

### Upcoming Events:

- New Student Orientation – January 3-4, 2005
- Diversity Conversations Workshop, presented by Dr. Debra Nixon – January 21, 2005
- Schoolwide Luncheon – January 26, 2005
- Open House – January 28, 2005
- Residential Institute – February 12-16, 2005
- American Heart Association Heart Walk at NSU – March 5, 2005

### Inside this issue:

Faculty and Staff News	2
Student & Alumni News	3
Florence's Flag	4
From the Dean's Desk	5
Journey to Uganda	6
The Evolving Role of the Military in S. Asia	8
New Faces!	10
Farewells	11

## Planting the Seed of Nutritional Awareness

The beds have been put down, the soil has been tilled, the seeds have been planted and the Community Nutrition and Awareness Project (CNAP) Garden is flourishing on the grounds of NSU's East Campus.

The CNAP Garden got its start at NSU through a grant from the state Attorney General's office. Drs. Jim Hibel and Fran Fassman became the Principle Investigator and Associate Principle Investigator for the project.

CNAP offers a combination of practical, educational, and community development programs designed to contribute to helping individuals improve their nutritional self-reliance.



A mascot named Snappy, the CNAP Orange, has been created to help communicate the importance of nutrition to

young children. Snappy has made appearances at local libraries, churches, and schools. During her visits, Snappy engages the children in songs and games about nutrition.



CNAP recently joined forces with the Million Meals Committee. Together, these two groups, both devoted to nutritional awareness and the remediation of hunger, have formed the Community Gardens Committee.

The Community Gardens Committee will initially consist of 13 members from a variety of organizations and groups. These members will work to bring CNAP into the community through the set-up of community gardens, the facilitation of others in developing community gardens, and by providing nutritional information to a wide range of community groups.

The committee will also tie in with ongoing programs in Broward County, such as occupation skills training, youth programs, housing authority residents, after-school and summer programs, foster children programs, senior programs, faith- and community-based organizations, and food banks and pantries.

CNAP has received various media coverage since its inception. The Miami Herald devoted a full-page to CNAP in September and numerous e-bulletin articles have kept the NSU community up to date.

CNAP has come a long way since its launch in May 2004. The Garden is now listed on the Community Garden Directory of the American Community Garden Association, <http://www.communitygarden.org/links.php>, and members of the local residential community as well as the NSU community are enjoying fresh, free produce.



## Faculty and Staff News

### **Dr. Tommie Boyd, Chair for the Department of Family Therapy and Administrator of the Family Systems Health Care/Assistant Professor:**

- Awarded the 5th President's Faculty Research and Development Grant for her work in collaboration with the College of Allied Health & Nursing: Development and Evaluation of a Multi-Disciplinary Community-Based Program for People with Parkinson's Disease and their Caregivers."
- Appointed to the position of Chair for the Department of Family Therapy in September.
- Launched the first SHSS cluster cohort at NSU Educational Center sites.

**Dr. Chris Burnett, Director of the Doctoral Programs in Family Therapy/ Assistant Professor of Family Therapy,** was a speaker at the university's faculty symposium on October 21st.

### **Dr. Julia Chaitin, Assistant Professor of Conflict Resolution and Peace Studies:**

- Article entitled "Children and Grandchildren of Survivors Face the Holocaust: The Case of Paradoxical Relevance" was published in *Children in War*, May 2004.
- Co-authored an article for *Psychiatry* magazine on the long-term psychosocial effects of unprecedented nuclear attacks on the victims of Hiroshima and Nagasaki.
- Co-authored a book entitled, *A Study of Palestinian and Israeli Environmental NGOs 2000-2001*.
- Presented a workshop entitled: Please Tell Me Your Life Story on July 19<sup>th</sup> and 20<sup>th</sup>.
- Is in the process of planning for the upcoming International Course and Conference "Dialog and Personal Stories: Brining People and Cultures Together," co-sponsored by DCAR and the TRT in July 2005.

**Dr. Pat Cole, Associate Professor of Family Therapy and Family Business,** has launched a new research project on Divorced Couples in Family Business. This is a collaborative effort between Nova

Southeastern University and Barry University. Kit Johnson, Ph.D. is the co-researcher and faculty member from Barry. In October, Dr. Cole and Dr. Johnson presented the initial phase of their project at the Family Firm Institute's annual conference in Boston.

**Dr. Mark Davidheiser, Assistant Professor of Conflict Resolution and Anthropology,** attended the ACR conference in California in September and has been working on a special group focused on Africa with fellow faculty and students.

**Dr. Fran Fassman, Associate Principal Investigator for the Community Nutrition Awareness Project,** has joined forces with the Million Meals Committee to form a Community Gardens Committee.

**Dr. Douglas Flemons, Director of Brief Therapy Institute and NSU Student Counselling/Professor of Family Therapy,** published *Spinning Warm Stories: The Whole-hearted Scholarship of Arthur Bochner in the American Communication Journal*. He was also honored at the Employee Anniversary Luncheon for his 15 years of service to NSU.

**Dr. Alexia Georgakopoulos, Assistant Professor of Conflict Resolution and Communication,** presented "Speak and Deliver with Confidence: A Public Speaking Workshop" on July 17<sup>th</sup> and 18<sup>th</sup>.

**Dr. Shelley Green, Associate Professor of Family Therapy,** presented a workshop entitled "Moral Integrity vs. Moralizing: Relational Sex Therapy" at the annual conference of the American Association for Marriage and Family Therapy in Atlanta, GA, September 1-14. She has recently been selected as Book Reviews Editor for the Journal of Marital and Family Therapy and named to the editorial board of the Journal of Feminist Family Therapy.

**Dr. Susanne Marshall, Program Director, Master of Arts in Cross-disciplinary Studies and Special Assistant to the Dean for Academic**

**Affairs,** was appointed to the position of Special Assistant to the Dean for Academic Affairs in September. She is also the administrative organizer for the upcoming International Course and Conference "Dialog and Personal Stories: Bringing People and Cultures Together" co-sponsored by DCAR and the TRT.

**Dr. Judith McKay, Chair of the Department of Conflict Analysis and Resolution and Assistant Professor of Conflict Resolution and Community Studies,** co-presented with DCAR students at the Florida Dispute Resolution Center Conference in Orlando, "Adaptive Mediation: Considering Culture in the Design and Implementation of Mediation Models, Strategies & Techniques" on August 28<sup>th</sup>.

### **Dr. Debra Nixon, Assistant Professor of Family Therapy/Advisor for SHSS Student Association,**

- Contributed a chapter to *Voices of Color: First-Person Accounts of Ethnic Minority Therapists*, the first book to address the training, academic and professional experiences of ethnic minority therapists. Nixon contributed the book's eighth chapter, "Toward a Liberation Pedagogy: Creating a Safe Environment for Diversity Conversations in the Classroom."
- Presented at Diversity Conversations: Creating a Redemptive Atmosphere workshop on May 22<sup>nd</sup>.
- Traveled to Masaka, Uganda (Africa) from August 11-25<sup>th</sup> to attend a Regional Workshop for Counselors sponsored by the Uganda Counselling Association (UCA) as part of a facilitation team that gave presentations on various issues in counseling.

**Dr. Anne Heron Rambo, Associate Professor of Family Therapy,** presented "Bully- Proofing Our Schools What Every Educator Needs to Know" on May 7<sup>th</sup> at Violence Intervention and Contract Negotiation in Schools, Three proven approaches for

*Faculty and Staff News Con't on page 3.*

*Continued from p. 2*

Administrators, Faculty, and Staff Conference.

**Dr. Marcia Sweedler, Assistant Professor of Conflict Analysis and Resolution**, was appointed as the Associate Chair of the Department of Conflict Analysis and Resolution.

**Dr. Hamdesa Tusso, Associate Professor of Conflict Resolution and Sociology**, completed a comprehensive report regarding the peace process to resolve the conflict within the OLF leadership. He has also been working on a special group focused on Africa with fellow faculty and students.

**Dr. Honggang Yang, Dean of the Graduate School of Humanities and Social Sciences**, attended the 2004 Conference of the Coalition of Urban and Metropolitan Universities (CUMU) at Pace University in early October. He also attended the 18<sup>th</sup> Annual Asian Association of Open Universities (AAOU) and Distance Learning Conference on November 27-30 in Shanghai, China.

**Keandra Fulton** was promoted from Administrative Assistant for DCAR to Marketing Coordinator.

**Melissa Hara** was promoted from marketing coordinator to Assistant Director of Student Recruitment and Program Initiatives.

**Daniela Sciarrotta** was honored at the Employee Anniversary Luncheon for her five years of service at NSU.

**Cody W. Smith**, was the keynote speaker at NSU's "A Light of Hope" event celebrating World AIDS Day on December 1<sup>st</sup>.

**Lisa Wallen** was recently promoted from a work-study position to Administrative Assistant for the Office of Student Affairs and Services on September 1<sup>st</sup>.

---

## Student and Alumni News

**Annette Engler (DCAR)** has joined the core team of the Human Dignity and Humiliation Studies, a network of concerned academics and practitioners committed to reducing – and ultimately helping to eliminate – destructive disrespect and humiliating practices all over the world.

**Lisa Gilliam (DCAR)** released a gospel/spoken word CD entitled Past to Present on October 22nd.

**Robert Keller (DCAR)** worked with Dr. Tusso on editing a comprehensive report regarding the peace process to resolve the conflict within the OLF leadership. He also utilized his computer skills in the design of the website and structure of the document itself.

**Bini Litwin (DCAR)** presented a paper at the ACAR conference in Sacramento, CA on September 30th titled: A Conceptual Framework for a Multi-Factor, Multi-Level Analysis of Workplace Conflict: Theoretical Implications and Strategies for Resolving Workplace Conflict.

**Mamane Moussa, (DCAR)** was accepted to an internship program in humanitarian assistance at the United Nation in New York.

**Austin Onuoha (DCAR)**

- Wrote a book entitled "From Conflict to Collaboration: Building Peace in Nigeria's Oil-producing Communities." The book is due in the market November 2004.
- Was invited by the German Government and GKKE to present a paper at the conference "Hot Spot Nigeria" in April 2004. The paper he delivered was titled: Utilizing Political Dialogue as a Mechanism for Conflict Transformation.
- Was invited in April by the West African Network for Peacebuilding to conduct training for conflict monitors for West Africa. This project was sponsored by Bread for the World, Misereor, and Catholic Relief Services.

**Joshia Osamba (DCAR)** worked with Dr. Tusso on editing a comprehensive report regarding the peace process to resolve the conflict within the OLF leadership.

**Steven Hawkins (DCAR)** will be the leader of a workshop in a facilitation technique involving interactive theatre techniques in Monteverde, Costa Rica on April 4-8, 2005.

**The following students recently defended their dissertations:**

- **Jeff Krepps (DFT):** Identifying Interpretative Repertoires: How Therapists at a Sexual Assault Treatment Center Make Sense of their Work and the Clients They Work With– June 28
- **Mary Hale Haniff (DFT):** Transforming the Meta Model of NLP to Enhance the Listening Skills of Postmodern Family Therapists – September 15
- **Ilana Nativ (DFT):** People with Disabilities: Their Sense of Mastery – November 5
- **Kymerly Muskat (DFT):** The Experiences of Participants in Online Support Groups for Anxiety: A Qualitative Study – November 23
- **Susan Posada (DFT):** Adjusting to Motherhood: Postpartum Experience in Context – December 2
- **Kathy Gross (DCAR):** Feminine Epistemology of Workplace Power: A Postmodern Exploration of Androcentric Instruction and Gynocentric Construction – October 16

**Natasha Rider (DCAR Alumna)** recently became the Public Relations Manager at The Mint Museums in Charlotte, NC. For more information on the museum you can visit the website: [www.mintmuseum.org](http://www.mintmuseum.org).

## Florence's Flag

By: Ann H. Page, M.S., NSU alumna

For the past 15 years my employer has published a nationally renowned magazine called *Dancer* magazine. This year he added a cheerleading magazine and educational video games for both cheerleaders and dancers. Hence, a few weeks ago I found myself in Baltimore, MD attending one of the largest cheerleading competitions in the country to roll out and demonstrate the prototype for the new video games.

After setting up our booth I found myself walking around the massive convention center floor wondering what I was doing there. I have been an avid dancer and dance lover all my life, but I never considered myself a fan of cheerleading competition. Suddenly I was struck by a most unusual sight. I came upon a booth decorated with multiple American flags. It was so different from anything else there that I stopped to chat with the man who was setting up the booth, a Mr. Skip Pulcrano the Coach of a team named ShoreCheer from Neptune City, N.J.

We had an instant rapport. "Yes", he told me they are a cheerleading team, but that is secondary to what they really do." "First" he said they are a peace seeking community service group and secondly they are a cheerleading team." I started leafing through the scrapbooks on his table. Page after page of newspaper clippings, the New York Times, the Washington Post, it was endless. This past September 11<sup>th</sup>, via United Press International (UPI) their photo was splashed on the front page of 5,000 newspapers world wide to document their annual 1,000 mile journey visiting all three 9-11 attack sites. On September 10<sup>th</sup> the girls lead America by performing a memorial service at Ground Zero as each girl proudly waves an American flag. Still carrying their flags, the girls continue on a 300 mile trek to Shanksville, Pennsylvania and the sight of the crash of Flight 93 where they again perform a memorial service in memory of those who have been slain.

From Shanksville, the cheerleaders continue on to the Pentagon, where they proudly display their star-spangled banners. In addition to flying their American flags, this year they also flew a Russian flag at all three sights. The girls then proceeded to the Russian Embassy, where they presented both flags together as a tribute to the over three hundred victims of the massacre at the Number One Middle School in Beslin.

ShoreCheer cheerleaders have distinguished themselves as world peace seekers. They have visited over sixty embassies, talking peace and delivering to diplomats their message of better understanding between nations. They have done seven performances and peace presentations at the Embassy of China. They have gained access to the Cuban Mission and the Russian Embassy, two of the world's most secure and inaccessible facilities. They have also performed at the Israel Embassy, promoting peace in the Middle East. They have twice made presentations at the United Nations and are the only athletic group ever to perform, make a presentation and be honored in the UN General Assembly Building.

Yet, this is just a fragment of the patriotic peace promoting community service that these 30 girls from New Jersey accomplish annually. Skip showed me pages upon pages of commendations and accolades for these girls from the President on down. He told me their gym is lined with shelves of trophies for the many competitions they have won. ShoreCheer is presently the National Team and Program of the Year for 2004-2005 and American's Number One Cheerleading Program, but Skip emphasizes he teaches them the importance of what is in their heart and how many people they have helped.

This conversation made me think about one of my heroines, Florence Ross who earned her PhD. in International Peace Studies from NSU's School of Humanities and Social Sciences at the age of 81 (4 years ago). She is a consummate educator, a lover of people world-wide and a Messenger of Peace. I told Skip about Florence's many accomplishments and what an inspiration she is to me and others. He listened intently while I spoke and asked me to be sure to visit him again at the conclusion of the convention.

Finally, after seeing 1200 noisy cheerleaders compete, after demonstrating our educational video game to hundreds upon hundreds of little girls, after breaking down our booth I was exhausted. Then I remembered Skip's invitation. I rushed around the corner to thankfully find him still there. As I approached his booth he reached out and handed me an American Flag neatly folded into a tri-corner bundle. "Ann" he said, "the girls and I would like you to present this flag to Florence Ross when you go home. We have talked about her at length and we believe she is a great American. We are honored to present this flag to her. She is a role model and a mentor to young girls everywhere." He wrote down every site where the flag had flown – All three anniversaries of 911 at Ground Zero, the Pentagon, Shanksville, Pennsylvania, the crash of Flight 93, the WW II Memorial, the Vietnam Memorial, Arlington National Cemetery, the Quecreek Mine Rescue, Montoursville, Penn, TWA Flight 800, the Korean War Memorial, Gettysburg, the Christmas Tribute in Washington, D.C., and Valley Forge. I know Florence has received hundreds of accolades in her life, but the joy in her face when I presented her with that flag is a memory I will hold in my heart forever. I understand Florence plans to present this flag to NSU's Institute of Peacemaking Elders

My devotion to NSU comes as an alumnus of the Class of 2000. I earned my undergraduate degree in Legal Studies after completing NSU's Study Abroad Program in Cambridge, England. I went on to earn my Master of Science degree in Human Resources Management with distinction in Labor Relations at the New York Institute of Technology (NSU). I am a life time member of Delta Mu Delta National Honor Society and the Associate Director of *Dancer Magazine* and *Cheerleading, Dance and Drill Magazine*.

## From the Dean's Desk

### Dear SHSS Students and Alumni,

Happy New Year to everyone! The winter trimester has begun, and I would like to extend a sincere welcome to all new and returning students. I will continue to hold office hours every Wednesday from 4:30 p.m. to 6:00 p.m. In addition, I am also available for individual appointments. If you should need to make such an appointment, please contact my assistant Ann Zomerfeld via email at [zomerfel@nsu.nova.edu](mailto:zomerfel@nsu.nova.edu) or 1-800-541-6682 extension 3048.

In this issue you will find terrific stories and news at SHSS. One of the prominent potential transitions is the proposed reorganization between SHSS and CPS. President Ray Ferrero, Jr. announced

this past summer that a potential merger might take place. At the time of this printing, no final announcement has been made. We look forward to hearing what the President's decision is. Thank you for your patience and support as we await the decision. Whether or not the reorganization occurs, SHSS will continue to build on the foundation of academic excellence and innovation.

I would like to acknowledge the Advisory Board for their support of SHSS:

Carmen Ayala, Jeremy Ring, Florence Ross, Joan Kovac, and Pat Cole (faculty representative).

We greatly appreciate the dedication of these colleagues and friends.

The New Year promises to be one filled with dynamic and progressive advancement. We will continue to build an inclusive learning community.



**Have a wonderful winter trimester!**

**Dean Honggang Yang**

## SHSS ACTIVITIES AND PROGRAM EVENTS HIGHLIGHTS

The **Residential Mediation Program** is ready to begin its second semester of operation at NSU. Setup and directed by students in the Department of Conflict Analysis and Resolution (DCAR) at the Graduate School of Humanities and Social Sciences (SHSS), the program is provided through the Residential Life and Housing Office and supported by the Department of Student Affairs and the Department of Conflict Analysis and Resolution's Campus Conflict Resolution Service.

The program was setup and organized during the 2004 summer months and began mediating residence hall based conflicts in September 2004. The NSU Residential Mediation Program offers conflict resolution assistance in a safe and confidential setting to residential students living in the NSU residence halls on main campus. As trained impartial and neutral third party conflict resolution facilitators, our volunteer staff assists with communicating issues and needs, determining interests, generating options and developing an agreeable understanding to resolve the conflict, which can support and enhance residents' relationships. The program also provides an educational component to residents, providing them with an opportunity to learn or enhance their dispute resolution skills.

The **first SHSS cluster cohort** was launched this September. The M.S. program in Family Therapy is the first to move from residential offerings to various NSU Educational Center sites: Jacksonville, Orlando, and Tampa. With the use of compressed video, this program utilizes a hybrid model of connecting students from various locations and placing the professor in each of these sites once every third week.

A **Marriage and Family Therapy (MFT) Supervision course** was held on November 5. Presenters included Tommie Boyd, Ph.D., LMFT, president-elect of the FAMFT and Chair of the Department of Family Therapy at the Graduate School of Humanities and Social Sciences and AnnaLynn Schooley, Ph.D., LMFT, an adjunct professor at the Graduate School of Humanities and Social Sciences. The five-hour comprehensive course covered current supervision literature, ethical and legal issues that arise in clinical supervision, supervision contracts, cultural, gender and socioeconomic issues, and current standards and the role of the approved supervisor.

# Journey to Uganda: An Interview with Dr. Debra Nixon



Dr. Debra Nixon

*Dr. Debra Nixon, a professor in the Department of Family Therapy at the Graduate School of Humanities and Social Sciences at Nova Southeastern University, visited Uganda, Africa during August of 2004. Below is my conversation with her about her journey.*

**Lauren Hill: Dr. Nixon, why did you travel to Uganda, Africa?**

Debra Nixon: I was invited by the Uganda Counselling Association; for the past 3 years American mental health professionals and missionaries have been traveling there to assist with training mental health professionals. This year, I was invited as the first family therapist presenter. My activities included lecturing at Makerere University (in capital city, Kampala) visiting local girls schools, churches, orphanages, and a pregnancy crisis center.

**LH: What is the Uganda Counseling Association?**

DN: It is a relatively new association, about four years old. Ruth Senyonyi the President and founder of the association invited me to Uganda. Ruth introduced a broader understanding of counseling to the country as a profession. Because of her dedication to the field she has shown the mental health profession in Uganda that counseling can be beneficial in many areas and not limited to HIV and AIDS counseling

**LH: How long were you in Uganda?**

DN: I was in Uganda from August 11-25, 2004.

**LH: How did you prepare for your roles as lecturer and facilitator in a foreign country?**

DN: I like that question, because while I was being invited to share my knowledge and experiences as a professor-practitioner I was, indeed, the “foreigner.” So I began thinking about how I could be respectful of their knowledge and their ways to doing therapy. So the first step was a mental one. Secondly, I simply drew upon my training and the “lecturing” that I do each week in our program. Honestly, I could not wait for the opportunity to “practice what I preached” to students each week. I knew that I would be dealing with individuals who, more than likely, looked at the world differently from me. So I was especially mindful of that difference and sought to be curious about everything, and it worked!



**LH: What concepts did you introduce in your workshops for the mediators in Uganda?**

DN: My segment of the workshop centered on the “person of the therapist.” The aspects of my presentation that seemed to raise the most interest were the idea of the client as the expert and the abundance (40%) of resource that clients bring to the therapeutic endeavor. During the Q &A, many participants commented on how new that was for them and that “they thought they were the experts.” One priest in particular was quite comical as he reflected on what that meant, but quickly added that it made sense to him. Part of their intrigue with this concept, too, was that their training (based on my understanding) seemed to be informed more by traditional/modern psychological thought as opposed to the non-traditional postmodern ideas that I was presenting. Even with this difference in approach, I was careful to be respectful of their “knowledges”



and offered mine as “one” way of being with clients.

**LH: What do you attribute to their response to your approach to working with clients?**

DN: My first words when I got up to speak were “You guys will have to help me,” because you know about what you do each day better than I do. In short, I started my presentation inviting them to bring their “expertise” into the workshop. So I think that by starting this way, made it easier for them to listen openly to a perspective “foreign” to their own. Listening openly, they could see some value in my approach. This was especially true about the resources of clients. In their experiences they have seen how many people overcome great trauma in their lives—so it makes sense to them.

**LH: In addition to your experiences as a lecturer and facilitator in Uganda, what did you gain from the trip?**

DN: I gained an appreciation of conveniences that I take for granted like clean drinking water. But I also learned to appreciate fresh, tasty, non-fattening foods. It’s interesting that I ate as much as and as often as I usually eat, but I lost weight. Of course, I could not wait to get my hands on a potato chip. Seriously, I also gained an appreciation for this peoples’ resilience. I felt proud knowing that my people held from a people as this. With this planted in my brain, I gained an appreciation for what African Americans have endured. The transformation of family and culture was massive for us. I gained a sense of connectedness, as I was vigilant in my

search for commonalities between the Ugandans and African Americans. I found many and that for me was like really going home...this visit also help to augment my own sense of purpose and that for me is an ongoing journey. But it wasn’t until I returned here that I could appreciate what I had done during my brief stay. I realized that I had contributed—given back something to a land/people that has been stripped of so many of its resources—natural and human.

**LH: What was the most unique thing that happened to you during your travels?**

DN: I was given an African name, Nanyombi, and adopted into a native family of Uganda. It is a common practice in Uganda, perhaps Africa, for families to adopt individuals they are fond of into their families.

**LH: What does Nanyombi mean?**

DN: My name Nanyombi can be separated into two parts. “Nan” means female and “Yombi” signifies the name of the tribe to which I belong. Everyone in the “Yombi” tribe has “Yombi” at the end of their names. Other tribes have other endings to represent their own tribes. For example, one of the other American counselors, Sabrina Black has the name “Nanbooze.” “Booze” is the tribe that she was adopted into. I loved being introduced by my African name; it made me feel even more a part of a culture that in so many ways is like the one in which I grew up. Whenever, Ruth would introduce me as Nanyombi, it never failed that everyone would smile/laugh and someone would come up to me afterwards and hug me and tell me that I was their sister.

**LH: Did you learn anything during the trip that you can apply to your professional life?**

DN: Respectfulness. Now that is not a new concept for me, in fact is the cornerstone of our profession. But I

have never witnessed it as I did with the people of Uganda (or Muganda is the name for the people). Such graciousness and consideration I will never forget. They taught me or rather showed me a few things about what it means to honor someone else. Many people would greet me by saying, “Welcome home,” and I loved it. But I must also acknowledge that for many of them, I was *not* home, but you could not tell that by the way they accepted me. That’s what I mean by graciousness.

**LH: What did you learn from your experiences in Africa?**

DN: That I have been well trained in my field and that what I teach is more than theory and more than a lens, it works for life. My trip was my proof that I have embodied what it means to accept someone else’s reality, without judgment. Since my return, I feel even more whole or integrated as I train our students to gain their own sense of “being” family therapists and not just practicing family therapy.

**LH: Do you have any plans to return Africa?**

DN: Yes, I will be going back to Africa soon. I have already been invited back to be a visiting professor at Makerere University and Uganda Christian University. I also established other contacts with local orphanages, girl schools, and women’s shelters - all of which have extended to me another invitation to come back.



# The Evolving Role of the Military in South Asia: From National Security to Conflict Mitigation and Management, Democratic Development and Nation Building

**By: Ram Thapaliya, Ph.D. Student in DCAR**

Cold War crises have been characterized by interstate and usually linear conflicts where vital interests (national and political objectives) were most often at stake. There was usually a high probability of war and the threat of altering a crisis with the use of nuclear weapons. Post-Cold War conflicts, on the other hand, are more likely to have core values at stake (such as religious values) and to have sub-state and even non-state actors as key parties to the conflict. These conflicts are also likely to have outside parties taking an active interest in preventing or ending crises.

Many of these conflicts are enabled and fuelled by the disintegration of traditional states and their failure to effectively distribute increasingly scarce resources to populations in need. This disintegration is often speeded by sub- and non-state actors such as separatists, international

criminal organizations and terrorist groups that challenge the legitimacy of governments. The sources of today's conflicts encompass a wide variety of objectives and motivating factors including radical political ideology, ethnic and religious conflict, religious extremism, crime, and the proliferation of private armies and weapons of mass destruction. Other factors that have not usually contributed to more traditional crises include overpopulation, refugee migration and the rise of mid-size powers and alliances that have begun to challenge the traditional authority of larger regional and global powers.

A key difference between Cold War and post-Cold War conflict mitigation and management involves the use and evolving roles of the military. While the main role of the military forces is

to fight and win wars, due to the increased complexity of conflicts, forces are increasingly being called upon to participate in operations other than war. During the Cold War, states used their military forces to prevent and resolve crises through readiness (as a coercive force and to signal a state's willingness to use force if necessary to achieve its objectives) and through actual deployment and use of force. Post-Cold War conflicts, on the other hand, have seen the role of the military greatly expanded in conflict mitigation and management, including restoring civil society and other forms of nation building. Military forces are increasingly being called upon to participate in peace-keeping, peace enforcement, humanitarian assistance, and police functions that include rebuilding civil society.



South Asia, particularly India and Pakistan, was central to much of the inter-play between the former Soviet Union and the United States during the Cold War period. As in many other parts of the world, development and other types of assistance, including military assistance, were provided to buy allegiance and partnership in a particular alliance, and so most military forces engaged only infrequently in open conflict and then, mostly in support of a particular Cold War (India and Pakistan) position or regional expansionism (India in Sri Lanka). Several South Asian countries, particularly India and Pakistan, used their Cold War allegiances as an opportunity to build their military strength for defense against each other's expansionist tendencies.

For the most part, military forces in South Asia were engaged in traditional security roles during the Cold War, such as protecting national borders (India and Pakistan, India and China, India and Bangladesh), and maintaining internal security, including fighting separatist movements (arguably a traditional security function because of its focus on protecting the integrity of the nation-state). Military forces were also, however, engaged in expansionism (Indian support for the Tamil movement in Sri Lanka, followed later by Indian support to the Sri Lankan government against the Tamil guerillas), as well as taking on overall responsibility for another nation's security (India exercises military and foreign policy authority for Bhutan.). Some countries also provided mercenaries to serve in foreign armies (Nepalese *Gurkha* soldiers, who are not part of the Nepalese army, are hired to fight in the Indian and British armies).

The role of military forces in South Asia has evolved in much the same way as in the rest of the world following the end of the Cold War (except for in Afghanistan, where there is need for a national army to provide the stability essential to rehabilitation and construction, and to fight crime and terrorism). Following the end of the Cold War, the role of military forces in the region expanded to include peace-keeping, maintaining internal stability (Pakistan), anti-terrorism, fighting insurgencies (Sri Lanka, India, Pakistan, Nepal), intervening to assist another country prevent an overthrow of its government (India helped prevent a coup in the Maldives, for instance), and fighting trans-border human and drug trafficking and other types of crime.

In many ways, South Asia is a conflict laboratory, because it faces many current and potential crises. Military forces in South Asia will need to develop and change to meet both traditional and emerging types of crises. There are several reasons why South Asia is of particular interest and why a study of the changing role of the military can inform the international discussion on what role militaries can and should play in the post-Cold War world.

- In the post-Cold War period, with the role of the military expanding beyond traditional security responsibilities to include humanitarian assistance, peace-keeping, peace enforcement policing and civil society development, should its role also include democratic development and nation building?

- Is this an appropriate role for the military? Increasingly, does the military have a choice to be engaged in such activities or not?
- If the military is to be involved in post-conflict democratic development and nation building, what role if any should the military have in other stages of conflict mitigation and management (negotiation of peace agreements, implementation and enforcement of agreements, demobilization, reintegration, rehabilitation and confidence building)?
- If the military engages more strategically and regularly in democratic development and nation building, as well as in other stages of conflict mitigation and management, what are the implications for democracy, and the role of elected representatives?

It has an extraordinary concentration of democratic governments. Because of five of the seven members of the South Asian Association for Regional Cooperation are functioning democracies. India is the largest democracy in the world and. Bhutan has never been a democracy, while Pakistan is arguably a struggling democracy. It is facing many of the same state, sub-state and transnational issues that failed and failing states around the world are being confronted with (religious and ethnic conflict, cross-border crime, poverty and vast income disparities, population and environment pressures), all of which threaten the survival and further development of South Asian democracies. Additionally, budgetary allocations to the military are increasing throughout South Asia, which means that so is military strength. There is an increased need to define (even limit) the role of the military to prevent military forces from overtaking democratic progress.

## New Faces at SHSS!



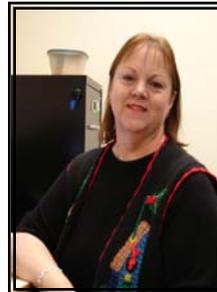
**Mark Davidheiser, Ph.D.**, joined SHSS for the Fall Semester as an Assistant Professor of Conflict Resolution and Anthropology. He holds a doctorate in Socio-Cultural Anthropology from the University of Florida, where he also received a master's degree in Anthropology with a concentration in Conflict Resolution. Dr. Davidheiser has done work in a community mediation center, with Native Americans and conducted research in Gambia, West Africa.



**Jean-Mathieu Essoh Essis, Ph.D.** is an Assistant Professor of Conflict Resolution and Public Policy. He is from Cote d'Ivoire on Africa's west coast where he has done extensive work in administrative affairs with local governments and the Ministry of State. He holds a Master of Arts in Public Management from Ecole Nationale d'Administration, Abidjan, Cote d'Ivoire, and a Ph.D. in Public Policy from George Mason University, where he was a Fulbright Fellow and a Graduate Research Fellow in Public Policy.



**Lauren Hill** joined SHSS on August 23rd as Communications Services Coordinator. She will be a part of the SHSS marketing team. Lauren is a graduate of Florida State University where she earned a Bachelor of Arts degree in English and a minor in Communications and is currently pursuing her M.B.A. at NSU.



**Karen Kaestner** joined SHSS as DCAR Practicum Coordinator on December 13th. She previously worked at HPD as an Academic Support Coordinator. She has a B.A. from Sam Houston State University in Home Economics/English as well as a M.Ed. in Education/Vocational Education.



**John P. Linstroth, Ph.D.**, joined SHSS for the Fall Semester as an Assistant Professor of Conflict Resolution and Anthropology. He holds a doctorate from the University of Oxford, received a Master of Arts in Social Anthropology from Florida State University and a bachelor's degree in Political Science and Spanish from the College of the Holy Cross. Dr. Linstroth taught previously at Florida Atlantic and Lynn universities.



**Kavel McLean** began her position as Internship Coordinator on August 30th. She is a graduate of Cornell University where she received a Bachelor of Science degree in Human Development and Family Studies.



**Jusef Mustipher** joined SHSS on September 28th as Technology Assistant. He has a strong technical background ranging from network administration, system operations analysis; help desk/desktop support, and troubleshooting for application and PC hardware.



**Ann Zomerfeld** came to SHSS on November 8th as the Assistant to the Dean's Office. Prior to the new position, Ann worked in the President's Office as an Executive Office Assistant for two years. Ann has a Bachelor of Science degree in Business from the University of Montana and is currently pursuing her M.B.A. at NSU.

**Adam Matheson** began his work study position on November 8. He is managing and updating the marketing team's database. Adam is currently pursuing his M.B.A. at NSU.

Join us in welcoming our new colleagues, we are delighted to have them join the SHSS family. Each person brings to the school a new perspective and energy that we embrace. Their presence here will be an asset in many ways and we look forward to working closely with each new member in the future.



Graduate School of  
Humanities and Social Sciences

3301 College Avenue  
Fort Lauderdale, FL 33314  
Phone: 954-262-3000  
Fax: 954-262-3968  
Email: shss@nsu.nova.edu

**We're on the Web!**

**[shss.nova.edu](http://shss.nova.edu)**

Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; telephone number 404-679-4501) to award bachelor's, master's educational specialist and doctoral degrees.

NSU admits students of any race, color, religion or creed, sex, pregnancy, national or ethnic origin, nondisqualifying disability, age, ancestry, marital status, sexual orientation, unfavorable discharge from the military, status as a disabled veteran, or political beliefs and activities generally accorded or made available to students at NSU and does not discriminate in the administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school administered programs.

The Graduate School of Humanities and Social Sciences (SHSS) offers interdisciplinary programs in conflict analysis & resolution, family therapy, cross-disciplinary studies, college student personnel, peace studies, family studies, health care conflict resolution, family systems healthcare, advanced family systems, and joint programs with the Criminal Justice Institute, the S. Broad Law Center, and the College of Allied Health and Nursing. SHSS is also a home of the two academic journals: "Peace and Conflict Studies," and "The Qualitative Report." For more information about SHSS, visit the website at: <http://shss.nova.edu> or us call (954) 262-3000.

## SHSS Farewells



**Amanda Myrick's** last day as Assistant Director of Student Recruitment and Program Initiatives was on October 14th. Amanda will be joining NSU's West Palm Beach Student Educational Center as Assistant Director of Program Development. We wish her luck in her new position!

**Yanick Bernard** left her position as Assistant to the Academic Affairs Office on January 7th. Yanick also served as Program Coordinator for the Department of Family Therapy during her time at SHSS. We wish her the best of luck as she completes her undergraduate degree at NSU and applies to graduate programs.