

UNITED STATES INSTITUTE OF PEACE

# PeaceWatch



“We cannot always build the future for our youth, but we can build our youth for the future.”

—Franklin Delano Roosevelt

## INSIDE

- 4 Using Media to Create a Peace Community
- 5 Iraqi Youth Attitudes Shift Toward Democracy
- 6 Institute Promotes Peacebuilding Education throughout the U.S.
- 7 Grants at Work for Youth in Nigeria
- 7 Spotlight on Marc Sommers
- 8 Engaging the World
- 12 Iraqi Youth's Vision of Human Rights
- 13 USIP Grant Teaches Students Negotiation Skills
- 14 People on the Move
- 15 Headquarters Update

Spring 2010

USIP  
FOCUSES ON  
YOUTH

## The New Peacebuilding Generation

By Stephanie Schwartz



A project titled “Promotion of Tolerance and a Just Peace Among the Youth of Baghdad” included drawings by Iraqi youth of their vision of human rights. See page 12.

Because youth are key actors in conflict and conflict transformation, the United States Institute of Peace is making youth a priority. The Institute engages in research on a range of youth and conflict issues, direct programming with young people from conflict zones to foster a generation of peacebuilders and education for American young people on international peace and conflict resolution.

Youth not only represent a huge proportion of the global population, they represent over half the population in some of today's most volatile conflict zones. In Afghanistan 65 percent of the population is under the age of 25, while 41 percent are between the ages of 10 and 29. Sixty-two percent of Sudan's population is 25 years old or younger. Kosovo has the youngest

population in Europe, with more than half of its population under the age of 25, and 65 percent under the age of 30.

Youth have been major stakeholders in many recent civil conflicts, including those in Northern Ireland, Israel-Palestine, Iraq, Colombia, Sierra Leone and Nigeria. Yet they continue to be underrepresented in peace processes. On the one hand, young people have joined militant groups throughout the Middle East, and children have filled the ranks of militias in countless conflicts. On the other hand, young ex-combatants have become entrepreneurs in Sierra Leone, and youth peace activists in Belfast are contributing to community development and inter-religious dialogues.

*continued page 2 >>*

## The New Peacebuilding Generation,

from page 1

The exclusion of young people from political processes in their countries is particularly problematic in conflict zones. Young people may have held positions of power during wartime as troop leaders, militia members or spies, but their age and the consequences of conflict legally bar them from the power of adulthood in peacetime and leave them socially marginalized. They have few land rights, few job prospects and no political representation. However, young people's experiences with war and peace inform their decisions, behavior and leadership roles in their countries. As a result, many governments, aid groups and other organizations now recognize the need to help youth make their voices heard.

## PeaceWatch

PeaceWatch (ISSN 1080-9864) is published three times a year by the United States Institute of Peace, an independent, nonpartisan national institution established and funded by Congress to help prevent, manage, and resolve international conflicts. The views expressed herein do not necessarily reflect views of the Institute or its Board of Directors.

To receive PeaceWatch, visit our Web site ([www.usip.org](http://www.usip.org)); write to the United States Institute of Peace, 1200 17th Street NW, Suite 200, Washington, DC 20036-3011; call 202-457-1700; or fax 202-429-6063. A complete archive of PeaceWatch is available at [www.usip.org/peacewatch](http://www.usip.org/peacewatch).

President: Richard H. Solomon  
Executive Vice President: Tara Sonenshine  
CFO: Michael Graham  
Director of Public Affairs: Lauren Sucher  
Director of Publications: Valerie Norville  
Senior Writer/Editor: Liz Harper  
Editor/Proofreader: Grace Wen  
Assistant to the Executive Vice President: Sarah Wides  
Production Manager: Marie Marr Jackson  
Graphic Designer: Richard von Zimmer  
Production Coordinator: Christian Feuerstein  
Photo Credits: Bill Fitz-Patrick, Getty, Jessica Kuo

### Board of Directors

Chairman: J. Robinson West  
Vice Chairman: George E. Moose  
Members: Anne H. Cahn, Chester A. Crocker, Ikram U. Khan, Kerry Kennedy, Stephen D. Krasner, Jeremy A. Rabkin, Judy Van Rest, Nancy Zirkin

### Members ex officio:

Michael H. Posner, Department of State  
James N. Miller, Department of Defense  
Ann E. Rondeau, National Defense University  
Richard Solomon, Institute President (nonvoting)

Analysts have long feared that the “youth bulge”—a large population of young men living in economically depressed environments—is fostering instability.

## Research

Analysts have long feared that the “youth bulge”—a large population of young men living in economically depressed environments—is fostering instability. The USIP Press book, “Youth and Post-Conflict Reconstruction: Agents of Change,” re-examines this fear and asks whether the existence of a large population of young people in a post-conflict setting in fact condemns a nation to greater instability, or if instead young people can become agents of positive change in their communities.

Evidence gathered from three case studies of Mozambique, the Democratic Republic of Congo (DRC) and Kosovo shows that youth are not simply a force for instability; they are also agents of peace. Their role, whether positive or negative, is shaped by the structures of the reconstruction. Key to tapping into young people's potential is the degree to which reconstruction policies and programs effectively meet important youth needs such as reintegration into a community, access to education and employment, and sociopolitical empowerment.

For example, Mozambique's conflict has become infamous for its rampant use of child soldiers, a relatively effective United Nations disarmament, demobilization and reintegration (DDR) program, combined with a cultural environment conducive to accepting young soldiers back into communities, helped ease young people's transition from war to peace. More than just quelling potential instability, innovative nongovernmental organizations in Mozambique trained young ex-combatants to lead conflict resolution programs in 100 local communities.

Conversely, in the DRC many young ex-combatants felt, even after the war, that with no money to pay for school, no support in finding a job or way to support their family, that their best option was to go back to the armed groups.

In Kosovo, the international community supported youth-led initiatives that spontaneously emerged following the conflict and capitalized on their energy to help their peers. Recognizing that youth needed to be a part of the reconstruction conversation, the international community also helped to establish the Kosovo Youth Congress as a way for young people to advise policymakers on issues important to youth.

Learning from these cases, the international community can develop best practices for international, domestic and nongovernmental actors to support young people in becoming active agents of social change.



Stephanie Schwartz, author of “Youth and Post-Conflict Reconstruction”.

## Senior Fellows' Work on Youth

Four of this year's 13 Jennings Randolph Senior Fellows are researching youth issues:

- Judith Asuni's work examines the root causes of the conflict in the Niger Delta from the perspective of youth militants.
- Marc Sommers's research looks at the role of Western popular culture icons and youth as important contributors to warfare and peacebuilding. In a second project, Sommers examines how issues of masculinity and urbanization affect youth in post-conflict Rwanda. (For more about Sommers and his work, see page 7.)
- Col. J.M. “Matt” Venhaus's research seeks to identify the young people who are joining militant organizations and





what methods are successful in dissuading them.

- Robin Wright is investigating the youth movement in Iran and the role of “hip-hop Islam” as opposition to autocratic rule and extremism.

### Programs in the Field

USIP’s Center of Innovation for Media, Conflict and Peacebuilding is working on a “Peace Media for Iraqi Youth” project to address some of the issues young Iraqis face and to foster a community of young Iraqis dedicated to peacebuilding. In August 2009, USIP brought together 30 young people, ages 14 to 18, from across Iraq to participate in a youth media summit. Participants made their own short films to enter in the conference’s competition, and the entire event was captured on video. This footage will be used for a 30-minute television special, “Salam Shabab,” featuring the young peacebuilders. (See “Using Media to Create a Peace Community,” page 4.)

The Institute’s Youth and Peacebuilding Working Group is planning a “Youth Diaspora Project” for summer 2010. The project will kick off with a conference in Washington, D.C., to bring together young diaspora from different countries of origin to discuss the issues they face in the U.S. and how they can use media and the arts

to be active in peacebuilding both in their home countries and in the U.S. The final product will be a film produced by the participants, highlighting their stories and the topics discussed at the conference.

### Education

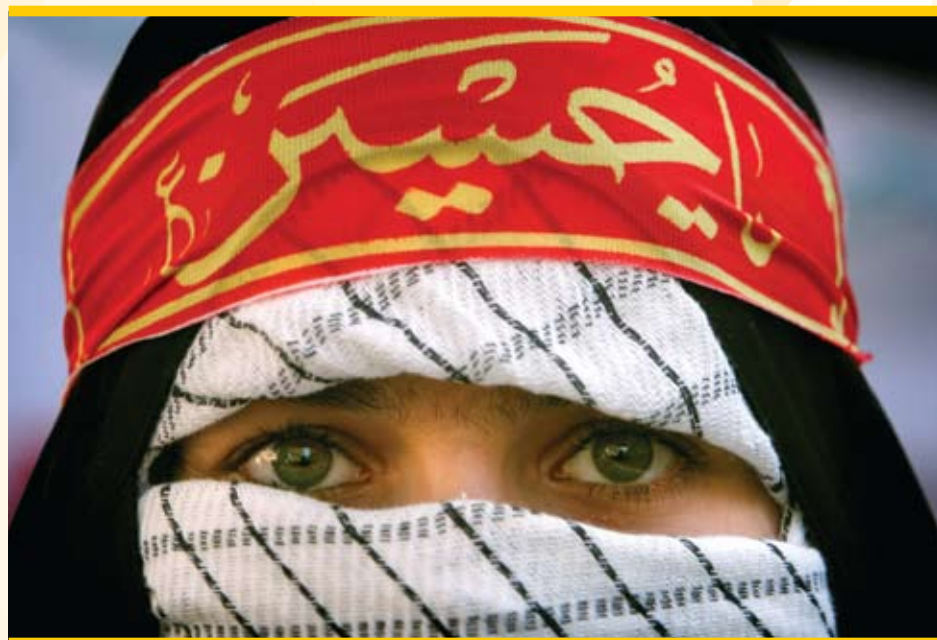
Every year USIP’s National Peace Essay Contest challenges thousands of high school students in the U.S. to discuss top-

ics such as the role of international actors in protecting civilians from crimes against humanity. Students compete for the chance to win scholarships and an invitation to Washington, D.C., for a five-day program. The contest facilitates a national dialogue among students, teachers and policy leaders on issues of international peace and conflict resolution. For this year’s contest, students wrote about the effectiveness of nonviolent civic action. Learn more about the 2009–2010 National Peace Essay Contest on our Web site: <http://www.usip.org/programs/initiatives/national-peace-essay-contest>.

In the Global Peacebuilding Center in USIP’s new headquarters, visitors will be able to engage in the art and craft of peace-making. Exhibits, lectures and films will help create a vibrant place where students, teachers and the public can interact and learn about the many aspects of international conflicts and their prevention, management, and peaceful resolution.

For more information on the Institute’s educational outreach, see page 6.

*Stephanie Schwartz is a senior program assistant in the Center for Mediation and Conflict Resolution and is author of “Youth and Post-Conflict Reconstruction: Agents of Change.”*





## Using Media to Create a Peace Community

In early March, USIP broadcast a 30-minute documentary, “Salam Shabab,” on several Iraqi television channels as a result of its “Peace Media for Iraqi Youth” project. The television special is based on a youth summit that took place in August 2009, when USIP and its local partners brought together 30 Iraqi youths, ages 14 to 18. The goal of the project, led by program officer Theo Dolan, is to address some of the challenges facing youth in Iraq and help create a generation of Iraqis committed to peacebuilding. Sesame Workshop producer Brett Pierce moderated the summit proceedings, which were filmed by an Iraqi production group.

Over the course of the two-day summit, this spirited group of young Iraqis took part in a number of activities designed to develop peacebuilding skills, including learning how to express oneself freely and how to engage in positive group dynamics, effective communication and teamwork. These activities ultimately focused on key challenges such as the lack of cultural identity, options for recreation, communication with other Iraqi youth, and poor education



*An Iraqi teenager is filmed while participating in a USIP-sponsored youth summit on peace media. The summit took place in Erbil and was designed to develop effective peacebuilding, communication and teamwork skills.*

on gender, ethnic tolerance and human rights.

Among the most popular activities were the film competition, quiz show and final performances. In preparation for the sum-

mit, regional groups created short films, which participants viewed and then voted for the winner.

The organizers and participants created an environment in which sectarian and ethnic affiliation took a backseat to participants' common experience as Iraqi youth. For example, one bilingual girl who spoke Kurdish and Arabic translated for two boys who spoke different languages. Those that had been shy and awkward early on later spontaneously shared in the singing of popular songs. One boy even rapped in Kurdish for the entire group.

Besides developing skills and bonding with youth from across Iraq, participants expressed that they felt ownership of the process and sought ways to engage peers who did not attend the conference on peacebuilding issues. Following the debut of the 30-minute television special, USIP and its Iraqi partners will produce an eight to 10 episode TV series developed by Iraqi youth for Iraqi youth.



*The teens enjoying a quiz show competition as part of the youth summit. The quiz show took place at a historic location, the Kurdish Textile Museum in the Erbil Citadel.*

# Iraqi Youth Attitudes Shift Toward Democracy

“The younger generation no longer embraces Kurdayeti as wholeheartedly....Instead of rallying behind nationalist movements, youth are mobilizing behind causes such as social justice, educational reform, representative government, essential services, human rights and ending government corruption.”

Denise Natali, an academic dean at the American University of Iraq-Sulaimania and USIP grantee, has conducted focus groups with 300 university students throughout northern Iraq aimed at identifying the political and cultural views of Kurdish Iraqi youth. In her project, “Youth Attitudes Toward Identity, Sectarianism, and Democracy: The Case of Kurdish Iraqi Youth,” Natali finds that youth attitudes toward nationalist identity and politics contrast sharply with those of their parents.

Natali’s study shows that life experiences are key to shaping attitudes in post-conflict and developing societies. For older generations in the Kurdistan region, attitudes were largely shaped through their connection to the Kurdish Nationalist movement (Kurdayeti), as those generations became Kurdish militia (peshmerga), struggling against a central government. The younger generation no longer embraces Kurdayeti as wholeheartedly, Natali’s research reveals. Instead of rallying behind nationalist movements, youth are mobilizing behind causes such as social justice, educational reform, representative government, essential services, human rights and ending government corruption.

The opening of political space in post-Saddam Iraq and the Kurdistan region has prompted youth to challenge existing authority structures, Natali says. Youth frustration with the Kurdistan Regional Government (KRG) is palpable. “Nationalist identity or cohesion has not strengthened among the younger generation. Depending upon the opportunity structures available for political participation and legal forms of mobilization, the repertoire of tactics that youth employ to manifest their attitudes can range from moderation and political participation, apathy, non-sectarian

violence, Islamic extremism, or a combination of each,” Natali told PeaceWatch last December.

The Internet has made Kurdish Iraqi youth more aware of Western ideals, lifestyles and political systems, thereby increasing expectations for their own government. “The frame of reference for contemporary Kurdish youth is not a repressive central government but rather, economic materialism, an ineffective KRG and a region with insufficient opportunities to realize life goals,” Natali says.

In a visit to the Institute, the USIP grantee (2003–04) and Jennings Randolph Peace Scholar (1998), said the Kurdish university system has transformed from an institution that merely enables students to meet future spouses to one that is encouraging critical thinking and public expression. She emphasized that such freedom to



Denise Natali, USIP grantee.

voice dissent, mobilize and participate in various campus activities has never been as possible in the Kurdish territory as it is now.

The New Jersey-born Natali has years of experience in the region, having raised her family there. She expressed both excitement for the advances made by Kurdish youth and awareness of the tension these attitudinal shifts create between generations.



Iraqi Kurdish children play their violins during a music class in Erbil, 350 km north of Baghdad, on June 25, 2008.



# Institute Promotes Peacebuilding Education throughout the United States

As part of its congressional mandate, the U.S. Institute of Peace actively promotes the teaching of global peacebuilding and international conflict resolution in high schools, colleges and universities, and engages educators and students in a variety of ways. Schools frequently contact USIP to arrange for an expert to talk with students to supplement a lesson. Teachers and college faculty may be interested in having their students “experience” peacemaking through a role-play activity to increase awareness about an issue or consider careers in the field. Educators may be interested in learning more about the work of USIP and the new headquarters and the Global Peacebuilding Center, which will be an important resource for teaching about peace. Finally, groups may desire USIP expertise to explore a topic or perspective about international conflict through a workshop for educators.

## USIP Outreach to Students and Educators

**Pittsburgh Central Catholic High School.** USIP hosted a group of 25 students from the Baginski Scholars Program at Central Catholic High School in Pittsburgh, Pennsylvania. David Smith talked about the work of the Institute and how civil society can promote peace and invited students to become USIP fans on Facebook.

**Arundel High School.** USIP hosted 35 students from the Global Citizenship Signature Program at Arundel High School in Gambrills, Maryland. Students learned about frameworks for understanding conflict and analyzed the conflict in Rwanda. The program, which is supplemented with class lessons, uses activities such as online discussions and small group assignments to teach about conflict management.

**Close Up Foundation.** David Smith spoke to 90 students participating in a program

run by the Close Up Foundation about the work of USIP, the National Peace Essay Contest, and the headquarters and the Global Peacebuilding Center. He introduced them to the “curve of conflict” and talked about how specific conflicts can be mapped according to their stages—prevention, active conflict or post-conflict.

**Virginia Tech University/Eastern Mennonite University.** Ten faculty members from Virginia Tech and Eastern Mennonite University met at the Institute to discuss further collaboration in support of Virginia Tech’s Center for Peace Studies and Violence Prevention, established to honor the victims of the April 2007 killings. The group agreed to continue to collaborate on a range of matters including curriculum development and domestic and international research.

**University of Denver.** Heather Sensibaugh, Bob Perito and Jeff Helsing spoke to 17 students from the University of Denver’s Josef Korbel School of International Studies on the history of USIP, the impact of the Institute’s research and projects, and

the challenges of human rights work.

**Nashua Community College.** Twenty students from Nashua Community College in Nashua, New Hampshire engaged in a 30-minute question and answer session with David Smith using Skype’s online telephone service.

**Cate School.** Jacki Wilson, Dorina Bekoe and Judith Asuni used Skype to brief students at the Cate School in Carpinteria, California, on conflict in Nigeria, the new headquarters and the Global Peacebuilding Center.

As the date for the opening of its new headquarters near the National Mall nears, USIP is seeking to engage more with U.S. educational groups in supporting efforts in educating about global peacebuilding. With an array of international experts on global conflict and peace at its disposal, and 25 years of experience in working with educators and students, USIP welcomes opportunities to contribute to the building of capacity in American educational environments to teach about global peacebuilding.



*National Peace Essay Contest winners smile for the camera at their Awards Banquet in June 2009. NPEC is one of the many ways USIP promotes peacebuilding and conflict resolution education with young people around the country.*

## Grants at Work for Youth in Nigeria



### West Africa Network for Peacebuilding

The West Africa Network for Peacebuilding in Nigeria understands the importance of engaging youth and preparing them to contribute to a peaceful future. In coordination with 20 schools located in the Niger Delta, and with funding from USIP, they have launched a program to build a network of peace clubs. These clubs are led by a teacher who has undergone extensive training in peace education and peer mediation. The teachers have used dynamic methodologies, such as song and theater drawn from across Nigerian culture, to train more than 900 students. The project has, as one student commented, allowed the participants “to see ourselves even better through other people’s ideas.”



### Project for Future Peace Camp

The Center for Human Development and Social Transformation, a USIP grantee, recently held their second Protect our Future Peace Camp just outside of Port Harcourt, Nigeria. This activity followed the successes of an earlier camp in August 2009 and demand from participants that it be repeated. More than 100 students from the Niger Delta gathered for a week to tackle topics such as civic education, peer mediation and conflict resolution. On the final day, the students and facilitators traveled to both the Rivers State House of Assembly and High Court to gain practical insights on civics and government. At the conclusion of the weeklong camp, the students returned to their respective schools and communities where they began the process of peer education through peace clubs.



TOP: The peace club in Yeghe, Rivers State, Nigeria. BOTTOM: Students participating in the “Protect our Future Peace Camp” engage in role-playing and teambuilding exercises.

## Spotlight on Marc Sommers



USIP Senior Fellow Marc Sommers is a pioneer in studying youth and conflict. Having researched war-affected youth in 20 countries for the last two decades, Sommers is now completing his seventh book, “Two Hundred Francs: Masculinity, Urbanization and the World of Rwandan Youth.”

His next—and eighth—book project takes him to Sierra Leone to conduct field research on how child-based terror warfare is practiced and how Western pop culture icons influenced youth during and after Sierra Leone’s civil war.

Sommers first became inspired by youth and peacebuilding while working as a headmaster of a girls’ high school in Kenya in the early 1980s. His experiences shaped his perspective on education, community and gender, prompting him to go to graduate school and become an anthropologist. His writing on youth—specifically their pressure to become adults, survive warfare and adapt to postwar realities—explores the role youth play in war and in peace processes and what policy measures can better address the needs of young people in conflict countries. Sommers is an associate research professor for humanitarian studies at the Fletcher School, Tufts University.



# Engaging the World

## New Book on American Negotiating Behavior

The latest volume in USIP's Cross-Cultural Negotiation series, "American Negotiating Behavior: Wheeler-Dealers, Legal Eagles, Bullies, and Preachers," offers a rich and detailed portrait of the negotiating practices of American officials. It assesses the multiple influences—cultural, institutional, historical and political—that shape how American policymakers and diplomats approach negotiations with foreign counterparts and highlights behavioral patterns that transcend the actions of individual negotiators and administrations.

Informed by discussions and interviews with more than 50 seasoned foreign and American negotiators, Richard H. Solomon and Nigel Quinney argue that four distinctive mind-sets have combined to shape U.S. negotiating practice: a businessperson's pragmatic quest for concrete results, a lawyer's attention to detail, a superpower's inclination to dictate terms and a moralizer's sense of mission.

A chapter by the eminent historian Robert Schulzinger charts the evolving relationship between U.S. presidents and their negotiators, and the volume presents a set of eight remarkably candid foreign perspectives on particular aspects of American negotiating behavior. These chapters are written by a distinguished cast of ambassadors and foreign ministers—including Gilles Andreani, Chan Heng Chee, David

Hannay, Faruk Logoglu, Lalit Mansingh, Yuri Nazarkin, Robert Schulzinger, Koji Watanabe and John Wood—some from countries allied to the United States, others from rivals or adversaries and all with illuminating stories to tell.

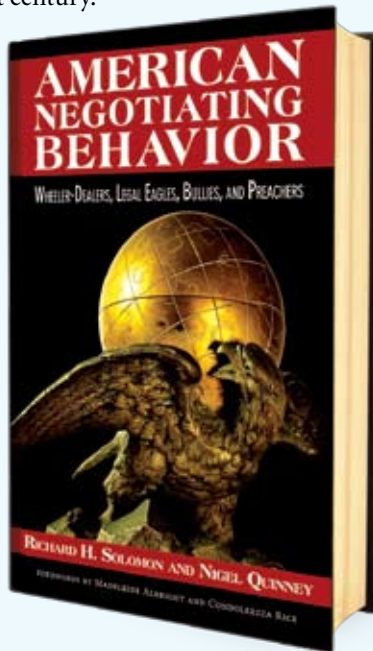
The authors examine how Americans employ time, language, enticements and pressure tactics at the negotiating table, and how they use (or neglect) the media, back channel communications and hospitality outside the formal negotiating arena. They also explore the intense interagency



*USIP President Richard H. Solomon and Nigel Quinney, co-authors of "American Negotiating Behavior."*



rivalries and congressional second-guessing that limit U.S. negotiators' freedom to maneuver, and they propose a variety of measures to enhance America's negotiating capacities to deal with the new and emerging challenges to effective diplomacy in the 21st century.



## AMERICAN NEGOTIATING BEHAVIOR

Wheeler-Dealers, Legal Eagles,  
Bullies, and Preachers

**RICHARD H. SOLOMON**  
and **NIGEL QUINNEY**

Forewords by **MADELEINE ALBRIGHT**  
and **CONDOLEEZZA RICE**

"A goldmine of useful information and ideas that can help make American negotiators—and their counterparts—more effective and the process of negotiations better understood."

— George P. Shultz,  
U.S. Secretary of State, 1982–89

**APRIL 2010 • 376 pp. • 6 x 9**  
\$22.50 (paper) • 978-1-60127-047-4  
\$55.00 (cloth) • 978-1-60127-048-1

For more information, go to:  
**bookstore.usip.org**



*Nigel Quinney and Richard H. Solomon discuss their volume.*

## Q&A with Ambassador Richard Solomon

### What inspired you to write "*American Negotiating Behavior*"?

The mandate of the Institute of Peace is to try to find nonviolent ways of dealing with international problems, and negotiating problems is a fundamental approach, a basic skill, of international conflict management. One of the shocking revelations of our study is that Americans, particularly in the view of foreigners, don't really negotiate. Because we are a superpower, our tendency often is to present a position that has come out of our government processes. So one of the things we do is try to find ways to help our government officials spend more time thinking about developing strategies and approaches to dealing with foreign counterparts.

### Why is this important, especially for today's world and for the future?

We're entering a period where negotiating, and dealing with very unfamiliar cultures, is becoming increasingly important to the promotion of our foreign interests. So, we initiated—now, almost two decades ago—a series of studies of how different governments manage negotiating, the better to prepare our own diplomats for their negotiating encounters.

Our approach to looking at the United States, and the way our diplomats negotiate actually draws on an ancient Chinese expression from the Chinese strategist Sun Tzu: "If you know your enemy and you know yourself, in a hundred battles you will be victorious." We had done all these studies of other societies, and we decided—to make Americans really effective—they needed to understand their own style and how that would affect their negotiating counterparts.

### How can American negotiating behavior become more effective in the future?

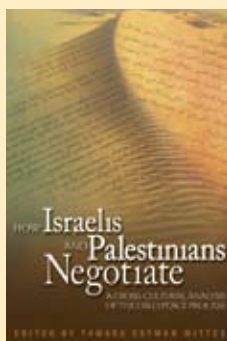
Because of the change in the global scene, with so many new countries, new international actors, that we have to deal with—we believe that American officials need much more explicit training in support of their negotiating behavior. It begins with the need to learn languages—Urdu, as one example, or Arabic, or Farsi. We need to have our diplomats spend time in these countries so that they absorb the culture. We have to develop more consensual negotiating positions so that we, in effect, speak with one official diplomatic voice.

*Watch a video of Ambassador Richard Solomon and Nigel Quinney discussing their new book: <http://www.usip.org/anb>.*



## About the Cross-Cultural Negotiation Series

In the early 1990s the United States Institute of Peace initiated a series of both conceptual and country-specific assessments on the theme of cross-cultural negotiating (CCN) behavior. In addition to the most recent volume in the series, "American Negotiating Behavior," previous volumes have explored Iranian, Chinese, Russian, North Korean, Japanese, French, German, and Israeli and Palestinian negotiating behavior. The basic assumptions that underlie the studies in the CCN series are that negotiating is the usual, if not always the preferred, technique of international problem solving, and that greater understanding of the dynamics of negotiating, greater appreciation of the cultural and institutional influences of a counterpart's behavior, and greater self-awareness will help make specific negotiating encounters more productive. This objective of making negotiations more fruitful—and thus preventing, reducing or eliminating the use of violence to settle political disputes—conforms with the Institute's congressional mandate to promote the peaceful management and resolution of international conflicts.



### CULTURE AND CONFLICT RESOLUTION

**Kevin Avruch**

*"A lucid work in simple and clear English. . . . Avruch succeeds in drawing the attention of the reader to the importance of culture as a 'tool' in the resolution of conflict. . . . A welcome addition to the growing body of literature on peace studies."*

— *International Journal on World Peace*

*"Avruch lays out a most convincing argument for the inclusion of culture as a primary element of the study of deep rooted communal conflicts."*

— *Ethnic Conflict Research Digest*

1998 • 172 pp. • 6 x 9  
\$14.95 (paper) • 978-1-87837-982-5

### HOW ISRAELIS AND PALESTINIANS NEGOTIATE

**A Cross-Cultural Analysis of the Oslo Peace Process**

**Tamara Cofman Wittes, editor**

*"This slender book deserves a robust reading. By honing in on the ideas and assumptions that the parties bring to the table, the authors have transcended the blame game. It is refreshing to find the most telling critique of the Palestinian performance penned by Dajani, and of the Israeli one by Klieman. All the contributors illuminate how a nation's history, imagined history, self-image, and image of the Other create a distinctive approach to negotiations."*

— *Foreign Affairs*

2005 • 172 pp. • 6 x 9  
\$14.95 (paper) • 978-1-92922-364-0



### NEGOTIATING ACROSS CULTURES

**International Communication in an Interdependent World, Revised Edition**

**Raymond Cohen**

*"Cohen demonstrates the dissonance that cultural differences can create in each stage of international negotiations. . . . He provides examples of miscommunication and misunderstanding between the United States (a low-context culture) and Mexico, Egypt, India, and Japan, all of which he labels high-context cultures."*

— *Peace & Change*

1997 • 320 pp. • 6 x 9  
\$19.95 (paper) • 978-1-87837-972-6

### NEGOTIATING ON THE EDGE

**North Korean Negotiating Behavior**

**Scott Snyder**

*"Outstanding Academic Book"* — *CHOICE*

*"Snyder aims to show what makes the country [North Korea] tick, not by direct study of life on the ground, but rather by charting and analysing the seemingly capricious and whimsical behaviour of the senior North Korean apparatchiks who are sent to negotiate with the West."*

— *Financial Times*

1999 • 236 pp. • 6 x 9  
\$17.50 (paper) • 978-1-87837-994





**NEGOTIATING WITH IRAN****Wrestling the Ghosts of History****John W. Limbert**

Foreword by Mark Bowden

*"Well conceived and organized, a major addition to the study of contemporary Iran, this book is compelling reading and is comprehensive in its historical and political reach. The author provides a welcome resource as the United States and other countries begin to consider expanded discussions with the Iranian leadership."*

— Nicholas Burns, Harvard University

2009 • 200 pp. • 6 x 9

\$16.95 (paper) • 978-1-60127-043-6

\$40.00 (cloth) • 978-1-60127-044-3

**CASE STUDIES IN JAPANESE  
NEGOTIATING BEHAVIOR****Michael Blaker, Paul Giarra, and Ezra Vogel**

*"The authors make a useful contribution to the study of intergovernmental negotiation. . . . The study is very well written and clearly highlights the various features of Japan's negotiating style."*

— International Peacekeeping

2005 • 172 pp. • 6 x 9

\$12.50 (paper) • 978-1-92922-310-7

**FRENCH NEGOTIATING BEHAVIOR****Dealing with La Grande Nation****Charles Cogan**

*"No American diplomat or official should henceforth be allowed to set foot on the European continent without having read, swallowed, and inwardly digested Cogan's book. Thoughtful American tourists are also strongly advised to read this distillation of a long career's wisdom and to ponder Cogan's three case studies of French diplomacy in action."*

— National Interest

2003 • 364 pp. • 6 x 9

\$17.50 (paper) • 978-1-92922-352-7

**HOW GERMANS NEGOTIATE****Logical Goals, Practical Solutions****W. R. Smyser**

*"How Germans Negotiate . . . contributes to a better understanding of the cultural foundation of German negotiation behavior in foreign relations and is at the same time a chance for Germans to become conscious about the context they are living in."*

— German Foreign  
Policy in Dialogue

2003 • 268 pp. • 6 x 9

\$17.50 (paper) • 978-1-92922-340-4

\$42.50 (cloth) • 978-1-92922-341-1

**CHINESE NEGOTIATING BEHAVIOR****Pursuing Interests Through 'Old Friends'****Richard H. Solomon**

With an essay by

**Chas. W. Freeman, Jr.**

*"An excellent study of Chinese negotiating behavior. . . . This book should be read by anyone involved in Sino-American negotiations to understand and avoid the types of problems laid out in Solomon's work."*

— International Studies Association

1999 • 224 pp. • 6 x 9

\$14.95 (paper) • 978-1-87837-986-3

**RUSSIAN NEGOTIATING BEHAVIOR****Continuity and Transition****Jerrold L. Schecter**

*"The reader will encounter impressively distilled and to-the-point aspects of the Russian experience and mindset that form the way they negotiate. . . . a wise choice for anyone with an interest in Russia."*

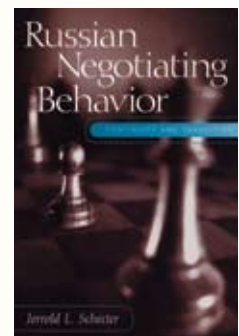
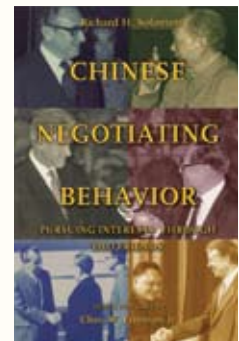
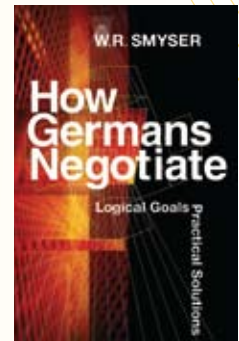
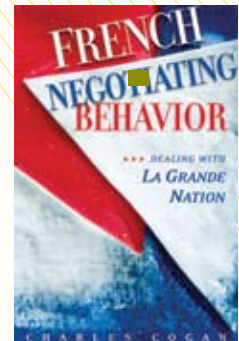
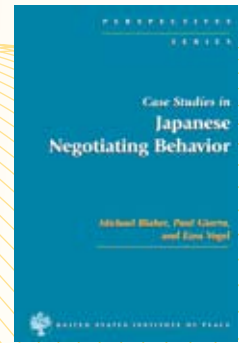
— Naval War College Review

1998 • 256 pp. • 6 x 9

\$14.95 (paper) • 978-1-87837-978-8

*"International negotiations are often regarded as the province of diplomats and official trade representatives, but they can also engage military officers. Like other negotiators, those in uniform will benefit from the growing body of scholarship being published by the U.S. Institute of Peace in its cross-cultural negotiation project."*

— Joint Force Quarterly



## Iraqi Youth's Vision of Human Rights

The Grant program recently funded Bustan Association for Children's Media Education and Culture (formerly Darstan Group for Children Media) on a project titled "Promotion of Tolerance and a Just Peace Among the Youth of Baghdad."

The project produced comic books and two short films on peace and justice; all content was developed and designed by youth. The project included training ses-

sions in schools for Iraqi youth between the ages of 12 and 17 on the United Nations Agreements on Human Rights <http://www.hrweb.org/legal/undocs.html>. Students were asked to draw an image of their perception of the agreements and human rights.

The results were astounding. The drawings capture in a raw format Iraqi youth's vision of human rights.



## Colombia



In Colombia, USIP supports Hijos e Hijas por la Memoria y Contra la Impunidad (Sons and Daughters for Memory and Against Impunity) to carry out a self-assessment and training project that will strengthen the organization and allow it to expand outward from Bogotá. The members of Hijos e Hijas first convened in 2005 as a group of young people whose parents were killed in acts of political violence. Since then, the organization has broadened its membership and worked to bring a youth-oriented perspective to national dialogue on justice and peace in Colombia. Through its USIP-funded project, Hijos e Hijas will build capacity with a series of regional training programs culminating in a national meeting. In addition to strengthening an important pro-peace organization in Colombia, this project will prepare a cadre of young people to serve as Colombia's future civil society leaders.



## USIP Grant Teaches Students Negotiation Skills



“These simulations get students to understand the world from different views and to convey their ideas articulately and with sensitivity,”

—Joyce Kaufman

A grant that Joyce Kaufman and Whittier College received from USIP in the late 1980s for developing a simulation to teach students about international issues and conflict resolution continues to educate generations of peacebuilders 20 years later.

Kaufman, director of the Scholars Program at Whittier College, located in Whittier, California, used the grant to support Whittier’s International Negotiation Project (INP), a Web-based simulation designed to educate high school students.

Her students had responded well to a simulation program she had used as a graduate student at University of Maryland, so she decided to design a program better suited for a high school setting. Begun as a Cold War era experiment for involving students in simulated international negotiations and incorporating the new Internet

medium in the classroom, the grant project was also experimental for the Institute, which then was itself quite young. The experiment paid off, as it has demonstrated it can educate generations to come.

Since the late 1980s, Kaufman has written mock scenarios in which the students participate over several weeks. At the end of the online negotiations, she brings the students together to finally meet face to face, present their positions on the “world stage” and discuss their findings.

“These simulations get students to understand the world from different views and to convey their ideas articulately and with sensitivity,” Kaufman told PeaceWatch on a recent visit to the Institute. Through the last 20 years, she’s noticed that students took great pride in these negotiations as their skills rise.

Students from across Los Angeles participate in the simulations together. Because their identities are not known beyond the “country” they represent, the students are liberated from social prejudices based on which schools they attend.

One recent simulation involved Millennium Development Goals to eliminate poverty and how countries can achieve them amid global economic recession. Her program asks students the same questions world leaders grapple with today such as, is it time to rethink the Bretton Woods globalized economic system?

At least 10 high schools on the West Coast have participated in the simulations every year for the last 20 years. By the looks of it, Kaufman will continue to reach and inspire future generations to become skilled negotiators for years to come.

## Connecting In The Classroom

USIP supports the efforts of teachers across the country. Staff recently sponsored teacher education workshops at **Jackson State University** in Jackson, Mississippi, and **Baker College** in Auburn Hills, Michigan. These programs focused on teaching faculty about current global conflicts through the lens of peacebuilding.

Institute education outreach is increasingly enhanced by using new media technologies such as Skype. With this technology, staff can easily speak to groups all over the country without the need to travel. USIP staff recently connected with instructors and students at **Henry Ford Community College** in Dearborn, Michigan; **Jamestown Community College** in Jamestown, New York; **Cerritos College** in Norwalk, California; **St. Mary’s Hall School** in San Antonio, Texas, and the **Cate School** in Carpinteria, California.

## People on the Move



### Betty Bigombe

Former USIP Senior Fellow Betty Bigombe has been awarded the Geuzen medal for 2010 from the Geuzenverzet trust. The trust honors individuals or organizations which

seek to promote democracy and oppose dictatorship, discrimination and racism. In recognizing her work, the Geuzenverzet trust said that as lead mediator in the northern Uganda conflict, Bigombe “has tirelessly played the role of peace advocate and adviser to the warring factions.” An award ceremony took place in Vlaardingen in the Netherlands on March 13, 2010.



### Virginia Bouvier

Virginia M. Bouvier was named senior program officer for Latin America in the Center for Mediation and Conflict Resolution, as the Institute puts more

emphasis on Latin America, particularly Colombia. An expert on Latin America, Bouvier is the editor of “Colombia: Building Peace in a Time of War” (USIP Press, 2009). Previously, Bouvier was with the Institute’s grant and fellowship program.



### Beth Cole

Beth Cole has become USIP’s director of inter-governmental affairs coordinating all of the Institute’s relations with federal agencies. She is

leading the efforts to support the State Department on its Quadrennial Diplomacy and Development Review. Cole’s groundbreaking work at USIP includes her development of civilian doctrine and publication of “The Guiding Principles for Stabilization and Reconstruction” with the U.S. Army’s Peacekeeping and Stability Operations Institute. In her new role, Cole is convening meetings with various agencies to build key institutional relationships.



### Kathleen Kuehnast

Kathleen Kuehnast, who has served as associate vice president of USIP’s grant program, was tapped to head USIP’s new initiative on gender and

peacebuilding. This initiative will focus additional attention on the challenges facing women in conflict zones around the world, and further address the broader issue of gender-related impacts of conflict and peacebuilding.



### Steve Riskin

Steve Riskin, senior program officer in the Institute’s grant and fellowship program, has been named to the board of directors of the Compton Founda-

tion, a California-based philanthropy that focuses most of its grantmaking in the areas of peace and security, environment and sustainability, and population and reproductive health, with a special emphasis on projects that explore the interconnections among these themes.



### David Tolbert

Former Jennings Randolph Fellow David Tolbert became president of the International Center for Transitional Justice on March 2, 2010. Tolbert moves to ICTJ

after serving as registrar for the United Nations’ Special Tribunal for Lebanon, based in The Hague, since August 2009. Tolbert previously served as U.N. assistant secretary-general and special adviser to the U.N. Assistance to the Khmer Rouge Trials. From 2004 through March 2008, he was the deputy prosecutor of the International Criminal Tribunal for the former Yugoslavia (ICTY). As a senior fellow at USIP from October 2008 through July 2009, Tolbert studied what impact international tribunals have on the peace and security of the countries over which they have jurisdiction, and how well or poorly these courts have performed in terms of meeting the goals of providing a basis for reconciliation and peace in those societies.

*Below: USIP’s president and executive VP, Richard Solomon and Tara Sonenshine (right), with Louise Arbour, president of the International Crisis Group, and Mark Schneider, director of the ICG’s D.C. outpost.*





## Headquarters Update



*Construction continues on the Great Hall at USIP Headquarters.*

As of early spring 2010, construction on the Institute's headquarters building is approximately 80 percent complete. Clark Construction has finished the exterior precast concrete façade and the exterior windows. The main glass curtainwall and the South Roof are complete, as the scaffolding in the Great Hall is being disassembled. The North Roof is done with the steel framing installed and the glass panels placed. There are 1,482 glass panes.

For the remainder of the project, the work will focus mainly on the interior spaces—office partitions and conference center fit-out; mechanical, electrical and plumbing distribution and the interior finishes.



*Former Secretary of State Madeleine Albright toured the headquarters site in March 2010.*



1200 17th Street NW, Suite 200  
Washington, DC 20036-3011  
[www.usip.org](http://www.usip.org)

Nonprofit Org.  
U.S. Postage  
PAID  
Washington, DC  
Permit No. 2806

FORWARDING SERVICE REQUESTED



UNITED STATES INSTITUTE OF PEACE

THINK | ACT | TEACH | TRAIN

# Peace

## National Peace Essay Contest 2010–11

The Institute welcomes students to participate in the 2010–11 National Peace Essay Contest! Students write essays on an assigned topic, adhering to a limit of 1,500 words.

**This year's contest topic focuses on governance, corruption and conflict. For those who want to prevent violent conflict, how can their efforts to reduce—if not eliminate—corruption contribute to building sustainable peace?**

Students in grades 9 through 12 in 50 U.S. states, territories and the District of Columbia are eligible. Essays must be received by February 1, 2011.

The first, second and third place winners will receive up to \$10,000, \$5,000 and \$2,500 in scholarship funds, respectively. Up to 53 state-level winners will receive \$1,000 and will be invited to participate in a weeklong education program and be honored at an awards banquet in Washington, D.C. For more information on eligibility and guidelines on how to enter, visit us online at [www.usip.org/npec](http://www.usip.org/npec).

