



Middlebury

Toolkit:
Integrating Conflict Transformation
at Middlebury Schools Abroad

(April 2024 Version)

Executive Summary

This toolkit is a curated resource that provides guidance and information to support Schools Abroad as they integrate Conflict Transformation (CT) into various aspects of programming: courses, excursions, research, internships, exchanges, guest speakers, and more.

Study abroad goals include advancing language acquisition, encouraging cultural immersion, and fostering engagement with the local community. Conflict Transformation can act as both a tool and a vehicle for addressing these goals. As a tool, CT encourages students to look at local conflicts and engage with the history and lived experiences of the communities in which they are immersed. As a vehicle, CT can act as a framework for responding to the discomfort inherent to time spent abroad in an unfamiliar culture and/or language. Conflict has been and always will be part of the human experience. Conflict Transformation sees conflict as an opportunity for growth. This view allows us to reach a deeper understanding of ourselves, others, and the contexts in which we operate.

This toolkit is designed to help directors, staff, and professors at Middlebury Schools Abroad incorporate the **three core CT learning goals** into student activities and experiences abroad.

- ***New Understanding of Conflict:*** conflict is not just destructive. Constructive conflict can deepen relationships and advance social change.
- ***Skills to Understand Self and Others:*** to constructively engage in conflict, we need to understand ourselves and others in the contexts in which we act.
- ***Commitment to Act:*** transforming conflict involves a commitment to carefully designed engagement at some level - interpersonal, institutional, or structural.

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I. Introduction

Meet the Author

Hello! My name is Agnes Stinson Roche. I am a current Middlebury College student in my final year as a Political Science and French double major. I am spending this semester as a CT Fellow at the International Programs and Off-Campus Study Office where I work on CT programming at Schools Abroad. I spent a semester with the Middlebury School in France at Sciences Po in Bordeaux, attended Middlebury Language School, and was fortunate to spend a summer as a CT intern at the Centre Madeleine in Paris.



I am what many people call a ‘third culture kid’. My social, formal, and language educations have varied cultural roots informed by the international communities I was a part of growing up overseas as the daughter of international development workers. In learning about Conflict Transformation, I saw clearly what I had experienced in my own international education and intercultural living: the conflict inherent to intercultural existence allows for growth in so many ways.

Not knowing a language is what pushes us to learn new vocabulary. Making a cultural misstep is what shines a light on how the new, unfamiliar culture we are faced with operates. The conflicts inherent to new, and many times uncomfortable, experiences can be transformative in that they can teach. While they can lead to retrenchment and defensiveness, they can also foster empathy and humility, grow understanding of ourselves and others, and enable deeper, more productive connection. Cultural and language immersion is living, breathing Conflict Transformation. I am excited to support CT programming abroad!

Toolkit Purpose

This toolkit was started during my CT internship at the School in France and we have spent the past semester expanding it. It provides background information and academic resources, as well as best and emerging practices at the Schools Abroad that have incorporated CT.

This is not meant to act as the definitive text on CT at Middlebury or at the Schools Abroad. Instead, it should serve as both inspiration and resource repository. This is a living document. Through detailed instructional and exemplative material, we are sharing work so that we all benefit. As you conceive, design, and implement Conflict Transformation programming – courses, excursions, research, internships, guest speakers, and more – we want your tools to be added here.

Excursions provide sustained and in-depth engagement with a variety of local partners and stakeholders in conflict. Examples at Schools in Argentina, Japan, Puerto Rico, and Uruguay encourage nuanced understanding of systemic injustices and promote meaningful cultural immersion. **Research assistantships** at the Schools in Cameroon, Germany, and Morocco have allowed students to incorporate CT into their professional, academic, and linguistic portfolios. **CT content courses** such as those in Cameroon and France are valuable settings for high-level conflict analysis using the CT framework. **CT writing and culture courses** in Argentina and Uruguay provide students with a better understanding of their host country and allow space for students to reflect on how they engage across difference. **Documenting** CT, using language acquisition as a tool for advancing understanding (School in Japan) and creating cross-institutional **exchanges** (School in Brazil) are more examples of the CT work being done at the Schools Abroad. Finally, **academic internships** are emerging as a crucial point of intervention for incorporating transformative perspectives in cultural immersion. More details on the above projects are available in Section III.

II. Conflict Transformation

What is Conflict Transformation?

“Conflict Transformation is to envision and respond to the ebb and flow of social conflict as life-giving opportunities for creating constructive change processes that reduce violence, increase justice in direct interaction and social structures, and respond to real-life problems in human relationships.”

John Paul Lederach, *The Little Book of Conflict Transformation*, 2003.

John Paul Lederach is a pioneer in Conflict Transformation, working in the field as a conflict mediator and as an academic of Conflict Transformation. He is also a member of the Davis Collaborative External Advisory Board.

Taking on a transformative view of conflict accepts and embraces the fact that conflict is a natural and inevitable part of human relationships. The idea that change and growth are byproducts of conflict reinforces the notion that conflict is not to be avoided or resolved, but rather used as a tool to “keep relationships and social structures dynamically responsive to human needs” (Lederach, 2003). Conflict happens at the interpersonal, organizational, community, national, and international level.

There are distinct areas where Conflict Transformation emerges in the study abroad experience:

- **Examining conflict in other contexts:** students learn about unfamiliar conflicts from new perspectives.
- **Cultural Immersion:** students adopt a positive orientation towards conflict by leaning into the discomfort and discord inherent in immersion.
- **Language Acquisition:** students approach difference with curiosity and openness, growing the group of people with whom they can communicate.

Conflict Transformation at Middlebury

The Middlebury College [Davis Collaborative in Conflict Transformation](#) is a \$25M, 7-year initiative to incorporate programming, research, instruction, and exploration of Conflict Transformation (CT) at Middlebury's various sites of teaching and learning, including the CV Starr Schools Abroad.

Middlebury structures its three core CT learning goals (noted in the Executive Summary) around engaging/improving certain **Knowledge, Skills, and Dispositions**.



Some of the knowledge, skills, and dispositions are more apparent in culturally and linguistically immersive settings:

- **Contextual Knowledge:** understanding the host culture and local conflicts
- **Critical Self-Awareness:** understanding your own culture and how it informs your reactions to – and engagement with – conflict
- **Intercultural Competence:** curiosity and risk-taking are important for anyone living abroad

Why CT at Middlebury Schools Abroad?

Through culturally immersive learning and language acquisition, students are challenged to improve their intercultural communication and curious listening that helps us approach the conflicts we encounter – while abroad and beyond – with openness and a view towards progress.¹

As noted, there are distinct areas where Conflict Transformation emerges in the study abroad experience:

- Examining conflict in other contexts
- Cultural Immersion
- Language Acquisition

Exploring CT while abroad allows us to understand diverse forms of conflict in the cultural, political, and geographic settings in which we are immersed.² Our Middlebury Schools Abroad foster transformative approaches to and understanding of conflict at many levels – the intrapersonal, interpersonal, organizational, community, national, and international. They do so by allowing students to hone their communicative practices, both through language acquisition and cultural immersion.

Examining Conflict in Other Contexts

Conflict Transformation starts with contextual knowledge. Studying abroad offers both formal instruction and informal exposure to historical and present-day conflicts that are different from ones students experience and learn about in the United States and/or their country of origin.

In addition, local professors, host families, internship supervisors, local news and social media offer perspectives on conflicts that students may have never encountered before. When students learn about different conflicts – or gain perspectives on conflicts they are already familiar with – they can better understand the complex dynamics of those

conflicts (who are the actors, what is the history, and whose values have shaped the conflict). This knowledge allows for more holistic analysis.

Cultural Immersion

All Middlebury Abroad programs promote cultural immersion, which builds our capacity to communicate across and exist within difference. At the same time, it is an experience ripe for conflict. Living in a different culture forces students to confront different views on race, gender, nationality, body types, and more. Students engage in student-teacher relationships that are wholly unfamiliar. They socialize with peers in new ways. These experiences allow for growth. Students may come to challenge former assumptions, form new habits, and view relationships and interactions differently. Immersion in an unfamiliar cultural context, within the structure of a study abroad program that encourages students to lean into difference, allows them to explore the very essence of Conflict Transformation: that episodes of conflict are part of the human experience *and* that they are motors of change and opportunities for growth.

Language Acquisition

Language immersion builds our communicative practices, teaching us to engage across difference. The goal of learning a language in a new culture positions students to approach difference with eagerness and curiosity. Language acquisition includes moments of incomprehension and incomprehensibility – students are outsiders in their new linguistic environment. But they are also pushed to have a positive outlook on the mini-conflicts that make up day-to-day life in an immersive setting. Language mistakes and communication trial and error is how they learn and grow. When students are open to these challenges they become well-positioned to learn even more about the transformative possibilities of conflict. Students engaged in language learning are also committing the simple but powerful act of expanding the number of people with whom they can communicate, thus growing their global literacy and their capacity for understanding and transformation.

III. Schools Abroad CT Projects 2022-2023

Below are brief descriptions of CT projects at 7 of the Schools Abroad. We chose these to highlight different possible activities. The project descriptions include assigned CT readings, stakeholder engagement, student reflections, and more.

Excursion: School in Puerto Rico

Students at the School in Puerto Rico traveled to the towns of Ceiba and Vieques for a three-day excursion to learn about the local impact of the US military presence. The excursion included engagement with a wide variety of stakeholders in the conflict – especially those who have historically had less of a voice: local fishermen, those participating in civil disobedience, and local NGOs taking a transformative approach to social inequalities in the area. This trip allowed students to focus on the local initiatives and impacts of a conflict dominated by its most powerful stakeholder, the US military. Students used a Spanish-version of John Paul Lederach’s *Little Book of Conflict Transformation* as the basis for their post-excursion reflection. Their reflection was centered on CT and grounded in a particular reading. This type of reflection highlights the CT knowledge gained by students and assures that CT is at the forefront of the outing. Please see Appendix D for a useful framing of CT theory and exercises in the context of excursions.

Research Assistantships: School in Cameroon

Two students at the School in Cameroon applied the lens of Conflict Transformation to a research-assistantship carried out under the guidance of local faculty. The students studied the socioeconomic integration of internally displaced persons. For the students in Cameroon, this project represented a serious time commitment including field research outside of Yaoundé. The experience offered students a unique opportunity to engage with academics abroad in a way that grows their professional, academic, and linguistic portfolio. If getting students involved in CT programming is a challenge, incentivizing participation by framing experiences as resumé-building opportunities might attract interest.

Content Courses: School in France

The School in France offers CT courses that allow students to engage in conflict analysis and learn about transformative theories. Two courses were offered in Spring 2023. Both courses were reworked to include explicit CT analysis for Spring 2024.

- *Taking to the Streets: Conflicts, Revolts and Social Movements in France, from Confrontation to Resolution & Transformation*

This course examined major social and political conflicts in France and how they have shaped its democracy today. Engagement included a visit to le Conseil économique, social, et environmental (CESE) of France and a guest speaker from the same institution. The CESE is an organ of the French government dedicated to connecting government and citizens through collective dialogue. Following a CT revamp, this course now includes explicit CT analysis and CT readings. The engagement was modified to include a visit to le musée d’Histoire vivante where students will engage in primary source analysis. This museum was founded by the Communist Party in 1939 and tells the history of French worker movements. The goal of these modifications is to get students involved and reflecting on how the cultural and social context in which they are immersed informs the conflicts they witness as students in France today.

- *The EU, an Unprecedented Experiment in the Socialization of Conflicts*

This course presented the EU as an organ of conflict management and traced its history of violent conflict prevention. Students visited the European Parliament in Strasbourg and received a Parliamentarian as a guest speaker. Following modifications, this course also now includes specific readings on CT and conflict analysis fundamentals. The excursion to Strasbourg was extended and is now an overnight trip in order to visit the Bridge of Europe that unites Germany and France.

Writing and Culture Course: Schools in Argentina and Uruguay

The *Writing for Linguistic and Cultural Competency* course required for students in Argentina and Uruguay is designed to advance language skills and push students to learn about the nuances of their site's culture. It provides students with the opportunity to expand their understanding of their host country while also building important CT knowledge, skills, and dispositions (critical self-awareness, intercultural competency, curiosity, etc). The course involves an excursion to the province of Neuquén in SW Argentina that exposes students to culture, populations, and conflicts they do not encounter at their urban host-sites. The course relies on English and Spanish Conflict Transformation resources by authors such as John Paul Lederach and Amanda Ripley, as well as instructional videos by Sarah Stroup and Laurie Patton available on the Davis Collaborative's website.

Summer Intern: School in France

The School in France hosted a Conflict Transformation Intern in Summer 2023. This student had professional proficiency in French and a background in the Davis Collaborative after taking an *Intro to CT* course in Vermont in Spring 2023. Responsibilities included the development of current and future CT programming, research of engagement opportunities, and the development of CT training and toolkits. Day-to-day responsibilities included researching possible CT partnerships with local organizations; meeting with professors interested in developing CT courses to provide them with resources, explanations of CT, and thoughts on how CT might fold into their subject of expertise; and organizing CT course excursions. The internship ran for 8 weeks and was funded by an unpaid internship stipend from Middlebury's Center for Careers and Internships (CCI). The School in France is exploring ways to fund future CT Summer Interns.

Other schools interested in taking on an intern can identify undergraduate students studying at their School who possess adequate language skills and an interest and/or background in CT. IPOCS tracks students who have taken a CT course on the Vermont

campus and who have or plan to study abroad. Directors can reach out for this information. Schools can highlight the valuable pre-professional and language-learning experience gained from a working-environment experience in a target language. For an example of a CT Intern job description, please see [here](#).

Sustained Engagement with Local NGOs: Schools in Argentina and Uruguay

Students at the Schools in Argentina and Uruguay had semester-long partnerships with NGOs in their respective countries. In Argentina one student completed a credit-bearing internship with Fundación Luisa Hairabedian (FLH), a local NGO that studies human rights violations and state terrorism. In Uruguay, six students worked with Redalco, a local NGO dedicated to equitable food distribution. Students took part in the recuperation and distribution of discarded edible food. They also participated in a formal lecture on the social inequalities of inequitable food access. Sustained engagement provides students the opportunity to build more meaningful relationships with local partners and allows them to connect more deeply with CT theories and analysis.

Student Exchange: School in Brazil

A cross-institutional effort brought together the Middlebury School in Brazil, the Rohatyn Center for Global Affairs (RCGA), and the Middlebury Office of Sustainability and Integration. Ten students – five Rohatyn Global Scholars and five students from the Universidade Federal Fluminense (UFF) (a local partner institution) – participated in a short-term international exchange. The RCGA students spent five days in Brazil and the UFF students spent five days in Vermont. While together, students participated in CT skills sessions, sustainability infrastructure learning, and visits to the Barco Scola (Boat School project), a local Brazilian NGO. This project is a good example of leveraging the Davis Collaborative to unite various programs across the Middlebury Institution.

Storytelling Project: School in Japan

Storytelling has enormous transformational potential. Identifying assumptions and hearing different perspectives opens our eyes to the context of and the contributors to conflict. In 2023, two Middlebury students worked as translators and logistical support alongside three Middlebury alumni on a documentary film of a WWII concentration camp in Nagano Prefecture, Japan. The film tells the story of a local POW camp and the lives lost to forced labor during this time. Sharing untold or underrepresented stories is a key component to transforming conflict. It allows for those impacted by a conflict to feel acknowledged and expands the points of view from which the conflict is seen and analyzed. Visual media is an especially powerful final product, something that is especially valuable to students looking to gain practical experience and grow their resumés. Having CT at the center of such projects gives students tangible examples of their expertise and background in CT.

IV. Best Practice

Tips for CT Project Development

- Literature, instruction, and student reflection must be explicitly tied to Conflict Transformation.
- An activity (course, excursion, research, etc) *about* a conflict does not necessarily make it a CT project.
- Conflict management and conflict resolution are not synonyms for Conflict Transformation. Conflict management and conflict resolution can be a part of a transformative approach to conflict, but the three are not analogous.
- CT is an inherently interdisciplinary endeavor. The liberal arts education is well-suited for exploring it and professors' varied expertise is an asset. Faculty do NOT need to be experts in CT, but they must include clear CT connections throughout the activity.
- Consider noting ***three core CT learning goals*** at start of activity (course, excursion, research, etc) and refer to them throughout:
 - New Understanding of Conflict: conflict is not just destructive. Constructive conflict can deepen relationships and advance social change.
 - Skills to Understand Self and Others: to constructively engage in conflict, we need to understand ourselves and others in the contexts in which we act.
 - Commitment to Act: transforming conflict involves a commitment to carefully designed engagement at some level - interpersonal, institutional, or structural
- Inclusion of CT Readings
 - Building knowledge and understanding of CT theory and transformative dispositions is crucial to effective programming. Including academic texts focused on CT is essential to ground any activity (courses, excursions, internships, research, orientation activity, etc.).
 - Section VI, Appendix A of this toolkit includes an annotated bibliography of important CT resources. Translations of those texts may be available in various languages.

- The Davis Collaborative [website](#) also hosts a collection of literary resources.
- How will students reflect on their learning and engagement? Reflections can be personal reflections (written or video), reflections on the material in final paper/project form (as part of a language writing class or content class), group projects, or other. The goal is to have students draw connections between CT theory and your CT activity.
- Schools Abroad are ideal settings for CT programming because language acquisition, cultural immersion, and new geographical contexts promote hands-on action and engagement. How can your project go beyond the classroom? Is there a way for students to see or engage with the result of a conflict? With the result of a conflict transformed? With the transformative process itself?

Steps for Creating a CT Course

1. Identify an instructor eager to teach their area of expertise from the perspective of CT.
2. Outline specific ways in which CT content and/or transformative analysis frameworks are incorporated into the course.
3. Ensure the course's reading list includes CT materials – books, articles, videos, etc. See Section VI, Appendix A for example materials.
4. Research and identify opportunities for student engagement – excursions, guest speakers (in-person or via Zoom), connections with local experts, etc.
5. Include specific plans for student reflection on their CT learning – student essay, paper, short video, journal entries, etc.
6. Complete a course proposal and upload to Submittable (see Section Section VI, Appendix C for detailed Submittable instructions).
 - The course's CT element should be very clear.
 - Budget requests for course development costs and student engagement activities should be submitted with the proposal.

Emerging Practice

Student Surveys

The Winter and Spring '24 *CT Skills* and Spring '24 “Mindfulness and CT” courses [used this pre-course survey](#) to gauge student understanding of conflict. The fourth question asks students to “List three words that come to mind when you hear the word ‘conflict’.” The fifth question asks students to reflect on their engagement with conflict, their self-awareness, and their intercultural communication. The sixth asks them to rank their familiarity with approaches to conflictual situations. These questions allow instructors to understand how their students conceive of conflict ([positively, negatively, neutrally](#)), and how they understand their ability to engage across difference. These questions, administered pre and post survey, can be used to assess progress on CT Learning Goal 1: a “new understanding of conflict”.

Mid-semester reflections for CT courses

Spring 2023 was the first semester that the School in France ran CT courses. Students completed course evaluations at the end of the semester and it was clear that they did not grasp or retain CT content. In addition to syllabus modifications, School in France considered mid-semester student reflections focused on CT. The goal was to (1) assess whether students are retaining content on CT and (2) understand how students interpret the inclusion of CT frameworks in their course. Waiting until the end of a course to see if students are grasping CT content forfeits a valuable opportunity to pivot and improve CT instruction with the same cohort of students.

Example Mid-course Reflection Template

(1) Assessment of knowledge / retention of CT

1. Can you give a definition of Conflict Transformation (CT)?
2. Can you explain one or two links between the academic subject field of your course and CT theory?

(2) Feedback

1. Did you know anything about CT before this course? If yes, what did you know? How and where were you exposed to the topic?
2. How did your professor establish concrete links between course content and CT? How was CT a fundamental part of your course?
3. What would you change about how CT is taught and included in your course?
4. What CT skills, and/or frames of analysis did you learn in this course that you think you might benefit from in the future?

V. In Development

CT Internships with EUSA

Students in Paris and Madrid have the opportunity to complete an academic internship through our internship provider EUSA. EUSA places students in academic internships and accompanies them through reflection and a final research project with a focus on cross-cultural communication and skills development.

IPOCS is working to incorporate CT into the EUSA internship experience in two ways. Both could also be utilized for internships conceived/implemented directly by the School Abroad.

1. **CT as professional development and intercultural learning**

Students studying abroad will also experience differences and discomfort in a professional environment. Through a pre-internship orientation run by EUSA, students learn about their host and personal culture on [Erin Meyer's culture map](#) and complete EUSA-led Conflict Management and Cultural Competence Workshops. IPOCS is working with EUSA to infuse CT into their current programming (orientation, reflections, and final paper). The goal is to equip students with the knowledge and skills to practice transformative approaches to the interpersonal conflicts that exist in a multicultural work experience.

Note: See *Example CT Questions for Guiding CT Growth through Internships* in box below.

2. **CT-Tagged Internships**

Internships where the content itself deals with transformative approaches to conflict will be labeled CT Internships. Students who decide to take on these internships will go beyond incorporating CT into the experiential learning of a multicultural professional environment. They will engage with CT not only at the intra and interpersonal level but also at the social, political, and economic level. EUSA and the School in France will use [Middlebury's Center for Careers and](#)

[Internships' definition of CT Internships](#) when categorizing internships as CT: *Conflict Transformation in an internship setting involves working with organizations that are “creating adaptive responses and constructive change to go beyond resolution and address root causes of human conflict to advance peace, justice, and healthy relationships and communities.”*

Students who opt to complete CT Internships would reflect on the transformative approach their work entailed.

- How does their organization take on a transformative view of conflict?
- Can they identify the conflict and the adaptive responses of their organization?

Example CT Questions for Guiding CT Growth through Internships

Before the Internship

1. Knowledge and Comprehension: Identify your culture and your host culture on the [culture scale](#). Cite a moment in a past professional experience where you behaved according to your native culture's position on the culture scale.
2. Application: Relate your culture's place on the culture scale to a past work, educational, or internship experience you have had. Relate it also to a conflict in one of those settings.
3. Analysis: Infer how your position on the culture scale and your future boss and colleagues' position on the culture scale might clash. Might they complement each other?
4. Synthesis: How could you adapt your response to a potential future conflict in the workplace so as to consider the different cultures of you and your colleagues/boss? How might this create a more constructive response to the conflict?

During

1. Application: Relate your culture's place on the cultural scale to a conflict you experienced in your internship this past week.
2. Synthesis: How did you adapt your response to a conflict in the workplace so as to take into consideration the different cultures of you and your colleagues/boss to create a constructive response to the conflict? If you encountered a conflict and did not do this, how can you do this in the future?
3. Evaluate: Assess your response to a conflict you encountered in your internship and your capacity for intercultural competence in that moment.

Summer Interns: Partnering with the [CT Graduate Fellow Cohort Program](#) at MIIS

IPOCS is exploring ways in which MIIS and Schools Abroad might collaborate on CT internships going forward. The Summer CT Intern position described in this Toolkit could expand to the graduate level by hiring MIIS students with more advanced language skills and a background in international education management. This intern could take on more technical responsibilities, such as the design of an orientation program that relies on a CT framework. Similar work was done at the School in Japan and is included in Appendix E.

VI. Appendices

APPENDIX A: CT Resources

Main CTC site: [Davis Collaborative in Conflict Transformation](#)

Canvas: <https://middlebury.instructure.com/courses/12460>

Resources (updated periodically by CTC): [CTC Library](#)

Books/ Manuals:

- Lederach, John Paul, [The Little Book of Conflict Transformation](#). Good Books, 2003. Available in Spanish.
- Lederach, John Paul, *The Moral Imagination*. Focus on Chapters 1, 2, 4 and 13
- Amanda Ripley, *High Conflict: Why we get trapped and how we get out* (Simon and Schuster, 2021)

This book distinguishes between high conflict and healthy conflict. High conflict is a state of conflict reached when parties' identities have become so entrenched in the conflict that they are defined by it. All action by one party is perceived as a threat to and by the other. This type of conflict can quickly turn violent and exacerbate perceived intractability.

- Amanda Ripley Podcast: "Stepping...into 'good conflict'," OnBeing, February 9, 2023 ([link](#)).
- Bruce Dayton and Louis Kriesberg, [Constructive Conflicts: From Emergence to Transformation](#), sixth edition (Rowman and Littlefield, 2022).
- Specific Reading: Bruce Dayton and Louis Kriesberg, "Three Perspectives on the Origins of Conflict," *Constructive Conflicts*, 6th edition (Rowman and Littlefield, 2022): 29-53.
- Rioux, Jean-Francois and Redekop, Vern Neufeld, Eds. [An introduction to conflict Studies: Empirical, Theoretical, and Ethical Dimensions](#). New York and London: Oxford University Press, 2012.

Introductory textbook on the fundamentals of conflict studies. A useful accompaniment to conflict analysis that breaks down the actors, theories, and conditions of various types of conflict (social, political, violent).

- Bernard Mayer, *The Dynamics of Conflict* (Wiley, 2012): 33-66.
- Fisher, Roger. [Getting to Yes : Negotiating Agreement without Giving in](#), Revised Editions Bruce Patton of the Harvard Negotiation Project. Jan. 2011. Key Reading: Parts I and II (1-95).

*Note: Translated into more than 35 languages. Links to a few:

- Spanish: [Obtenga el Si](#)
 - Russian: [Переговоры без поражения. Гарвардский метод](#)
 - Arabic: [الوصول الى نعم : التفاوض للوصول الى اتفاق دون استسلام](#)
 - French: [Comment réussir une négociation](#)
- William Ury, “The Maestro of Mediation,” *The Negotiators*, November 21, 2023 ([link](#)).

This book remains one of the leading works on negotiation. Fisher et. al outline the basics of principled negotiation and references famous instances of conflict resolution. It serves as a good foundational text for analyzing conflictual relationships and possibilities for negotiation and compromise.

- London, Scott, [“The Power of Deliberative Dialogue”](#).
- Deardorff, Darla. [Manual for developing intercultural competencies: story circles](#). UNESCO Publishing, 2020.

This manual was published by UNESCO as part of their leadership of the United Nations System for the International Decade for the Rapprochement of Cultures (2013–2022). It offers an overview of the importance of intercultural competence in peacebuilding efforts and outlines precise ways of including the process of building intercultural competence amongst young people. Story circles are the primary method explored in the manual. Story circles are, in brief, moments of facilitated connection with ‘other’, different individuals that encourage listening to understand. They offer a transformative experience in communication and understanding across difference.

Articles/ Manuals on the Conflict of Interculturality, Cross-culture experiences

- Netta Avineri, "[Nested Interculturality: Dispositions and Practices for Navigating Tensions in Immersion Experiences](#)" In D. Martin and E. Smolcic (Eds.) *Redefining Competence Through Cultural Immersion: Teacher Preparation for Culturally Diverse Classrooms* (Palgrave Macmillan, 2019).
- Beth Fisher-Yoshida, "Reframing conflict: Intercultural conflict as potential transformation." *Journal of Intercultural Communication*, 8:1 (2005): 1–16.
- "Conflict Resolution in Intercultural Settings," by Kevin Avruch and Peter W. Black, in *Conflict Resolution Theory and Practice*, Dennis J.D. Sandole and Hugo van der Merwe, eds., (Manchester, U.K.: Manchester University Press, 1993), pp. 131-145.
- [Culture Matters: The Peace Corps Cross-Cultural Workbook](#)

APPENDIX B: School in France CT Course Proposal Example

[Taking to the Streets: Conflicts, Revolts and Social Movements in France, from Confrontation to Resolution & Transformation.](#)

APPENDIX C: Submission Guidelines for CT Project Proposals via Submittable

Proposals are due twice/year: March 15 (notification of approval by April 15) and October 15 (notification of approval by November 15)

Submittable asks for the following information per project

- School Abroad
- Project Title
- Project Lead
- Project Term
- Type of Activity
- Anticipated Number of Students
- Amount of funding requested from Conflict Transformation (in USD)
- Project Summary (200 words)
- Full Project Proposal (3 pages) including:
 - A rationale for the project and the role of Conflict Transformation in the project
 - Goals for your project
 - The desired impact on the students and on the local community
 - The benchmarks for success
 - Anticipated Conflict Transformation reading list/resources for students (include what language these resources are in)
 - Description of how/when student reflections around Conflict Transformation will happen
 - Plans for sharing research papers and student reflections
 - Plans for sharing photos/videos throughout and at the end of the project
- Detailed Budget

For more detailed instruction on Submittable procedures, please consult this link:

https://docs.google.com/document/d/1Dx_Zm9YeKTSWr1pp63SDcUakS2h5RJwfKsQGt5Ed_uA/edit

APPENDIX D: School in Puerto Rico Post-Excursion Reflection

(Translated from the original Spanish)

SPAN 2401 P Writing for Linguistic and Cultural Competency

Final Paper- Conflict Transformation/Ceiba and Vieques Field Trip

Read chapters 1-6 of *The Little Book of Conflict Transformation* (2003) by John Paul

Lederach and write a 3-4 page essay in which you **(a) define the concept of**

"Conflict Transformation" as developed by the author. How does the concept of Conflict Transformation differ from the concept of "conflict resolution"? What is the purpose of the concept? Once defined, **explain (b) how this conceptual**

framework might relate to the struggles you learned about on your field trip to Ceiba and Vieques on April 28-30, 2023. To answer the question, use

specific examples of at least 2 projects you learned about during the field trip. Be as specific as you can about the name of the projects, their purpose and vision, and the people you met and their roles. Finally, create a conflict map for each of the two projects described (2 maps in total; see page 29). To do this, you must be able to

define and briefly describe each term on which each sphere is composed according to the project described; that is, the problem, patterns and history of that particular problem (which define the "Current Situation"); the solutions, relationships and system that make up the "Future Horizon", to transform that problem; as well as "The development of change processes". The latter should include the proposed solutions together with the initiatives carried out or under construction to achieve the change. You may add additional references to local collectives or efforts known and described in your work. You can use the resources read and discussed in class.

References:
John Paul Lederach. *El pequeño libro de transformación de conflictos*. Ma de los
Ángeles Alba
Olvera y María Lucía Zapata, traductoras. (PA: Goodbooks, 2003).

APPENDIX E: School in Japan Overview of CT

Framework for pre and post-excursion reflection, incorporated into Community Engagement course and arrival orientation. Designed by a MIIS CT Graduate Fellow.



https://docs.google.com/presentation/d/1yRT3XrxicI8uOynXL5Psqx4i8iGhbFf33Ne7DEZhC5g/edit#slide=id.g24de65ada53_0_13