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About the Authors

Douglass S. Adams graduated from West Point in 1980, serving in command and staff positions in intelligence, operations, and force development, before retiring as an LTC in 2000. He received an MS from the Defense Intelligence College and a JD from George Mason University, where he is also completing a PhD in Public Policy. In addition, he is a director of WH Shipman, Ltd., a kamaaina land development company in Keaau, Hawaii. He currently lives in Seattle, Washington, with his wife, an Army colonel who commands the Seattle Engineer District, US Army Corps of Engineers. He can be reached at *DougSAdams@aol.com*.

Leslie Buell is a recent BA honors graduate from the Department of Communication at Western Washington University.

Peter T. Coleman holds a PhD and M.Phil. in social/organizational psychology from Teachers College, Columbia University and a BA in communications from The University of Iowa. He is currently assistant professor of psychology and education at Teachers College, Columbia University and teaches courses in conflict resolution, social psychology, and research. Dr. Coleman is director of the *International Center for Cooperation and Conflict Resolution (ICCCR)* at Teachers College, Columbia University, an innovative Center dedicated to advancing the study and practice of conflict resolution. He has conducted research on social entity processes (ingroup/outgroup formation), the mediation of inter-ethnic conflict, intractable conflict, complexity, and on the conditions and processes which foster the constructive use of social power. In 2003, he became the first recipient of the Early Career Award from the American Psychological Association, Division 48: Society for the Study of Peace, Conflict, and Violence. Dr. Coleman co-edited *The Handbook of Conflict Resolution: Theory and Practice* (2000), published by Jossey-Bass, and has also authored over forty journal articles and chapters. He can be reached at *pc84@columbia.edu*.

Caty James Everett is a PhD student in social and organizational psychology at Columbia University, Teachers College. She received her BA from Harvard University in 1999, graduating magna cum laude in psychology with special emphasis on group dynamics and intergroup relations. She holds a graduate Fellowship from the United States Government's Department of Homeland Security. With several years' experience in management and leadership positions in both the public and private sectors, she now serves as an executive coach and independent consultant to organizations on issues involving interpersonal communication, leadership, and high-performing teams. She can be reached at *cj2101@columbia.edu*.

Timothy A. Gamos is a major in the U. S. Air Force and is currently on assignment at the U. S. Air Force Research Laboratory in Dayton, Ohio. He can be reached at t_gamos@yahoo.com.

Lee Hammons is an operations coordinator in the collider-accelerator Department at Brookhaven National Laboratory and a doctoral candidate in the Department of Physics at the State University of New York at Stony Brook. His work and research interests have spanned a broad range of areas including music, perception, accelerator and high-energy physics, and scientific policy issues. He can be reached at hammons_lee@hotmail.com.

James Hibel is the director of institutional assessment, planning and relations, and assistant professor of family therapy at the Graduate School of Humanities and Social Sciences at Nova Southeastern University. In addition to teaching, training and practicing as a family therapist, he has been active in bringing systems approaches to diverse projects ranging from involving larger systems in the child social welfare arena to utilizing community gardens as a platform for community building. He can be reached at hibelj@nsu.nova.edu.

Michael Karlberg is an assistant professor of communication at Western Washington University. His research and writing focus on the relationship between communication, culture, and conflict. He recently published a book entitled "Beyond the Culture of Contest: From Adversarialism to Mutualism in an Age of Interdependence" (2004, Oxford: George Ronald). He can be reached at karlberg@cc.wvu.edu.

Neil H. Katz is director of training and organizational development in the Executive Education Program at the Maxwell School of Syracuse University as well as a Distinguished Visiting Professor of Practice in the Department of Conflict Analysis and Resolution at the Graduate School of Humanities and Social Sciences at Nova Southeastern University. He is a nationally known organizational conflict consultant as well as a mediator and facilitator for many prestigious private and public organizations throughout the United States. In addition he is the author or co-author of more than thirty books, chapters and articles in conflict resolution. He can be reached at nkatz44@aol.com.

Cecil C. Orji holds a MS in engineering management from Northeastern University and a BS in applied mathematics and statistics from The State University of New York at Stony Brook. He is currently a senior consultant at Booz Allen Hamilton in

McLean Virginia, where he works on the modeling, simulation and analysis team. He can be reached at corji@spa.com.

R.S. Ratner is a professor emeritus of sociology in the Department of Anthropology and Sociology, University of British Columbia, Vancouver, B.C. He has published in the areas of social movements, critical criminology, political sociology, and group interaction. He is currently engaged in research on genocide reparations, mediation, and restorative justice. He can be reached at rsratner@interchange.ubc.ca.

Adam Schneider earned a BS in electrical engineering from the University of Houston and a MA in security studies from Georgetown University. His research interests include pattern recognition using fuzzy systems and artificial neural networks and applying complex models to social, political, and information systems. He is a former submarine officer and operations research analyst in the military and homeland security fields. He is currently serving as a Presidential Management Fellow for the U.S. government and manages NewsAndAnalysis.org, which seeks to combat bias, sensationalism, and poor analysis prevalent in the media. He can be reached at aschneider@gate.net.

Ralph M. Waugh received his PhD in personality, developmental, and social psychology in December 2002 from The University of Texas at Austin. His dissertation was nominated as one of the best dissertations at The University of Texas at Austin in 2002. His research interests involve the nonlinear dynamics of interpersonal interactions in important relationships. He has presented several papers to the annual conferences of the American Psychological Society, The Society of Chaos Theory and the Life Sciences, and the North American Society for Psychotherapy Research. Currently, he is a member of the Plexus Institute's Complexity Sciences and Clinical Practice International Network. He is developing nonlinear dynamical simulation models with respect to interpersonal interactions. He can be reached at waugh@mail.utexas.edu.

Craig Webster earned a PhD in political science from Binghamton University, USA. He has taught at Binghamton University and Ithaca College. At present, he teaches at the College of Tourism and Hotel Management in Nicosia, Cyprus. His chief research interests are human rights policy, comparative foreign policy, and public opinion analysis. He is presently involved in in-depth econometric analyses of Greek Cypriot public opinion pertaining to issues related to the Cyprus Problem. He can be reached at Craig@cothm.ac.cy.

Richard Wicker is a retired naval officer working for Systems Planning and Analysis in Alexandria, Virginia. He specializes in modeling and simulation of

long range counter terrorism efforts on a global scale for the U.S. Navy. His current work also includes the development of metrics to study the success of U.S. Navy efforts in counter terrorism across the complete spectrum from direct action to humanitarian assistance/civil affairs. He was also a senior member of the NATO Joint Analysis Team in Bosnia Herzegovina. His degrees include a BS in nuclear physics, an MBA in financial management, and he is currently in pursuit of a PhD in operations analysis at George Mason University. He can be reached at rwicker@spa.com.

Andrew Woolford is assistant professor of sociology at the University of Manitoba. He is the author of *Between Justice and Certainty: Treaty Making in British Columbia* (UBC Press, 2005), as well as several articles on mediation, restorative justice, and reparations. He can be reached at woolford@ms.umanitoba.edu.

Notes: PCS is transitioned from its style guide to the Chicago Manual of Style in 2005, with input from the readers, contributors, and editorial team.

SELLING MEDIATION: MIMETIC, DISTANCING, AND APPELLATING PRACTICES IN THE MARKETING OF AN EMERGING PROFESSION

Andrew Woolford and R.S. Ratner

Abstract

Individuals both within and outside the legal profession have been drawn by the ‘promise’ of mediation. In it they see a means for facilitating communicative exchanges between actors in conflict, which they view as a dramatic improvement on the adversarial practices of the formal legal system. However, despite the appeal of mediation to potential practitioners, there is not yet sufficient consumer demand to sustain the number of people who possess mediation skills. This has resulted in an overcrowded mediation market in which practitioners are forced to market themselves so as to compete for a limited clientele. In this context, the emerging mediation profession, with its still forming regulatory bodies, confronts the challenge of managing the image of mediation in the face of the increased marketing activities of mediators. In this paper we examine these marketing activities (described as mimetic, distancing and appellating practices) and their consequences for the public presentation of the mediation “profession.”

**DECONSTRUCTING THE “WAR OF ALL AGAINST ALL”: THE
PREVALANCE AND IMPLICATIONS OF WAR METAPHORS AND
OTHER ADVERSARIAL NEWS SCHEMA IN *TIME*, *NEWSWEEK*, AND
*MACLEAN’S***

Michael Karlberg and Leslie Buell

Abstract

*This study examines and critiques the discursive construction of a Hobbesian “war of all against all” in North American commercial news magazines. The prevalence of war metaphors and related adversarial news schemas is documented over a twenty year period, from 1981 to 2000, through an analysis of *TIME* and *Newsweek*, along with their Canadian counterpart *Maclean’s*. After documenting the pervasiveness of these discursive constructs, the paper discusses the underlying causes and potential consequences of these patterns in commercial news discourse. The paper concludes by asserting that this discursively constructed “war of all against all” is highly problematic and unsustainable in an age of increasing social and ecological interdependence. Accordingly, scholars who are interested in peace and conflict resolution would do well to take into account the role that news discourse and other forms of mass-mediated communication play in the perpetuation of social conflict.*

THE CYPRUS PROBLEM AND GREEK CYPRIOT PREFERENCES FOR A SOLUTION AFTER THEIR “NO” TO THE ANNAN PLAN

Craig Webster

Abstract

The Greek Cypriots made a clear choice to reject the Annan Plan for their country in a referendum in April 2004. The Annan Plan offered a dichotomous choice to the electorate to accept or reject a federal solution to reunite Cyprus. In this paper, the author investigates the Greek Cypriot population's preferences for a solution to the Cyprus Problem by performing multivariate analyses of data obtained from one thousand Greek Cypriots following the April 2004 referendum. The analyses find that preferences for solutions are a function of age and attitudes towards the ability of the two communities to interact successfully. Younger Greek Cypriots tend to prefer some form of separation while the older ones prefer some form of unification. Those who feel that the communities can co-mingle tend to favor unification. Refugee status, socio-economic status, and educational levels appear to play little or no role in shaping preferences for a solution.

INTRAGROUP SUBGROUP ATTITUDE CLUSTERING, EXTERNAL INTERVENTION, AND INTERGROUP INTERACTION PATTERNS: TOWARD A DYNAMICAL MODEL OF PROTRACTED INTERGROUP CONFLICT

Peter T. Coleman, Adam Schneider, Douglass S. Adams, Catherine James Everett, Timothy A. Gamos, Lee R. Hammons, Cecil C. Orji, Ralph M. Waugh, and Richard F. Wicker III

Abstract

Scholars and practitioners working with protracted conflicts in polarized communities have long recognized the complex dynamics between intragroup disputes and intergroup relations in these settings. In fact, the multitude of factors interacting within and between groups in these conflicts, and their tendency to change over time, largely contributes to their intractable natures. Unfortunately, the ability of scholars to conduct research on such dynamic phenomena has been largely constrained by the atomistic, linear approach of traditional research models and methods. However, recent advances in dynamical systems theory have provided a new set of tools for developing computer simulations that allow us to model the dynamic patterns emerging from complex interactions of multiple variables over time. This paper presents one such model: a dynamical model of protracted intergroup conflict. Using data collected from Israeli and Palestinian communities during the current Intifada, we modeled the dynamic relations between conflict escalation and international intervention on intragroup subgroup attitude clustering and patterns of intergroup interactions. Next steps and refinements for the model are discussed.

**BOARDROOM AND BEDROOM:
CONSULTING WITH ORGANIZATIONS AND FAMILY SYSTEMS**

James Hibel and Neil Katz

Abstract

Neil Katz is a loyal St. Louis Cardinals fan and a career organizational consultant. Jim Hibel is a loyal Florida Marlins fan and a career family therapist. Nova Southeastern University brought their professional disciplines under the same roof at the Graduate School of Humanities and Sciences and the Cardinals and Marlins now share the same Spring Training Facility. Over the past several years, Neil and Jim have met regularly for Cardinal and Marlins spring training games, shared their mutual love of the game, and found ways to appreciate their different teams. In between innings, and rain delays they often talked about the passion, satisfaction, assumptions, and challenges they both experienced in their different professional practices. Through these conversations they became aware that though their disciplines have traditionally been isolated from one another, there are many interesting and potentially useful points of intersection. Thinking that these conversations might be beneficial to professional practitioners in organizational conflict, family therapy, and other related fields they decided to tape and edit some of their conversations. In the edited transcript that follows, Dr. Hibel is identified as JH and Dr Katz is identified as NK.

Editor's Reflections: Developing New Programs in Peace and Conflict Studies

Honggang Yang

The field of peace and conflict studies has grown remarkably around the globe over the past few decades. In this new millennium, there will be a greater number of educational offerings being considered or launched in various higher education institutions, for the community and the world are in need of such interdisciplinary inquiries and multi-professional applications. As a long-time academic facilitator and administrator, I would like to take this opportunity to share with the PCS readers some of my experiences and observations in this arena, from an administrative and financial perspective. My hope is to assist colleagues and students in initiating more programs in peace and conflict studies across campuses.

As known, proposing a new academic program is often required to go through a series of review steps on different levels. The proposal components usually include an overview delineated in the institutional contexts, needs assessment, objectives and roles of the proposed curriculum, program delivery formats, admissions and graduation requirements, marketing analyses, student career paths, accreditation considerations, program assessments, potential program duplication issues, and resources needed for the program implementation. The focus of this piece is on some administrative aspects rather than the whole processes, as many times we see fine proposals being delayed or rejected due to their insufficient attention to some seemingly trivial technicalities and managerial protocols embedded in the contemporary university structures.

A good fit between the proposed program and its university's mission, visions, and strategic plan is a necessary condition for developing a new program; however, it may not be sufficient because many universities and colleges have recently been challenged in coping with a variety of fiscal issues resembling those dynamics long facing corporate and non-profit sectors. As a new curriculum initiator, you and your colleagues may be required to address both revenue and expense questions associated with the new program proposal (e.g., who is paying for it?). As known, there are typically the following sources of revenue on campus: tuitions and funds through either legislative appropriation or independent collection; gifts and endowments via donation; grants and contracts from international, federal, state, local, or private funding agencies; and other auxiliary service incomes.

On the other end, the expenses or costs are commonly incurred from human resources (salaries and fringes for faculty, staff, graduate assistants, and consultants), facility resources (classrooms, skills-building space, and experiential learning clinics), technological resources (computers, phones, learning software, and teaching equipment), information and library resources (holdings, books, journals, and CDs), to the resources for program support activities (mailings, travel, and office supplies).

The revenue calculation for a new program is correlated to the student enrollment size, tuition rates, academic calendar, admissions cycle, and additional sources of available income. There must be an anticipated balance between revenue

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and cost. The more revenue-generating options beyond the tuition dollars, the merrier, as the success of the due processes will be more assured, with multiple resources. It is always a good idea to prepare early, for example, by identifying and applying for grants and/or cultivating potential donors.

In this connection, there are at least five working approaches or strategies for institutional settings where there are limited resources or even a shortage of financial means:

1. Building on the existing coursework and programs within the college by initiating an undergraduate minor or a graduate concentration in peace and conflict studies. There are many discipline-based departments on campus that have pedagogical elements of peace and conflict such as anthropology, area studies (African Studies, Asian American Studies, Hispanic Studies), communications, economics, fine arts, history, industrial relations, international relations, law, political science, psychology, sociology, theater, and urban planning, to name a few. The beauty of making such efforts is that it does not require much seed money to get it off the ground. Some of the challenges include the philosophical differences between disciplines, historical issues and debates, inter-professional tensions, and methodological preferences found in the “hosting” programs.
2. Offering a certificate program. Credit hours of such an offering are lower than the full degree programs, and thus running it is supposed to be more inexpensive and efficient. However, it can still serve as an initial base for the new program organizers to build up the momentum, reaching out to a critical mass on campus and in the community. A training certificate without degree credit is another feasible idea at a preliminary stage, and so is launching a workshop series (or developing electives, symposiums and exhibits) related to your passions and interests in peace and conflict studies.
3. Obtaining a grant for a peace and conflict research project or for a community outreach undertaking. This is an indirect but pragmatic approach to heightening the campus awareness of the fundability for such programming endeavors down the road. It may give you an effective platform to get the constituencies organized as well.
4. Planning for a non-traditional delivery format that overcomes the geographic and time constraints for student recruitment. More and more disciplines and professions have been moving into this learning technology-mediated arena over the recent years. A hybrid model can embrace the best of both worlds: A face-to-face learning on site that is intensive and flexibly scheduled, and a real-time (synchronized) learning environment on line with non-real time (asynchronous) options. This innovative format can also avoid the sensitive problem or perception of competing for students and taking away from the existing programs.

5. Partnering with other sister colleges where peace and conflict studies are offered. Intellectually, not one academic entity has all the experts or specialists in the related fields. With thoughtful partnerships, students and educators will have access to a diverse learning world. This win-win approach (e.g., joint degree programs, dual admissions, faculty consortiums, internship and practicum exchanges, and so forth) is promising, and also gives an invaluable opportunity for peace researchers and conflict resolution specialists to practice what we preach. As far as the revenue sharing and cost-splitting dimensions are concerned, collaborative parties may find it fair and handy to apply a middle-ground solution to make it equitable and sustainable. Resources are always limited as we know, but by teaming up together we can maximize their utilization to go the distance.

It is fascinating to observe that the non-academic factors and financial issues often bring down the pluralistic academic formations. The new program initiators must make certain adaptations when applying the above strategies to their specific institutional environments. My reflective account in this spring issue is not a conclusive summary of the best practices, but rather is intended to extend an invitation to you and your colleagues, as there are lots of wonderful stories for us to learn and to share with each other.

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PCS gratefully acknowledges the warm encouragement and support from NSU President Ray Ferrero, Jr.

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Or write:

Nova Southeastern University
Graduate School of Humanities
and Social Sciences
Department of Conflict Analysis
and Resolution
3301 College Avenue
Fort Lauderdale
Florida 33314-7796

Fax: (954) 262-3968

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Nova Southeastern University
Graduate School of Humanities and Social Sciences
Department of Conflict Analysis & Resolution
3301 College Avenue
Fort Lauderdale, FL 33314
Phone: 954-262-3048 Fax: 954-262-3968
Email: shss@nova.edu
<http://shss.nova.edu/pcs/>