

## Peace Practice Online in a Time of War

By Marc Gopin, James H. Laue Professor of World Religions, Diplomacy and Conflict Resolution & Director, Center for World Regions, Diplomacy and Conflict Resolution, mgopin@gmu.edu

Practice is a messy, miserable reality that deserves its own independent study. What do we do in times of war? This has dramatically changed for me and many others in just the last year or two, where every war seems to be bringing individuals together online to a level of intimacy, collaboration, and care unprecedented, and others to a level of hatred unprecedented. Then there are shades of gray, where how you frame your disagreements, your texts, your cries, your screams, your pleas, your ruminations in the dead of night, all of it yields surprising communications across enemy lines, in all of the many and variegated enemy systems that overlap in international conflicts. A string of people from one side of the conflict becoming the only lifeline for a family on the other side.



Peace in the Middle East. Photo: Flickr user Grant Neufeld.

My experience this summer is of the Gaza War of 2014, the most recent of many Israeli wars that I have lived through with pain, beginning in 1973 at the age of 15. In the synagogue, on the Day of Atonement, I exited, went to the hallway and cried for about an

hour, having just returned from my own exhilarating independent adventure in Israel, knowing that some of the young people I met were facing death now. I tried to go and die there, but my terrified parents prevented me from leaving Boston with the help of my rabbi. So many wars since, my heart is still bruised, and my will still stubborn and stiff-necked to be in solidarity with life, though the lives I care about have expanded and changed.

The Gaza war has been so concentrated and so brutal and so all encompassing that it catapulted me to a new way of communication, through wisdom and poetry. I still am not sure why, but I sensed that many people were so bewildered by the quantity of wars this summer that they needed from me, as I needed from myself, not analysis (though I wrote that too) but something deeper.

So I want to share with you a small fraction of what I wrote to my social network followers who were looking to me for guidance. Most importantly for conflict resolution theory/practice, I want to share briefly in italics why I wrote that. You will find that the genre of wisdom literature is purposively brief, incomplete, but meant to clarify deeply one aspect of murky reality. Fundamentally, the method is best understood through positive psychology and empathic peacebuilding.

Here goes, and take from it what you wish about me or my reaction to war:

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Asaka Ishiguro, MS Student

# Interning at the Student Safety and Wellness Office

By Jackie Finch, S-CAR Career/Academic Advisor, Student Services, jfinch4@gmu.edu

**K**risten Woodward, an alumna of S-CAR, works for Fairfax Public Schools as a Conflict Resolution Specialist in the Student Safety and Wellness Office. She started out as an intern and has assisted in developing and expanding a successful Peer Mediation and Restorative Practice program that impacts hundreds of students, teachers, counselors, and families throughout the community. "Students who participate in peer mediation training learn conflict resolution skills that help them resolve their own conflicts and help students understand and manage conflict. Understanding restorative practices encourages students and staff to build and strengthen relationships and to view conflict through a restorative rather than a punitive lens." (quote from FCPS publication)

Danielle A. Davis, a current S-CAR student has been a Graduate Intern working with Kristen in developing



(left to right): S-CAR Alumni and Conflict Resolution Specialist Kristen Woodward, Former S-CAR Dean Andrea Bartoli, Conflict Resolution Specialist, Joan Packer and S-CAR student Intern Danielle Davis. Photo: Jackie Finch.

conflict resolution curricula for grade school students. Danielle is also conducting research to evaluate the mediation programs and to measure the effectiveness of these learned skills and make recommendations to develop and enrich partnerships to strengthen conflict resolution efforts and improvements. She is going to be working for the Student Safety and Wellness Office as a result of her successful internship with them.

Danielle's membership in the first returning peer mediation class at West Potomac High School in 2005 and the encouragement of her mentor inspired her to pursue a degree in S-CAR. She is able to share with students and staff the same mediation skills that were taught to her years ago!

Is there any question about the importance of an Internship? If there is an area of interest or a set of skills needed to be developed, this is the way to go! Some internships are paid and, some are not. Either way, it is a great way to build on your resume, network, and contribute to the field (maybe even get hired!). There are hundreds of internship sites in this geographic area. If you are interested in an internship contact Lisa Shaw, Director of Student Services and Field Experience, at lshaw2@gmu.edu and start researching your possibilities! ■

## Peace Practice Online in a Time of War

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**SILENCE:** The defeat of violence is silence, for in silence there is observation, and observation yields reason, humility and compassion.

*To provoke listening online between enemies through an artful combination of reason and empathy, our magic formula for peace.*

**REVENGE:** Revenge and compassion are the same. Both are crying mothers with raw hearts. But one gives birth to Hell, and the other to Heaven.

*To negotiate the images of mothers some of whom were committed to revenge and others to the opposite, to provoke empathy for both.*

**HATRED:** When you oppose hatred with hatred you cannot win. Only hatred wins. Embrace those who hate and undermine their hatred from within.

*To sharpen the practicality of empathic messaging between enemies.*

**VIOLENCE:** Violent victories by violent people are no victories at all. They just rearrange the map of nonviolent resistance.

*To comfort my nonviolent Arab and Jewish friends. Despite their feelings of impotence, when the bombs*

*stop they once again will be the only hope.*

**HUMAN BEING:** When I decided that every human being is created in the image of God I became an orphan. There is no tribe that truly believes that.

*To encourage my peaceful spiritual friends from Saudi to Brooklyn that they are not alone in feeling orphaned by militarized religious structures goading to war.*

**MOURNING:** I do not mourn for Jewish children. I cannot. Only for children. Does that lessen my mourning? My pain? My love?

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# S-CAR Workshop in Bogota, Colombia

## Conflict Resolution in the Exploitation and Management of Natural Resources

By Alicia Pfund, Luigi Einaudu Fellow at S-CAR's Center for Peacemaking Practice, apfund@gmu.edu

The tenth Summer Workshop on Conflict Resolution in Latin America and the Caribbean was held in Bogota, Colombia between June 5th and 13th 2014, in partnership with the School of Political Science and International Relations of the Pontificia Universidad Javeriana. The activity was organized by the Latin American Initiative at the Center for Peacemaking Practice.



A relaxed moment in front of the Javeriana building. Photo: Alicia Pfund.

As in previous years, the Workshop was supported by travel scholarships from the Organization of American States, who paid the cost of travel for four of the workshop participants. The course was taught by three Latin American professionals and three faculty members from S-CAR, together with colleagues from the Pontificia Universidad Javeriana (PUJ) who were also responsible for organizing the event locally.

Fifteen participants from ten countries in Latin America prepared and sent in advance a summary of a case they were either working on or were familiar with in the management or exploitation of natural resources. The sharing of cases brought a wealth of information to the group, whose members could see the similarities and differences among the countries.

The participants were organized and worked in four groups. On June 12th, each group presented its cases, showing the process of mapping, timeline, analysis of multiple actors and their roles, diagnoses and intervention designs. Cases included oil and mining exploitation, forestry, water supply, and eolic energy development. Several cases were located in indigenous areas, presenting added ethnic and cultural variables to the conflicts.

After the workshop, participants are keeping in touch with each other to further support their work. They have signed up at the S-CAR's Red

Latinoamericana site in Facebook, where they can all see the postings from the Latin American Initiative, as well as post their own announcements and questions. In addition, participants received contact information of all professors for further consultations.

The mix of members from ten countries, different professions (engineers, architects, science professors, geologists, architects, and social scientists) was a very positive aspect of the workshop, as was the mix of private sector, government, and NGOs representatives. The experience widened their perspective to allow them to see beyond their own point of view. As one participant put it, they received "a bath of humility." It was gratifying for the professors to see the transformation of participants throughout the eight days. ■

**S-CAR Class Spotlight:**  
**CONF 795-002: CR Skills for the Long Haul**  
Friday October 17, 6:00-9:00pm;  
Saturday October 18, 10:00am-5:00pm

**Course Description:** Providing students with skills to engage in CR in the human rights field without burning out or becoming too distant from the emotional content of conflict. Students will develop these skills during practice sessions:

- a) Avoiding becoming the caricature of the "fly-in expert: Learning strategies for preparing for CR in places you have never been through focus groups and interviews
- b) Telling Stories: The use of stories in CR can motivate participants to rethink their perspectives on conflict and also give you a sense of continuity as you bring your experience and wisdom from past work to new situations
- c) Responding to Difficult Questions, Comments or Outbursts: How we respond to difficult comments are pivotal moments in CR. We will practice skills for responding in the moment.
- d) Coping with Vicarious Trauma: Learning skills for understanding and coping with the wrenching stories of emotional and physical trauma we hear in human rights and CR work.

**Instructor:** Steve Wessler

**S-CAR Class Spotlight:**  
**CR Curriculum Development in Higher Education**  
CONF 695-004, Tuesdays 7:20-10 p.m.

**Course Description:** If your future plans include teaching at the college or university level, you will want to take CONF 695-004, Conflict Resolution Curriculum Development in Higher Education. The course will deal not only with conflict resolution coursework and programs at the college/university level, but also look at the best pedagogical approaches in higher education, topics and content covered in curriculum, looking for a teaching job, and the overall college/university environment. Course requirements include developing a course syllabus, engaging in a teaching demonstration, participating in a mock curriculum committee meeting, a research paper, and creating a portfolio.

**Instructor:** David J. Smith, JD, MS

initiatives



# Arlington Campus Library Welcome Week

By Mary Oberlies, Social Sciences Liaison Librarian, moberlie@gmu.edu

The Arlington Campus Library, located on the 2nd floor of Founders Hall, welcomes you to the start of the 2014-2015 academic year. Drop by before or after your classes on Monday, Tuesday, or Wednesday (August 25-27th) for cookies, giveaways (hello mini stapler!), and aliterature about library services. We will have a table in front of the library staffed by the librarians, so come and say hi!



2013 Welcome Week Library Table. Photo: Mary Oberlies.

As an added bonus, we are also holding a raffle for several gift cards. To enter, like or follow us on Facebook, Twitter, or Instagram and share what you love about the library. As an extra bonus, if you take a selfie in your favorite library space and share it with us, your name will be entered in our raffle twice!

Instagram: <http://instagram.com/arlingtoncampuslibrary>; Facebook: <http://www.facebook.com/ArlingtonCampusLibrary>; Twitter: <https://twitter.com/GMUACL>. ■

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mourning? My pain? My love?

*To encourage a Jewish hermeneutic of universal care, to move beyond imposed tribal guilt from family and culture.*

**REBELLION:** Rebellion is only freedom when there is a path, and the path is compassion. Otherwise the new master is hate. Rebellion is the

mirror image of the oppressor, unless there is vision, and unless the vision is compassion.

*To discourage rebels from Syria to Tel Aviv to Gaza from mistaking hate for a plan, for a nonviolent vision of the future, this being a principle weakness of progressive rebellions.*

**SACRIFICE:** An Abraham is always pursuing teenagers to slaughter and fulfill his vision, a Voice is always suggesting alternatives, while Sarah and Hagar drown in a sea of tears dying inside. God of Abraham: Show us the lamb to be offered instead of our slaughtered teenagers.

*To redirect religious vision toward a nonviolent God in the midst of war.*



## Upcoming Events

### TBD

Arlington Campus Soccer Tournament (S-CAR vs Public Policy vs Law School) 5:00pm - 8:30pm

### Wednesday, September 10, 2014

Alumni Brown Bag with Drustva Delgadillo 12:00pm - 1:30pm

### Saturday, September 13, 2014

S-CAR Annual Welcome Picnic- Bon Air Park 4:00pm - 6:00pm

### Friday, October 17, 2014

2014 Fall Internship Fair 12:00pm - 2:00pm

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

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# Student Opinion: Spratly Island and South China Sea Exercise

By Ellen Galdava, S-CAR MS Student, [egaldava@masonlive.gmu.edu](mailto:egaldava@masonlive.gmu.edu)

The summer of 2014 is shaping up to be “hot” for the global peace and security field, not only due to the new reports on the catastrophic effects of climate change, but also because of the recurring and emerging violent conflicts. The scope of human suffering seems almost too much to handle, and students and professionals in the field of conflict resolution are facing a horrible truth the world is not continuing on the familiar trajectory towards greater peace enjoyed since the end of the Cold War. The crises in the Ukraine and the Middle East once again, shows the importance and hardship of our field. People in conflict resolution feel inherently tired and sad because of the stories of hatred, trauma and suffering they hear about every day in the media. It is so hard to enjoy summer holidays once one is exposed to so much turbulence.

What can we do? Is there a place for peace in the world? Can CR practitioners do anything to prevent violence and emerging conflicts? After graduation, are we ready to soothe the wounds of the hundreds and thousands of victims around the globe? Do we have enough skills to ensure successful negotiation and mediation among stakeholder parties? These questions have been on my mind after reading the news and writing peace and security reports for my internship at the International Peace and Security Institute (IPSI) in Washington DC.

Starting my internship at IPSI has been a wonderful experience. Passionate and energetic intellectuals at IPSI strive for making a difference in the world with a core belief that education can mitigate violent conflicts. One of the primary tools for peacebuilding processes is to empower the new generation of peacekeepers with skills of negotiation and mediation. In addition to the various simulations and workshops run by IPSI, it has two currently running symposia in Bologna, Italy and Hague, The Netherlands. These symposia are concentrating on transitional justice and conflict prevention and negotiation. For IPSI and its staff, it is important to facilitate the transfer of knowledge and skills to a global audience from the world’s premier political leaders, academic experts, practitioners, and advocates. The Institute develops comprehensive training programs, advances scholarly research, and promotes efforts to raise public awareness of peace and security issues through its weekly



Ellen Galdava. Photo: Ellen Galdava.

peace and security reports.

One of the interns’ tasks is to do a group project. We have the freedom to choose any subject area, develop the project and run it. Teams of six amazing interns with diverse interests, backgrounds and experiences, have decided to run a simulation on the South China Sea dispute. The simulation will be a role-play negotiation exercise. We strongly believe that in this chaotic world, where violence is erupting in different parts of the world, knowing theory is not enough. Future CR people should know and practice negotiation skills that will assist them after graduation. This was the main reason that our team decided to concentrate on the process-oriented negotiation on South China Sea.

Core importance for us is to run a simulation that will help graduate students and professionals in the DC area acquire dispute resolution tools, techniques and strategies for successful negotiations. The most important component of our simulation on negotiation is that we desire to make it gender diverse. Females are most of the time excluded from the peace process and from negotiations and their participation is limited.

## *Spratly Islands and South China Sea Role-play Simulation*

Why did we choose the South China Sea problem as our topic? First, the number of parties involved and the number of civilians impacted by the problem played a huge role. It is estimated that half a billion people from China, Hong Kong, Taiwan, Vietnam, Malaysia, Singapore, Indonesia, Brunei and the Philippines live within 100 miles of the South China Sea coastline. Civilians rely on the water’s fisheries and trade routes, while national governments are interested in the waters’ impressive oil and natural gas reserves.

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

### **An Online Occupation**

Roi Ben Yehuda, S-CAR PhD Candidate  
*The Times of Israel* 8/03/14

### **Gaza Memo to Congress: Talk to Hamas**

Michael Shank, S-CAR Alumnus  
*Huffington Post* 7/31/14

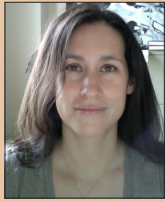
### **Gaza Becomes Syria: Middle East Geopolitics 2.0**

Marc Gopin, S-CAR Professor and Aziz Abu-Sarah, Executive Director, CRDC  
*+972 Magazine* 7/28/14

**Conflict Analysts from S-CAR have appeared on 46 occasions since the last newsletter. These 3 represent the latest at time of publication. For a complete list please visit: <http://scar.gmu.edu/media>**

PRESS

## Profiles of S-CAR's Three New Faculty Hires



**Dr. Tehama Lopez Bunyasi** is an incoming Assistant Professor of Conflict Analysis and Resolution (PhD University of Chicago, 2009). She comes to Mason from Ohio University, Athens OH. Dr. Bunyasi's work focuses on politics with an emphasis on Latino politics, racial attitudes, identity conflicts and the politics of immigration. She strengthens S-CAR's commitment to work on U.S. domestic and racial conflicts, and more broadly on issues of social inequality and conflict.

**Dr. Pamina Firchow** is an incoming Term Assistant Professor of Conflict Analysis and Resolution (PhD Graduate Institute of International and Development Studies (HEID), Geneva, Switzerland, 2009). She comes to Mason from the University of Notre Dame, where she was a Professor of Practice. Dr. Firchow brings to us expertise in peacebuilding practice and policy, post-conflict dynamics (transitional justice, demilitarization), and Latin America. She also brings to S-CAR an ongoing Carnegie Corporation grant, "Everyday Peace Indicators Project," which she is principal investigator.



**Dr. Arthur Romano** is an incoming Assistant Professor of Conflict Analysis and Resolution (PhD University of Bradford (UK) 2012). He comes to S-CAR from a previous term position in the School, and before that as research fellow at the Center for the Study of Genocide, Conflict Resolution and Human Rights at Rutgers University. Dr. Romano brings a strong record in conflict resolution practice in environmental issues (mining in West Virginia) and violence. His dissertation research focused on capacities for peacebuilding, peace education, and experiential learning – an emerging area of interest at S-CAR – in the US and Japan.

## Asaka Ishiguro, S-CAR MS Student

By Kwaw de Graft-Johnson, S-CAR PhD Student and Newsletter Editor, [kdegraff@gmu.edu](mailto:kdegraff@gmu.edu)

**A**saka Ishiguro is an MS student from the Fall 2013 cohort at the School for Conflict Analysis and Resolution. Originally from Japan, she developed a keen interest in the field of conflict analysis and resolution through her work for a non-profit organization in Tokyo. Her work included helping to coordinate youth dialogue programs for Israeli, Palestinian, and Japanese students, to help them build upon good relationships so that when they returned home, they could use that bond to foster peaceful relations in the region. According to Asaka, "after a training session, one of the exchange students told me that although many people had written off the conflict in her region as unresolvable, the work that the non-profit organization that I worked for and other organizations around the world were doing would continue to inspire them to keep looking for a peaceful resolution to the conflict." Such hope, she noted, moved her to want to learn more about how to resolve conflicts peacefully, and this led her to the program at S-CAR.

Outside of taking classes, Asaka is also working for the Center for World Religions, Diplomacy, &



Asaka Ishiguro. Photo: Asaka Ishiguro.

Conflict Resolution (CRDC) at S-CAR. "I really love my job responsibilities. It puts me in contact with so many grassroots movements and individuals engaged in commendable selfless peace projects to make the world a peaceful place and I am grateful to be a part of it."

After completing her degree, Asaka would like to continue her professional development by working in regions in which she has no experience, such as in Africa and Latin America. "I think there is a lot that I can still learn on the ground to complement what I already know, so that when I return to my country, I can set up an organization that can tackle issues all over the world. I have come to realize that

conflicts are never linear and they boast a complexity about them that sometimes only experience can help to identify and then resolve."

Asaka finds inspiration from a quote by Soseki Natsume, one of her favorite authors, who once said, "It is painfully easy to define human beings. They are beings who, for no good reason at all, create their own unnecessary suffering". Asaka notes: "I like this quote because if human suffering is created by humans, then it can also be destroyed by humans, and this is what I work towards each day." ■



## Peace Practice Online in a Time of War

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REVENGE: Revenge for death never comes from victims, but from those who live for the revenge of death. Their lives are death. Listen rather to victims for signs of life.

*To honor families of victims in Israel/Palestine in whose name so many kill, while ignoring their message of life and peace.*

INVESTMENT: Harsh reality: Spend peanuts on peacemakers, and billions on weapons industries, then expect your children to die.

*To simplify conflict analysis to its most basic common sense for policy makers who follow me.*

SAVAGERY: It is the savage in all of us that is the real killer to be chained. We dismiss the terrorist and waltz back into war.

*To level the war, to prevent projection.*

BOMBS: When you burn someone to death, the lungs breathe the fire. But this is as true of a bomb from the sky as it is from a torch.

*To concretize the human experience of excessive force as a war crime that has yet to be codified in our international codes, this as a way to demonstrate the crime of bombs for both fighting sides.*

DANCING: Warriors dance death at night around a pit of fire, burning their lungs, while angels wait for daylight, so they too can dance.

*To remind my peacemaker friends that their day for dancing will come again.*

LEADERSHIP: Leaders are followers, and followers are leaders. Neither knows that. They play their respective roles, the blind leading the blind.

*To remind everyone of their personal power and responsibility, a fundamental tenet of C.R. over political science.*

LOVE: If you want the joy of loving humanity, / you must endure the sorrow of losing loved ones. The more you love, / the more you lose. / If you are not prepared, / bitterness will swallow you. / If you prepare yourself for loss / Then the light of love will endure. / Conquer the darkness dividing you from enemies, / When the men with guns slink into the shadows, / Exhausted and defeated.

*To prevent burnout as the losses begin.*

BALANCE: Balance in empathy is a political matter of life and death.

*To combine the peaceful power of pro-social emotions with the power of reason to take more than one point of view.*

NOTE TO SELF, MIDDLE EAST, AND HUMANITY: Only the yelling is heard, / When you are yelling. / Writing can be yelling.



Marc Gopin. Photo: Marc Gopin

*To simplify the Socratic way of reason and nonviolence.*

SEMEN SEEDS: Gestures of kindness are semen seeds. Men get busy, it will make you inherently happy and bear you many children.

*To transform men's violence in war.*

DEFIANCE: In war, / In an age of war, / The act of ultimate defiance is, /

To make another human being feel wonderful. *To empower*

Who is courageous? / Those who can turn an enemy into a friend on Facebook. / Who is wise? / He who conquers his own worst impulses on Facebook.

*To guide better dialogue through cultural allusions, in this case Jewish ones.*

REFLECTIONS IN MY MIDDLE EASTERN MIRROR: Compassion fatigue. / Strange Expression. / What is the fatigue? /

Too much suffering, / Too many people crying, / Too many dead bodies, / Too many people, / Demanding that I love them, / But only them, / That I see only their tears, / As they fall upon the bloodied bodies, / That once laughed, / And danced

, / And cheered. / Ask me for compassion, / And I will refuse. / Ask me who are you?

/ Ask a peacemaker, / Who / the /fuck/ are/ you? / Look at that goddam mirror, / Do you know any more? / Or does everything bleed red, / In the cracked mirror, / Which you broke, / In a fit of rage?

/ Ask me again, / Ask me if I am Compassion? / Ask me, / Go ahead and dare to ask /

My enraged eyes, / And my bulging neck veins, / And my bloodied cheeks. / Ask me if I Am / Compassion? / Then you will come to me, / Then you will see me, / Then I will see me, / I will find me, / I will find you, / I swear to God, / I will find you, / Whether you want to be found or not, / And I will find them, / And you will find them. / Because compassion is a fiery ghost. / I don't have it, I cannot, I have none left, / Except an atom that runs my engine. / And that atom, when it splits, / There is endless energy, / For me, for everyone. / I am energy, I am compassion, / And there is no limit, / And there is no fatigue. / Compassion for everyone, / Or Die. Just die. / You cannot live, / You cannot endure the violence, / You cannot overcome the darkness, / Without splitting the atom of compassion, / That is your soul.

*To dignify and empower the torturous middle space of the peacemaker.* ■

### S-CAR Recent Awards

Chris Nace was named the Employee of the Year for DC Public Schools. (DCPS).

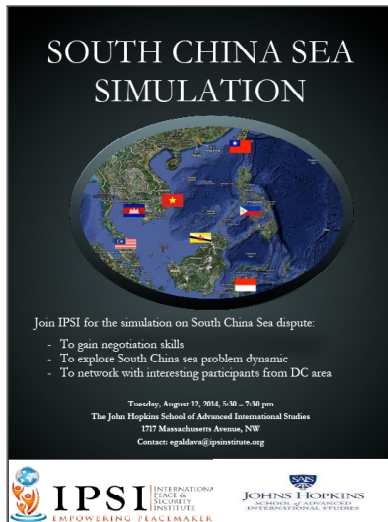
S-CAR Fellow from the Army War College, LTC Brad Davis, won the Chairman of the Joint Chiefs of Staff writing award for a paper he wrote while at S-CAR titled "Opportunities in Understanding China's Approach to the Senkaku/Diaoyu Islands"

## Spratly Island and South China Sea Exercise

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For larger nations, the resource-rich waters represent energy security, while smaller countries in the East Asia and Pacific region view the waters as a new economic opportunity. Secondly, the East Asia and Pacific region has seen large-scale militarization in response to China's growing power. Arms trade with nations like Russia has dramatically increased as nations attempt to expand and modernize military capacity. For instance, military weapons such as the Kilo-class diesel submarines fueling the growth of Vietnam's navy come from Russia. In addition, in the second half of 2014 Russia will deliver four Su-30MK2 fighters to Vietnam, which could potentially become weapons in a future China-Vietnam confrontation over South China Sea problem.

Military buildup also is present in Philippines in 2012, three Russian navy vessels (including the anti-submarine destroyer Admiral Panteleyev) arrived in Manila for a three-day port visit. According to Russia, this visit helped improve Russia-Philippines ties. These military buildups present a dangerous situation for the region, which lacks an institution like NATO to cope with regional security challenges. Therefore, the smaller countries in the region fear growing military and economic power of China and are starting to prepare for worst-case scenarios.



The dispute over the control of the sea escalated when China announced plans to build an island as well as a military airstrip in a heavily contested part of the sea near the Spratly Islands. The Philippines, Malaysia, and Brunei each claim part of the Spratly Islands, while China, Taiwan, and Vietnam claim the entire island chain. Many cite historical use of the waters' islands as the basis for sovereignty, but the waters' islands are currently uninhabited and have no known indigenous population. The construction of the artificial island by China that will be used as a military base will escalate the conflict and might be a tipping point for the eruption of violence in the South China Sea.

Taking into consideration these processes, team of interns at IPSI have decided to conceptualize, design, and facilitate a negotiation simulation on the South China Sea, and we invite all interested participants to join us! Practicing negotiation skills and acquiring knowledge about the dispute in the South China Sea will be a fun, relaxing, and atypical DC event for those intrepid enough to come. The simulation will run at John Hopkins SAIS on Tuesday, August 12, 2014 from 5:30 -7:30pm.

S-CAR will provide additional information about the simulation in the following days. If you are interested please send an email to [egaldava@gmu.edu](mailto:egaldava@gmu.edu) or [egaldava@ipsinstitute.org](mailto:egaldava@ipsinstitute.org). Special thanks to Cameron and Intern office: Christy, Rebecca, Alex, Jessica, and India. ■



## School for Conflict Analysis and Resolution

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