



***Virtual* International Conference on Conflict Resolution Education**
Transforming Conflict and Crisis to Justice and Hope: An Initiative for Peacebuilders

Main Conference November 6 - 7, 2020
Student Led Pre-Conference – October 30 – Nov. 1, 2020

(90-Minute) Workshops November 6 – 7, 2020
(Last updated October 11, 2020)

All registered participants will have access to the recorded workshops, keynotes and events if they are unable to join us for the live sessions. The list below is a sample of the 90-minute workshops that will be offered.

Friday, November 6th, 11:00 – 12:30PM

Resources for Researching and Teaching Civil Resistance

Come for a refresher on major research findings about the effectiveness and dynamics of social movements using nonviolent civil resistance strategies and tactics. Stay for a presentation on the many resources available from the International Center on Nonviolent Conflict for researching and teaching the theory, history, and practice of civil resistance and its impact around the world. Time will be reserved for questions, answers, and discussion.

Presenter: Steve Chase, Manager of Academic Initiatives at the International Center on Nonviolent Conflict

Audience Focus: College/University Faculty

Fundamental Listening Training in Conflict Management

Most communication training is geared toward honing one's speaking abilities, but little if any formal training in listening is part of a curriculum. In this workshop, fundamental listening concepts, styles, types, and processes are explained and applied to conflict management situations. Self-report inventories and goal setting plans to become a better listener are included and applied to conflict management situations, such as dyadic conflict management and mediation.

Presenter: Gwen A. Hullman, Associate Professor, Chair, Department of Communication Studies, Ashland University

Audience Focus: Faculty at Colleges/Universities, Community Organizations

Post-WWII Peacebuilding and Institutions: 75 Years of Impacts: Student Research Panel

The European Recovery Plan (Marshall Plan) and associated post World War II peacebuilding efforts have left a lasting impact on the international system. This panel looks at how decisions and agreements reached in the post-war period have impacted the development of the current international order. The panel developed out of a collaboration with the George C. Marshall International Center to understand the role that the post-war period played in developing modern political institutions and the current controversies about these institutions. The panel looks at post war reconciliation efforts in Austria and Germany as well as the changing nature of NATO and the UN, two important international institutions with roots in the post-war period. It also looks at the Marshall Plan itself as case of international mediation. The panel is part of a larger research project to look at post war

peacebuilding from its historical roots to its modern implementation. The project and panel seek to identify lessons learned that can be applied to modern peacebuilding.

Presenters: Dr. Julie Shedd and Graduate Students, Jimmy and Rosalynn Carter School for Peace and Conflict Resolution

Audience Focus: Faculty, Staff, Students, Administrators at Colleges/Universities

Take Ten's Take Heart initiative: Formerly incarcerated men mentor youth at risk

Take Ten, a long proven curriculum of conflict resolution education, has developed a new program-Take Heart. Research has shown that the youth in the community who are hardest to reach and who are most likely to be in the school-to-prison pipeline are least likely to be influenced by stereotypical youth mentors. At the same time, many communities are missing adult male role models for these youth due largely to the system of mass incarceration in the U.S. Take Heart puts together these populations in a way that creates growth, redirection, positive development and community engagement for both populations. Youth involved in violence and other forms of acting out that result in incarceration best respond to mentors who can relate to them; formerly incarcerated men seek community engagement but are often turned away. Take Heart brings these groups together, trains the mentors in restorative justice, and creates individual mentoring relationships.

Presenter: Ellen Kyes, Director and Michael Williams, Deputy Director for Mentoring, University of Notre Dame, Take Ten-Take Heart

Audience Focus: Youth workers, youth, community builders and organizers, formerly incarcerated individuals, educators, corrections staff

Friday, November 6th, 3:30PM – 5:00PM

Facing Gun Violence: It is Always Close to Home for Someone

This workshop will look at how the Dayton, Ohio community worked to develop collective healing projects after the tragic mass shooting in August of 2019. As part of the healing process, stories of gun violence were collected and developed into a book. The community also had to develop creative virtual ways to enable collective healing including a virtual production of some of the stories. This presentation will focus on creative ways to engage communities using technology.

Presenters: Katherine R. Rowell, Sinclair Community College; Kevin Kelly, Director Dayton International Peace Museum

Audience Focus: College/University Faculty, Staff, Students, Administrators, Community Organizations, Secondary Schools

Building and Utilizing a Conflict Resolution Toolbox

Conflict is a natural part of life for everyone. In this interactive workshop, we'll explore best practices for teaching and implementing conflict resolution in a school setting. Conflict resolution is a set of skills that can be broken down and specifically taught through interactive lessons, empowering our students (and colleagues) with a set of tools in their toolbox. We'll begin with theory, context and mindset, then focus on developing our practice and application of a conflict resolution curriculum. Utilizing a lens of restorative practices and modes of authority, we'll also explore our impact on students based on how we respond when they face challenges. Conflict is an opportunity for them to learn and grow. Going through a process of restorative practices and conflict resolution, the result can be transformative. Come with questions, scenarios to explore, and a willingness to engage with others through activities and dialogue.

Presenter: Christel Greiner Butchart, Director of Peaceful Schools NC, Carolina Friends School; Rachel Anderson, North Carolina Friends School

Audience Focus: Educators in Schools (Primary/Secondary Level)

Applying Dimensions of National Culture to Conflict and Peacebuilding

In an increasingly connected world, intercultural understanding and global citizenship are paramount to peacebuilding. One popular analogy for culture, the "iceberg," depicts that culture is vast, complex, and largely situated below the "waterline" of observation. Just as collisions between icebergs happen below the waterline,

conflicts related to culture happen primarily between the most deeply held values and expectations. Despite this, discussion of national cultures is often omitted in peace studies and conflict transformation practice. In this session, participants will examine models of national cultural dimensions to understand how culture connects to conflict and peacebuilding. Using cultural foundations to contextualize conflict, this session will help to explain where cultural expectations come from and what to expect when navigating new cultures and working toward peacebuilding. The workshop will include tools for cultural awareness and strategies for addressing intercultural conflict, drawing from scholarly research in the field of applied cultural psychology.

Presenter: Léna Crain, Associate Dean of Students, Denison University

Audience Focus: *Faculty/Students at Colleges/Universities, Community Organizations*

Saturday, November 7th, 10:00 AM – 11:30 AM

Conflict Cartography - Overcoming Narrative Compression as a Form of SGBV Prevention

Sexual and gender-based violence (SGBV), as it is being framed in conflict resolution education, is not inclusive of the sexual¹, *our* lived experiences,² and, gender diversity³. Simply, the nuances of SGBV have seemingly been *theorized away*. This incomplete frame is symptomatic of narrative compression. This contributes to the erasure of personal (sexual; emotional) and exploitative (commercial; colonial) conditions of SGBV in critical efforts to explain and redress violence. Collaborative-conflict-mapping is one tool at *our* disposal to overcome the reductive frames of SGBV, as it allows *us* to actively engage with a topic and explore nuances in a dialectic process with others. In this workshop, participants will apply mapping -as a group process- to analyze the case-study of *sexual exploitation and criminalization of youth in the U.S.* In this way participants will advance analytical skills and contribute to the evolution of meaning of SGBV. This is preventative, proactive, and powerful.

Presenter: Bonnie Ann Cooper, George Mason University, Carter School for Peace and Conflict Resolution, University of Malta, Centre for the Study and Practice of Conflict Resolution

Audience Focus: *General*

Leading Community Conversations for Community Social Justice Reform

This workshop will bring the experiences of practitioners in leading community conversations about social justice and police reform in local communities grappling with complicated issues with the limitations of the COVID-19 pandemic. The workshop leader has partnered with local school districts, governments, and community groups in the Washington, DC area using a variety of working groups, review processes and community engagement processes. The workshop will also provide a space for practitioners of all experience levels to reflect on their experiences with these processes.

Presenter: Dr. Julie Shedd, Jimmy and Rosalynn Carter School for Peace and Conflict Resolution

Audience Focus: *General*

Study Abroad as Peace Pedagogy

Peace pedagogy is a normative approach to teaching and learning that aims to reduce violence in all its forms through liberatory methods. With relevancy in international education, peace and conflict studies, study abroad as peace pedagogy connects the dots between the shared values and normative approaches of these two emergent disciplines. Much can be done in terms of critical applications of peace theories in international education programs. What I will attempt to offer is an applied approach to international education that takes the values of peace and conflict theory, with a particular focus on positive peace theory, and implements them through study abroad programs. This session will utilize the tools of peace pedagogy through experiential and praxis-based

¹ Eriksson Baaz, M. & Stern, M. (2018) Curious erasures: the sexual in wartime sexual violence, *International Feminist Journal of Politics*, 20:3, 295-314, DOI: 10.1080/14616742.2018.1459197

² Pryer, A. (2009). Cat Got Your Tongue? Escaping Narrative Erasure In *Academe Educational Insights*, 13(3).
<http://www.ccfi.educ.ubc.ca/publication/insights/v13n03/articles/pryer/index.html>

³ McLeod, L., & O'Reilly, M. (2019). Critical peace and conflict studies: feminist interventions. *Peacebuilding*, 7(2), 127–145.
<https://doi.org/10.1080/21647259.2019.1588457>

methods to draw participants attention to the nexus of peace theory and international education to highlight its relevance in the field of education abroad.

Presenter: Sarah Schmidt, Assistant Director, Global Education Initiatives; PhD Candidate, Cultural Foundations of Education, Kent State University

Audience Focus: Faculty at Colleges/Universities

Saturday, November 7th, 12:30 AM – 2:00 PM

Discover Diplomacy Simulation: International Migration Crisis

Join Global Ties Akron as you participate in this simulation on migration designed by the National Museum of American Diplomacy as part of their Education Program to connects high school and college students with the world of American diplomacy with the goal of increasing their understanding of diplomacy and inspiring them to be involved in foreign affairs. In this hypothetical simulation, students will take on the roles of key stakeholders as they negotiate a diplomatic resolution to the current crisis and the factors that led to it. The exercise will develop skills in critical thinking, collaboration, problem-solving, persuasive communication, and global competence.

Simulation Scenario: The country of Budan has passed a law forbidding the Rubits, a minority group, to worship according to their traditions. The Rubits have long been subject to societal and institutional discrimination, but the new law and an increase in violent incidents have led to rising tensions between the Rubits and the Budanese government. Thousands of Rubits have crossed the border into neighboring Gilbia. Unable to access accounts in Budan and often without passports, most of these Rubits are unable to travel further. They are now residing in a large makeshift camp near the Budan-Gilbia border. Sympathetic to the Rubits, the Gilbian government has allowed them to remain and provided some basic assistance, but Gilbia does not have the resources to care for the growing number of people leaving Budan and settling in the camp. It has asked for a meeting with Budan, the United States, the United Nations High Commission for Refugees, and the Association for Refugees and Minorities to discuss the issue.

Presenter: Michelle Wilson, Executive Director, Global Ties Akron

Audience Focus: College/University Faculty, Students; High School Students and Educators

Conflict Coaching: Working Through the Conflict

The workshop will go over skills and tactics a person can use when working with others in a one-on-one setting to allow a person facing a conflict to have clarity and direction. This training will help explain how to utilize skills such as active and empathetic listening in order to understand the person in conflict. Additionally, the training will go over how to help a person have a chance to reflect on what is going on by talking through their situation and help them generating their own ideas on how to handle their conflict. Finally, the training will discuss how to give the person a chance to test out the generated ideas to see what plan would be best in resolving their situation with the limitations present.

Presenters: Tracy Callahan, Mediation Advocate; Victoria Niles, Jail Diversion Specialist , Cleveland Mediation Center

Audience Focus: General

The Domestic Harmonizer Program: The Intersection Between Peace and Academics in Middle Schools

The session is geared towards all educators who want to learn about an innovative program that integrates academic projects in science, social studies, math, English, and art with peace education through the creation of an unique middle school program developed in 2016 by the Whitaker Peace & Development Initiative, a non-profit organization founded in 2012 by artist, social activist, and UNESCO Special Envoy for Peace and Reconciliation, Forest Whitaker.

Presenters: Monya Kian, Program Director, Karen DeVoogd, CRE Trainer, Briana Hinga, Independent Evaluator, Whitaker Peace & Development Initiative

Audience Focus: Educators, Administrators, Researchers, Students

