



**Ohio Peace and Conflict Studies Network
Higher Education Webinar Series
2019 – 2020**

**Webinars Scheduled for 2019
(Last Updated November 5, 2019, 10:25AM)**

1. (12:00 PM – 13:00 PM EST, November 19, 2019) **Conflict Resolution Models for Student Conduct, Cultivating Belonging, *Denison University***
2. (12:00 PM – 13:00 PM, December 10th, 2019) **Study Abroad as Peace Pedagogy, *Kent State University***
3. (12:00 PM – 13:00 PM EST, January 16, 2020) **Developing a Peace and Conflict Studies Program using Multidisciplinary Courses and Team-teaching, *Bowling Green State University***
4. (1:00 PM – 2:00 PM EST, January 23, 2020) **Making Peace and Conflict Studies Whole: Adding Civil Resistance to the Mix, *International Center for Nonviolent Conflict***
5. (12:00 PM – 13:00 EST, February 20, 2020) **The Place of Dialogue in Peace and Conflict Studies, *University of Dayton***
6. (15:00 – 16:00 EST, February 27, 2020) **A Need for Critical Peace Education: Information Warfare, the Current Struggle Between Democracy and Autocracy, *University of Toledo***
7. (16:00 – 17:00 EST, March 12, 2020) **The Lion and Lamb Peace Arts Center: Teaching Peace Through Literature and the Arts, *Bluffton College***
8. (12:00 – 13:00 EST, March 17, 2020) **Community Mediation Centers: Expanding Opportunities for Colleges and Communities, *National Association for Community Mediation and Oberlin College***

9. (17:00 – 18:00 EST, April 15, 2020) **A New Social Justice Hero: The Marketer**, *Wilmington College*

10. (11:00 AM – 12:00 EST, April 23, 2020) **First Use of Nuclear Weapons: Key Issues for Educators in Understanding the Atomic Bombings of Hiroshima and Nagasaki, August 6 and 9, 1945**, *Wilmington College*

11.

12. (8:00 - 9:00 EST, May 6, 2020) **Conflict Transformation & Storytelling**, *University of Akron*

Details

1. 12:00 PM – 13:00 PM EST, November 19, 2019

Conflict Resolution Models for Student Conduct, Cultivating Belonging

Denison University

Student conduct work has historically approached individual and organizational conflict through administrative intervention, a transactional approach with limited opportunities for dialogue, healing, and community input. As alternatives emerge to address conflict while promoting peace, and increased attention has been given to restorative and socially responsive practices in conflict resolution, Denison University has built an innovative and inclusive model that provides students with a range of informal and formal means of resolving conflict. In the conflict resolution model, emphasis is placed on restorative practices, including mediation, restorative justice, and direct referrals. This shift empowers students to participate in the resolution process and centers community building and healing as outcomes of conflict resolution. While the “numbers,” including recidivism, indicate a marked difference resulting from this transition, participants’ narratives further illuminate the power of Denison’s approach. Students feel empowered to bring forward instances of discord and harm to voluntarily participate in their resolution. The conflict resolution practices complement Denison’s emphasis on community building, mentoring, and dialogue through difference, and encourage community members to cultivate belonging through listening, accountability, grace, and forgiveness. This session will explore the implementation, practices, and assessment of college student conflict resolution practices.

Presenter: Dr. Léna Crain is Associate Dean of Students at Denison University, where she built Denison’s nationally recognized collegiate conflict resolution program centered on community building and dialogue through difference. Crain is a frequent trainer and speaker on conflict resolution, skill building, and restorative justice. She recently served as Faculty Fellow for the ASCA Gehring Academy’s Advanced Restorative Justice track. She received her BA from Baldwin-Wallace College, MS from Oklahoma State University, and Ph.D. from the University of Maryland.

2. 12:00 – 13:00 PM, December 10th, 2019

Study Abroad as Peace Pedagogy

Kent State University

Peace pedagogy is a normative approach to teaching and learning that aims to reduce violence in all its forms. To best understand peace pedagogy, one must understand the full spectrum of violence that affects the world. In positive peace theory, violence indicates more than direct physical harm; rather, violence constitutes any situation where systemic, societal, economic, political, or interpersonal factors affect the ability of a person to live with comprehensive human dignity. Study abroad as peace pedagogy can be an applied approach to the framework outlined above. Study abroad as peace pedagogy uses the platform of educational travel and experiential learning in a cross cultural setting as an introduction to the moral-political methods of peace education. At the core of study abroad as peace pedagogy rests themes of anti-racism and cultural humility that combat the post-colonial framework of international relations. Consistent with the five primary foci of peace education, study abroad as peace pedagogy manifests in relevant ways within a contemporary context. This webinar will introduce the framework of peace pedagogy and the application of study abroad as peace pedagogy.

Presenter: Sarah Schmidt is the Assistant Director of Global Education Initiatives at Kent State University at Stark. Her master's degree is from American University in Ethics, Peace, and Global Affairs with a concentration in human rights and Islamic political movements. Sarah's current area of research includes peace education and peace pedagogy. She is a PhD candidate in Cultural Foundations of Education at Kent State University.

Webinars Scheduled for 2020

3. 12:00 PM – 13:00 PM, EST, January 16, 2020

Developing a Peace and Conflict Studies (PACS) Program using Multidisciplinary courses and team-teaching

Bowling Green State University

In 2008, BGSU created a required multidisciplinary, team-taught course called Peace and Cultural Legacies of the Nuclear Age as a way to build interest in the Peace and Conflict Studies program and collaboration among PACS faculty members. The course and program have evolved through many personnel and institutional changes. Combined with short-term study abroad, this has been an effective way to stabilize and strengthen the PACS program, and we present it as a model others might adapt to their own situations.

Presenter: Marc Simon is an Associate Professor in the Department of Political Science, and the Coordinator of the Peace and Conflict Studies program at Bowling Green State University. He teaches courses on international relations, foreign policy, peace studies, and conflict resolution. His research examines war and political violence, nonviolence, conflict resolution, and environmental policy. He has published articles in *International Studies Quarterly*, *the Journal of Conflict Resolution*, and *the Journal of Peace Research*.

4. 13:00 PM - 14:00 EST, January 23rd

Making Peace and Conflict Studies Whole: Adding Civil Resistance to the Mix

International Center for Nonviolent Conflict

There are times when diplomacy, dialogue, mediation, and conflict prevention efforts are not sufficient by themselves to win rights, freedom, and justice. Recent research also documents that nonviolent civil resistance campaigns are more effective than just using “normal institutional channels” such as elections, lobbying, and litigation, one-off mass protests, or violent rebellions whenever undemocratic power elites dominate a country’s economic and political life. This has been shown to be true in dictatorships, authoritarian societies, and in formal or backsliding democracies. Can peace and conflict studies programs be complete without exploring civil resistance movements and strategies? What resources are available to faculty members wanting to learn about and teach civil resistance? This workshop will share the many free academic resources available from the International Center on Nonviolent Conflict to peace and conflict studies faculty.

Presenter: Dr. Steve Chase, Manager of Academic Initiatives, International Center on Nonviolent Conflict is a long-time activist, educator, and writer. He was an editor at South End Press for many years, the founding director of Antioch University’s master’s training program in Advocacy for Social Justice and Sustainability, and is currently the Manager of Academic Initiatives for the International Center on Nonviolent Conflict (INCN), a Washington, D.C.-based educational foundation that promotes the study and use of civil resistance strategies through supporting innovative research, education, and publishing programs.

5. 12:00 – 13:00 EST, February 20, 2020

The Place of Dialogue in Peace and Conflict Studies

University of Dayton

Colleges, schools, and communities increasingly rely on dialogue as a method to bring together people from diverse backgrounds and discern differences in perspectives. The University of Dayton has recently opened a Dialogue Zone in its main library, while the Human Rights Center has supported dialogues on sustainability, gun violence, and the legacy of war in Vietnam and Bosnia-Herzegovina. In this webinar, Dr. Morrow will briefly introduce the various formats and philosophies for dialogue, and explain how dialogue complements more traditional academic programming at schools and universities. Key concepts to be discussed include: the notion of appreciative inquiry; the art of asking questions; and the importance of providing training for dialogue facilitators.

Presenter: Dr. Paul Morrow is the John M. Meagher Human Rights Fellow in the Human Rights Center at the University of Dayton. He received his Ph.D. in Philosophy from Vanderbilt University in 2014. His book *Unconscionable Crimes: How Norms Explain and Constrain Mass Atrocities* will be published by MIT Press next year. In addition to research and teaching, Dr. Morrow is a trained dialogue facilitator, with experience in the U.S. and the Netherlands in the technique known as appreciative inquiry.

6. 15:00 - 16:00 EST, February 27, 2020

A Need for Critical Peace Education: Information Warfare, the Current Struggle Between Democracy and Autocracy

University of Toledo

In recent years there has been a global attack on democratic nations from autocratic, authoritarian forces. With a few exceptions (e.g., Russian aggression against Ukraine), this attack is not on the level of military force. It is being conducted through the use of information warfare. Information warfare has emerged as a primary type of war, which has dislodged armed military force as the primary means of pursuing political aims. It is waged through propaganda distribution systems in order to capture and control the minds of populations. Its primary goals are polarization, division, destabilization and control. The purpose of this webinar is to explore the nature of information warfare as attempts to determine the public space of discourse necessary for democratic deliberation. The counter measure is critical peace education devoted to educating future citizens with the capacity to construct to engage in the critical scrutiny of propaganda.

Presenter: Dale T. Snauwaert, Ph.D. is Professor of Philosophy of Education and Peace Studies, Co-Director of the Graduate Certificate Program in the Foundations of Peace Education and the Undergraduate Minor in Peace Studies in the Department of Educational Foundations and Leadership, Judith Herb College of Education, The University of Toledo, USA. He is the Founding Editor of *In Factis Pax: Online Journal of Peace Education and Social Justice*. He is the author of *Democracy, Education, and Governance: A Developmental Conception* (SUNY Press, 1993), and with Fuad Al-Daraweesh, the co-author of *Human Rights Education Beyond Universalism and Relativism: A Relational Hermeneutic for Global Justice* (Palgrave MacMillan, 2015).

7. 16:00 – 17:00 EST, March 12, 2020

The Lion and Lamb Peace Arts Center: Teaching Peace Through Literature and the Arts
Bluffton College

Louise will share about her work at The Lion and Lamb Peace Arts Center with students, kindergarten through undergraduates and adults, as well as incarcerated youth and people recovering from addictions by incorporating literature, music, art and “all appropriate means” as stated in the mission statement. Picture books and art provide a foundation for conversations about peace and justice, cultural understanding and nonviolent responses to conflict. Violence is reframed to discuss peace; tolerance is reframed to promote acceptance. State-mandated bully prevention initiatives in public schools can be reframed to address topics of kindness, respect and accepting differences. Rationale for this approach and recommended books for audiences of all ages will be included with the opportunity to explore settings for effective use of art and literature.

Presenter: Louise Matthews is the Director of The Lion and Lamb Peace Arts Center of Bluffton University. She received an associates degree from Hesston College, Hesston, Kansas and a bachelor's degree in elementary education K-8 from Bluffton University. Louise taught in several school systems before she began teaching her five children at home, taking advantage of resources and programs through The Lion and Lamb when it began in 1987. Louise began her service as director of the center in 2004. Her Anabaptist peace heritage lays a solid foundation for her efforts at the center, informing her passion for connecting readers of all ages with the power of literature and art for addressing issues of peace and justice in the world around us.

8. 12:00 – 13:00 EST, March 17, 2020

Community Mediation Centers: Expanding Opportunities for Colleges and Communities
National Association for Community Mediation and Oberlin College

Institutions of Higher Education have an opportunity to serve as an incubator for establishing centers for community mediation and to nourish communities that have an established community mediation center (CMCs). CMCs provide unique opportunities for students of conflict management and peace studies to explore the dynamics of relationships and conflict that exist in their local communities. CMCs services are provided by volunteer mediators, offering students opportunities to become volunteer mediators and practice the skills, processes and theories introduced in the classroom. There is no substitute for mediating actual conflict, and CMCs provide opportunities to practice with experienced community mediators. This experience provides excellent opportunities for service-based learning. For example, volunteer mediators could gain experience by assisting in training student peer mediators in schools or working with jail inmates to be peer mediators in prisons. Opportunities may also exist to partner on programming to facilitate dialogue and address campus conflict. The development of a successful CMC requires 1) Partnership with a variety of entities and campus offices to ensure ongoing case referrals, 2) Recruitment and training a diverse and skilled roster of volunteer mediators, and 3) Successfully securing ongoing funding. Often academic programs with a focus in conflict resolution, peace and justice, or law develop CMCs to further their experiential learning, community service, and applied research goals. Join this webinar to learn about national models and learn about Oberlin's campus mediation work.

Presenters: D.G. Mawn, M.A.,J.D., The National Association for Community Mediation;
Kimberly Jackson Davidson, Y.B. Center for Dialogue, Oberlin College

Mr. Mawn is the current President of the National Association for Community Mediation. As President Mr. Mawn supports the efforts of NAFCM to amplify the voice, aggregate the wisdom and advance the work of community mediation across the continent. Since 2014, he has guided the NAFCM Learning Community, which is funded through the JAMS Foundation. The areas of focus have included: veterans, law enforcement, immigrants, foster care, and the aging population. Mr. Mawn also serves as senior consultant through Intuitive Synergies LLC in Louisville, Kentucky. He co-developed Cultural Intuitiveness™ process and he is presently conducting a systems assessment of the State of Indiana's Substance Abuse Prevention system design and program implementation, and working with local communities to strengthen their ability to create safe and healthy communities.

Kimberly Jackson Davidson is the director of the Yeworkwha Belachew Center for Dialogue (YBCD) and the ombudsperson for Oberlin College. Davidson served as a volunteer mediator and facilitator with the YBCD from the fall of 2001 until she accepted her current position in the fall of 2016. Davidson earned a B.A. in English Literature from Spelman College in 1986 and a M.A. from the University of Wisconsin-Madison in African Literature in 1991. In addition to Social Justice Mediation and Facilitation training (2001 and 2005) Davidson is trained as a conflict coach and uses the CINERGY Conflict Management model. Davidson and facilitates communities in dialogue about divisive topics using the Essential Partners' Reflective Structured Dialogue model.

9. 17:00 – 18:00 PM, EST, April 15th, 2020

A New Social Justice Hero: The Marketer

Wilmington College

Gone are the days when it was the responsibility of politicians, educators, and authors to lead social justice movements. Enter a new hero: The Marketer. With increasing frequency we are seeing businesses small and large attacking issues of social justice head-on. Corporate Social Responsibility has become more of an imperative than a choice, and it is often the marketer that is called upon to create buzz to illuminate any acts of social injustice. Nike, Procter and Gamble, and TOMS are just a few of the companies sticking their corporate necks out there for the greater good. In this webinar we will explore examples of this new hero leading us to the path of social change.

Presenter: Sue Lucas is an Assistant Professor of Marketing, Wilmington College and Founder: The Multicultural Marketer. As an alum of the same college, Sue also has and M.B.A. from Tiffin University. With a focus on the Quaker value of Equality, she brings issues of social justice and peace into daily lectures on the subject. Sue is also a professional speaker that is sought after in her field, providing keynote addresses and seminars on the subject of marketing and its role in the world of activism. Often going by the title "The Multicultural Marketer", Sue works to enlighten others on the intersection of marketing and multiculturalism.

10. 11:00 – 12:00 EST, April 23, 2020

First Use of Nuclear Weapons: Key Issues for Educators in Understanding the Atomic Bombings of Hiroshima and Nagasaki, August 6 and 9, 1945

Wilmington College

This seminar highlights recent scholarship in regard to the first use of nuclear weapons in Hiroshima and Nagasaki and the key issues that U.S. political and military leaders faced at the time of determining first use. This webinar explains how the decision-making process to use atomic weapons in Hiroshima and Nagasaki shapes current "First Use" and "No First Use" nuclear weapons policies.

Presenter: Dr. Tanya Maus is the director of the Peace Resource Center and Quaker Heritage Center at Wilmington College. She holds a PhD from the University of Chicago specializing in modern Japanese Japan history and has taught university courses on the atomic bombings of Hiroshima and Nagasaki for the past 11 years. Currently, Dr. Maus directs the Peace Resource Center at Wilmington College, one of the most extensive archives of historical materials focusing on the Japanese experience of nuclear war and the subsequent global nuclear disarmament movement within the United States.

11. 12:00 – 13:00 EST, April 24, 2020

Why Our Peace/Conflict Studies Programs Matter: Taking a Look at the Lasting Impact on Students

Cuyahoga Community College

Within the past three years Cuyahoga Community College (Tri-C) has conducted two simple studies looking at the student experience and lasting impact of our courses and program in Conflict Resolution and Peace Studies on our students. The first study was conducted via online

survey in the summer of 2017, and was sent to approximately 230 students who had completed any of the courses in our program over the previous 7 years. The intent of this initiative was solicit feedback on the value of the courses, and gain insight into how the courses and/or program impacted the student. The second, more informal study, was conducted in the summer of 2019, and specifically focused on students who had successfully completed all three of our core courses. The data gathered for this study was primarily done through in-person and phone interviews. The feedback from both these initiatives overwhelmingly supported the notion that student who participate in and successfully complete our courses learn important skills and knowledge that has lasting value in their personal and professional lives. This webinar will share key learnings/takeaways from these studies, provide suggestions on how to design similar studies tailored to your program(s), and discuss limitations and other opportunities for further research and assessment.

Presenter: Tyler Olson is the Program manager for Conflict Resolution and Peace Studies Certificate Program at Cuyahoga Community College. He is also a professor in the program and conducts some training and consulting for small organizations in the greater Cleveland area. Ty was born and raised in the Pacific Northwest (Oregon and Washington States) and Ty relocated to the Cleveland area in 2013, to work at Tri-C. He holds a Master's degree in Conflict Resolution from Portland State University, and is a fifth year Doctoral student in Antioch University's Leadership and Change program. From 2007 to 2009 he lived and worked in Honduras, Central America, which prompted his interest in doing conflict resolution, conflict transformation, and leadership development work.

12. 8:00 – 9:00 EST, May 6, 2020

Conflict Transformation & Storytelling

University of Akron

The University of Akron has used storytelling in multiple ways. This webinar will briefly highlight the ways the University of Akron has used storytelling and conclude by sharing how to use story circles. Story Circles are one of the ways the University of Akron has most often integrated storytelling into their work.

Presenters: Carolyn Behrman & Bill Lyons

