Mason University MSN 3-A-4 4400 University Drive Fairfax, Virginia 22030-4444 Telephone: 703-993-2400 Fax: 703-993-2392 World Wide Web: http://www.admissions.gmu.edu

THE FACULTY AND THEIR RESEARCH

Sandra I. Cheldelin, Director and Associate Professor of Conflict Resolution, Practicum Coordinator, Applied Practice and Theory Program; Ed.D., Florida. Intra-organizational, public sector, and multiparty conflict.

Frank O. Blechman, Clinical Faculty, Field Program Coordinator, Applied Practice and Theory Program; B.A., Virginia. Conflict resolution skills, investigation, intervention.

Johannes Botes, Assistant Professor of Conflict Resolution; Ph.D., George Mason. Media and conflict, conflict resolution in Africa, conflict transformation, second track diplomacy.

Kevin P. Clements, Vernon M. and Minnie I. Lynch Professor of Conflict Resolution; Ph.D., Victoria University of Wellington. Preventive diplomacy and peacemaking, role of the U.N. in conflict resolution. (On leave).

Tamra Pearson d'Estrée, Associate Professor of Conflict Resolution; Ph.D., Harvard. Social psychology and communication; interpersonal, intra-organizational, and ethnic conflict.

Daniel Druckman, Professor of Conflict Resolution and Coordinator, Research Methodology; Ph.D., Northwestern. Negotiations, empirical research, social/psychological perspective.

Ho-Won Jeong, Assistant Professor of Conflict Resolution and Coordinator, Undergraduate Program; Ph.D., Ohio State. Conflict theory and dynamics, ethnic and international conflict, global political economy.

Michelle LeBaron, Associate Professor of Conflict Resolution; M.A., Simon Fraser; LL.B., British Columbia. Family, cross-cultural and gender related conflict, environmental and public policy, law and dispute resolution.

Christopher R. Mitchell, French-Cumbe Professor of Conflict Resolution; Ph.D., London. Structure and dynamics of conflict, international conflict resolution.

Richard A. Rubenstein, Professor of Conflict Resolution and Public Affairs; M.A., Oxford; J.D., Harvard. Political violence, terrorism, religious conflict, law and dispute resolution.

Dennis J. D. Sandole, Professor of Conflict Resolution and International Relations; Ph.D., Strathclyde (Scotland). Generic theory and practice, ethnic conflict and resolution, post-Cold War peace and security systems.

Wallace Warfield, Clinical Faculty, Practicum Coordinator, Applied Practice and Theory Program; M.P.A., USC. Conflict resolution and public policy, community, intercultural and organizational conflict.

ADJUNCT FACULTY

Kevin Avruch, Professor of Anthropology; Ph.D., California, San Diego.

Peter Black, Professor of Anthropology; Ph.D., California, San Diego.

Benjamin Broome, Professor of Communication; Ph.D., Kansas.

Brack Brown, Assistant Professor of Public Administration; Ph.D., Syracuse.

Marc Gopin, Assistant Professor of Religion and Philosophy; Ph.D., Brandeis.

Hazel McPherson, Associate Professor of Government and Politics; Ph.D., Brandeis.

John Paden, Robinson Professor of International Studies; Ph.D., Harvard.

Joseph Scimecca, Professor of Sociology; Ph.D., NYU.

John P. Soder Jr., Associate Professor of History; Ph.D., Georgetown.

John Stone, Professor of Sociology and Anthropology; D.Phil., Oxford.

Anita Taylor, Professor of Communication; Ph.D., Missouri.

Roger Wilkins, Robinson Professor of American History and Culture; LL.B., Michigan.