The CT Collaborative is pleased to continue the collaboration between the Middlebury School in Japan, the Redalco food distribution NGO, and the Navajo Nation. This relationship aids the CIF in its goal to expand its outreach to more diverse groups of teachers while also developing conflict transformation opportunities for our students across the globe. Middlebury’s global reach allows the CT Collaborative to bring cohorts of students from our partner university, ICU, and Middlebury College to engage in a service translation of educational projects that are informed by their collaborative research. From the field to the classroom, this collaboration helps students develop conflict transformation opportunities for our students across the globe.

The CT Collaborative is pleased to facilitate the collaboration between our two partners, the Critical Issues Forum and Bread Loaf Teacher’s Network (BLTN). The collaboration between the CIF and the BTLN is proving to be a match made in heaven, with one another’s mission and expertise allowing us to seize opportunities to develop a more literate global citizenry. As the CT Collaborative continues to work on these projects, we are excited to see how we can expand the disarmament educator network.

The Conflict Transformation Skills Course is a major component of the CT Collaborative, and through this course we have been able to provide students with the skills to better understand and address conflict. This course has been a catalyst for our students to engage in meaningful ways that positively impact their communities.

In our new course, our programs, and our conversations, we have been focusing on three simple questions that will help us better understand conflict and its impact on our students. What is conflict? What are the skills that can help address conflict? Who am I in conflict?

Through language education and immersive learning, our students are challenged to transcend their own knowledge and habits. The skills of intercultural communication and curious listening will help our students positively contribute to the conflicts they encounter around the world. This summer and fall we piloted several study abroad projects and used documents for promoting and fundraising and considered the physical and dynamic differences between low-income student experiences.

What skills can help address conflict? What are the skills that can help us better understand conflict? Who am I in conflict? We are working to connect our students with the skills and knowledge they need to positively contribute to the conflicts they encounter.

This past spring, Middlebury was fortunate to receive a seven-year, $25 million-dollar grant to support projects that connect with our guiding principles of conflict transformation, as applied to particular field of study. The grant supports projects that are working to connect students with the skills and knowledge they need to positively contribute to the conflicts they encounter.

Support Projects Up to $50,000

Award

Awards are open to any person previously awarded a Projects for Peace grant. Winners of the Alumni Award will receive up to $50,000 to support their current or proposed peacebuilding and changemaking efforts. The Kathryn Wasserman Davis Collaborative in Conflict Transformation (CIF) has generously funded 12 awards to inspire and support peacebuilding and changemaking efforts.

We encourage Alumni who have received a Projects for Peace grant to apply for the Alumni Award. The Award is open to any person who has received a Projects for Peace grant. The Alumni Award supports projects that are working to connect students with the skills and knowledge they need to positively contribute to the conflicts they encounter.

Marybeth Eleanor Nevins, “Rural Vermont Community Responses to Claims of Anthropogenic Climate Change” (Anthropology)

Jeff Langholz, “Flowing Toward Peace: Opportunities and Obstacles for Transforming Water Conflicts through Law and Dialogue” (Public Policy and International Law)

Sarah Stroup, “‘One Bite and All is Forgiven’: Paths to Gastro-Diplomacy and Conciliatory Foodways in Cyprus” (Food Studies)

Febe Armanios, “Movement Matters: Global Body in Conflict” (Dance)

Michelle McCauley, “Value and Violence: A Story of Sand and Shells” (Literature and Environmental Studies)

Dr. Éric Wilson, “Host Community Impacts of Study Centers Abroad: Transaction, Extraction, Transformation” (International Education Management)

Carly Thomsen, Laurie Essig, “Feminist Studies vs. Feminist Activism” (Gender, Sexuality, & Feminist Studies)

Nonproliferation Studies)
This winter term we launched a new pilot course, Conflict Transformation Skills. 65 Middlebury College students joined this course taught by our director, Sarah Stroup, Professor Steve Viner, and international mediator Julian Portilla. The course helps students identify the dynamics and causes of conflict, develop self-awareness, engage in mindfulness, and learn about restorative practices, mediation, dialogue, and peacebuilding. The course also prepares students for experiential education opportunities where conflicts can arise: in study abroad, internships, treks, and research projects. Over the month of January, we hosted a half-dozen leaders in the field who offered public talks and private workshops. For an introduction to the field of conflict transformation, check out the recording of our first guest speaker, SIT professor Bruce Dayton here. This spring, we'll be sharing the syllabus and posting links to those talks on our website – stay tuned!